MSL

MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP

MSL 2011 School Report

University of California San Diego

2011

Table of Contents

Welcome

Using this Report

Data Use and Acknowledgement Policy

Study Overview

Table of Contents

Welcome

Letter from Co-Principal Investigators

Summer 2011

Dear MSL Colleague,

On behalf of the entire MSL Research Team, we hope this letter finds you doing well. Not so long ago you joined us in the Multi-Institutional Study of Leadership (MSL), an international research program examining the influences of higher education on college student leadership development. In doing so you were no doubt hoping to gain valuable data to influence decision-making on your campus. However, your institution's participation also contributes significantly to shaping an international agenda in leadership education.

Data collection for the MSL has been conducted at over 150 colleges and universities across the United States, Canada, and Mexico to date. As you can imagine, the result is an enormous volume of data. Our research teams have worked hard to deliver a comprehensive institutional report that distills this information in a useful and accessible way. Critical input from the 2006 and 2009 iterations of the study was taken into account in generating the templates for these reports. We think you will be excited by the executive summary that is included as a companion piece to the report and distills findings. We also hope that the various opportunities for customization of the report have allowed you to tailor it to your unique institutional needs.

While the enclosed materials may appear daunting, we have gone to great lengths to structure it in a way that is both accessible and designed for ease of dissemination at your school. We encourage you to take the time to read through your final report in its entirety, but also want to highlight a number of key resources available to you. Many of the components of your report are available through your "My MSL" web page. This includes access to a power point template you can use for disseminating findings on your campus, your individual school data, and several tip sheets that provide suggestions on how to use and further explore your results. We will also be hosting webinars to support your continuing use of the report and data should you be interested. The MSL website (www.leadershipstudy.net) will also serve as a critical resource for the dissemination of findings that may be helpful as well as a central repository for syntax you may wish to use for further analysis. The Center for Student Studies is also available to provide additional support through further data analysis and other services.

Finally, we hope that you will consider participating in this research again in the future. Yearly participation in MSL provides a source of powerful trend data. Should you have any questions, please do not hesitate to be in touch. We thank you for your dedication and commitment to this project and will be excited to hear about how you use your findings in practice.

Sincerely,

Dr. John P. Dugan
Assistant Professor,
Higher Education,
Loyola University Chicago

Dr. Susan R. Komives
Professor, College Student Personnel
University of Maryland

Letter from the Center for Student Studies

Summer 2011

Dear MSL Participating School,

On behalf of the Center for Student Studies team, including your school coordinator, the survey programmers and testers, the sampling statisticians, the data processors and report writers, we thank you for another wonderful Multi-Institutional Study of Leadership (MSL) year!

While this report represents the culmination of a great deal of effort and commitment, we do not see this as an end to this partnership, but rather the beginning of the next step of putting the MSL data to work. This report and the accompanying dataset should be a valuable resource for leadership educators, institutional researchers, graduate students, university administration, and many academic and functional units within the university.

Members of the research team look forward to talking with each participating school in the coming weeks and months as they brief you on this report and assist you with navigating the various results. This standardized report provides a wealth of information that can be immediately useful. However, we also look forward to working with you to identify ways in which you can use the results of the MSL at your school. We are available to you as a resource to assist with this ongoing process.

We look forward to hearing feedback from you about how this past year went. We look to improve our services, our tools, our communications, and the products that we create and continue to build on the MSL as we enter into the 2012 data collection cycle. In fact, as we look to next year, we are already exploring several new features – right now is the time to have an impact on the future direction of the study. We welcome your insights and experiences.

Thank you for your continued support. Please do not hesitate to contact us at any time.

Sincerely,

Scott D. Crawford
CEO, Survey Sciences Group, LLC and Center for Student Studies
734-527-2150
scott@surveysciences.com

Using this Report

This section of the final report provides tools that will assist with reading and interpreting results from MSL data collection on your campus. This includes an overview of what is included in your results, useful terminology to help understand the nature of your data and statistical analyses employed, and sample tables with instructions on how to read and interpret them.

What's Inside

Due to the length of the MSL instrument, it is not feasible to provide tables for all variables. The reports do, however, provide substantive results from the data collection at your campus and plenty of information that is immediately useful for shaping educational practice.

Your MSL report is divided into several key sections exploring your data and results from a variety of perspectives:

- The **Response Rate Table and Respondent Characteristics Table** provide key information regarding who responded to the survey. These data are helpful for understanding the degree to which your sample mirrors both your institutions full undergraduate population as well as the samples against which you are comparing data (i.e., the comparison groups that you selected to appear in the report).

- The **General Outcomes Table** provides key information on your students' reported achievement across learning outcomes that appear in the study. This table also provides statistical tests to determine the extent to which your students score significant differently than their peers in the comparison groups that you've selected.

- The **MSL Delta Measure – Measuring Change Over Time** Table provides you with a unique change over time analysis focused outcome achievement for seniors at your school. The Delta Measure uses retrospective recall to capture students' situations *prior to college* and compares them to current outcome measures during the *spring semester of their senior year*. These data provided critical information on how your students are different and the ways that you institution might be contributing to those differences. Similar statistics are calculated for each of your comparison groups so that you can benchmark your rates of change with those in peer groups of interest.

- The **Inputs by Outcome Measures Table and Environments by Outcome Measures Table** provide examinations of the relationships that exist between key demographic characteristics (e.g., race, gender) and outcomes measures as well as student experiences during college (e.g., student organization involvement, mentoring relationships, participation in leadership training programs) and outcome measures. These results point to critical differences in outcome achievement among student sub-populations as well as the experiences during college that seem to have the greatest influences on your students' outcomes.

Terminology

The results are presented in various tables using descriptive and inferential statistical terms. What follows are definitions for common 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 for a research project. Undergraduate students are the target population for this study.

Random Sample

A random sample is a scientifically selected portion of the population. The MSL uses a random sample since it is not always possible to collect data from the entire population, and it is not always desirable to do so to minimize survey burnout across your student population. Using randomly selected participants allows us to generalize the results to the population.

Comparative Sample

A comparative sample is one that was specifically selected for use in the MSL by the school. While the MSL research team will assist in documenting what the sample represents, the specific characteristics of the sample (from which population it was selected, whether it was random or purposive, etc.) are determined by the school.

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 all the scores for a given item and dividing the sum by the total 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. Significance is typically assessed using a p-value with smaller values relating to decreasing likelihood that the differences are a function of chance. Researchers traditionally assess significance by looking for p-values that are less than .05, which indicates a 5% chance of error. This study assesses the relative significance using a more conservative .01 level, indicating only a 1% chance of error. This is done to due to the large sample sizes employed in the study as well as assumptions associated with statistical techniques.

Effect Size

Effect size offers an estimate of the magnitude of statistical differences. This is a useful tool for interpreting just how meaningful statistically significant differences might be in an analysis, particularly when sample sizes are large. When a sample size is large, it is likely that even small differences will emerge as statistically signifi-

cant. However, these differences may not be practically important, and it becomes critical to also assess the magnitude of the statistical difference. In other words, how practically meaningful is the finding?

This study relies on Cohen's (1988) effect size measure (referred to as Cohen's d), which examines differences using standard deviation units. Cohen suggested that trivial effect sizes were associated with scores less than .2, small effects were at least .2, moderate effects were at least .5, and large effects were at least .8. Another way of understanding this is to suggest that large effects represent differences that could be seen with the naked eye.

Moderate effects could also be seen with the naked eye, but one might need to examine the differences for a bit. Small effects are typically not visible to the naked eye, while trivial effects offer little to no practical meaning.

Cohen's classification system was not designed specifically for the social sciences, and he warned against a rigid application across disciplines. This sentiment has been echoed along with suggestions that Cohen's labels may be misleading in educational research or research using less potent variables where small effect sizes could potentially be practically meaningful (Trusty, Thompson, & Pertocelli, 2004; Valentine & Cooper, 2003). Leadership, by nature, is a fuzzy and multifaceted concept that is difficult to measure, and so even small effect sizes may provide beneficial insights into an otherwise under-studied, atheoretical knowledge base. Thus, we recommend consumers of this report focus on those statistical differences with effect sizes that are small or higher.

Reading the Tables

This section begins with a brief tutorial on how to read results tables as well as example tables with detailed notes on the meaning of various elements of the report. Please consider the following when reviewing tables:

- Different measures use different size scales. Please consult the header for each major variable to determine the scaling. For example, some measures may be built on a 4, 5, or 7 point scale, and thus a mean of 4 will be interpreted very differently from one to another.
- The blue column in each table represents the results for your random sample respondents only.
- In tests of significance, a boxed 'S' indicates the result is statistically significant at the .01 level.
- For statistically significant results, effect sizes are calculated and reported as 'trivial,' 'small,' 'moderate,' or 'large.' We recommend that you examine closely any results with effect sizes of small or greater.
- Cells populated with a period indicate an insufficient number, less than 15, of respondents answered that particular question for analyses to be conducted. The MSL requires 15 cases for a statistic to be reported to ensure respondent confidentiality and to ensure that appropriate interpretations of the data are made. Basing a finding off of fewer than 15 cases may lead to erroneous conclusions.
- The data presented in these tables include respondents who answered all of the items associated with the core outcome measures. This may include respondents who fully completed the survey and respondents who may not have completed the survey but answered all the necessary items. For purpose of these reports, anyone who met these criteria was counted as a complete; while respondents who completed only a portion of those responses were excluded from the specific analysis and counted as a partial case to be included in your overall response rate. Because of this, the number of cases used in the tables that follow may be smaller than the total number of completed surveys at your institution. The variable CORE_100, located in your SPSS data file, indicates if a student met these criteria. See the MSL Codebook for an indicator of the core outcome measures.

Response Rate Table

This table describes the response rates for your general population sample, the MSL national sample, and other comparison groups pre-selected by your institution for inclusion in this report. These statistics are generated using the data that you provided to us along with student contact information prior to data collection. If you were not able to provide some or all of this data, you will see no data reported here. Data in the blue columns represent your institution's random sample. The statistics reported are percentages of those who responded (partially or completely) to the survey from among all those invited. For example, if you see 42.3% listed under Gender: Male, that means that 42.3% of your males (as defined by the data you provided with your sample file) responded to the survey. These data are useful for Identifying patterns of response rate at your school.

%: Indicates the percentage of completed cases for a particular variable in your school sample

Variable being measured in table

Results for selected comparison

Response Rates

School of Survey Sciences			MSL National Sample		Carnegie Peers: Masters		Campus Setting Peers: Urban		Control Peers: Public		Affiliation Peers: Religious	
	%	N	%	N	%	N	%	N	%	N	%	N
Response Rate by Demographics												
Gender												
Male	27.25	762	38.25	42,539	38.25	42,539	38.25	42,539	38.25	42,539	38.25	42,539
Female	34.42	723	39.24	52,479	39.24	52,479	39.24	52,479	39.24	52,479	39.24	52,479

N: Indicates the number of completed cases submitted for each variable in your school sample

Respondent Characteristics Table

This table describes the characteristics of the students at your institution who responded to the MSL survey. This uses self-reported demographic information as provided in the survey questionnaire by the students. Data represent your random sample, the MSL National Sample, and other benchmark or comparison sample groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent your institution's random sample results. These results are weighted using nonresponse adjustment weights. (See page 22 for more details on the weights used in the MSL.) These data are useful for:

- Understanding who responded to the survey and is represented in the findings (after nonresponse adjustment), and
- How your respondents compare compositionally with your benchmark/comparison sample groups.

%: Indicates the percentage of completed cases for a particular variable in your school sample

Variable being measured

Results for selected comparison groups

Respondent Characteristics

School of Survey Sciences			MSL National Sample		Carnegie Peers: Masters		Campus Setting Peers: Urban		Control Peers: Public		Affiliation Peers: Religious	
	%	N	%	N	%	N	%	N	%	N	%	N
Student Characteristics												
Gender												
Male	51.31	762	44.72	42539	31.90	7656	0.50	912	0.50	240	0.50	60
Female	48.69	723	55.17	52479	68.10	16344	0.50	912	0.50	240	0.50	60
Race												
White	81.47	1210	78.48	74653	78.48	18835	78.48	143191	78.48	37711	78.48	9419
Middle Eastern	0.04	1	0.01	10	0.01	2	0.01	18	0.01	5	0.01	1
African American/ Black	1.25	18	3.40	3334	3.40	816	3.40	6204	3.40	1634	3.40	408
American Indian	7.82	116	1.23	1170	1.23	295	1.23	2244	1.23	591	1.23	148
Asian American	1.06	16	7.88	7496	7.88	1891	7.88	14378	7.88	3786	7.88	946
Latino	4.73	70	2.42	2302	2.42	581	2.42	4415	2.42	1163	2.42	290
Multiracial	3.37	50	0.13	124	0.13	31	0.13	237	0.13	62	0.13	16
Not Included	5.28	81	0.01	10	0.01	2	0.01	18	0.01	5	0.01	1

Note: Any categories or variables for which there are less than 15 responses will not have reported data in any tables to avoid misrepresentation of data to specific outcomes or populations.

N: Indicates the number of completed cases submitted for each variable in your school sample

General Outcome Measure Scores & Sub-Study Outcome Measure Scores Tables

This table describes students' capacities across core outcomes in the MSL. Data represent your random sample, the MSL National Sample, and other benchmark/comparison sample groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent your institution's general population sample. Statistical tests of differences are provided comparing your general population data with data from each of your comparison groups using independent samples t-tests. The presence of an 'S' symbol indicates the differences are significant. Effect size measures are also presented to assist you in determining the practical significance of any significant differences. Effect sizes are represented by a circle with different degrees of shading. Results in this section are useful for:

- Benchmarking student capacity from your random sample with that of students in selected benchmark/comparison sample groups, and

- Determining potential outcome areas that should be targeted for further development.

Mean (*M*): Represents the average score for all cases on an outcome measure with higher numbers indicating greater capacity

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

Sig: Provides the results of an independent samples t-test to determine whether the mean for this comparison group is significantly different than the mean in the blue column (general population sample); Significance is determined at the .01 level

Effect: Indicates the effect size, or magnitude of any significantly different results

General Outcome Measure Scores and Comparisons

School of Survey Sciences			MSL National Sample				Carnegie Peers: Masters				Campus Setting Peers: Urban				Control Peers: Public				Affiliation Peers: Religious			
	M	SD	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Social Change Model Leadership Outcomes																						
Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																						
Consciousness of Self	3.95	0.51	3.95	0.51	S	◖	3.95	0.51		◖	3.95	0.51	S	◖	3.95	0.51	S	◖	3.95	0.51	S	◖
Congruence	3.96	0.52	3.96	0.52		○	3.96	0.52	S	○	3.96	0.52		○	3.96	0.52		○	3.96	0.52		
Commitment	3.97	0.53	3.97	0.53			3.97	0.53	S		3.97	0.53			3.97	0.53			3.97	0.53		
Collaboration	3.98	0.54	3.98	0.54		○	3.98	0.54		○	3.98	0.54		○	3.98	0.54	S	○	3.98	0.54		○
Common Purpose	3.99	0.55	3.99	0.55			3.99	0.55			3.99	0.55			3.99	0.55			3.99	0.55		
Controversy with Civility	4.00	0.56	4.00	0.56	S	◖	4.00	0.56	S	—	4.00	0.56	S	◖	4.00	0.56	S	◖	4.00	0.56	S	◖
Citizenship	4.01	0.57	4.01	0.57			4.01	0.57			4.01	0.57			4.01	0.57			4.01	0.57		
Change	4.02	0.58	4.02	0.58	S	●	4.02	0.58		●	4.02	0.58	S	●	4.02	0.58			4.02	0.58	S	●
Omnibus SRLS	4.03	0.59	4.03	0.59			4.03	0.59			4.03	0.59		—	4.03	0.59		—	4.03	0.59		—
			Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)																			
Leadership Efficacy	4.01	0.54	3.95	0.51		○	3.95	0.51	S	○	3.95	0.51		○	3.95	0.51		○	3.95	0.51		
			Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)																			
Complex Cognitive Skills	3.95	0.51	3.95	0.51	S	◖	3.95	0.51	S	◖	3.95	0.51	S	◖	3.95	0.51	S	◖	3.95	0.51	S	◖

Indicator of effect size: A dash indicates the effect is trivial, a white circle indicates a small effect, a half filled circle is a moderate effect, and a fully shaded circle is a large effect

Be sure to check the scaling for each measure before interpreting the mean scores

The presence of an 'S' indicates that the difference between this comparison group mean and the general population mean is statistically significant
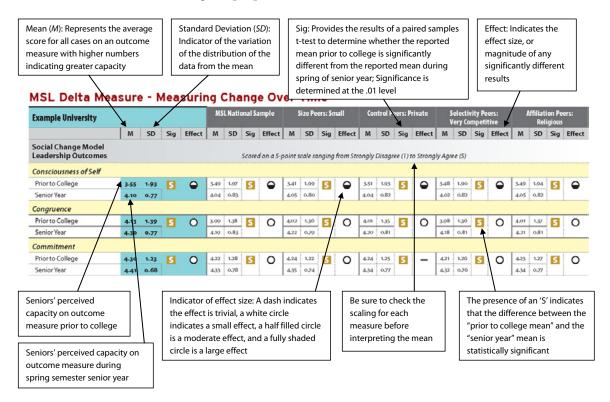
MSL Delta Measure – Measuring Change Over Time Table

This table describes changes in students' perceived capacities across core outcomes in the MSL, and is limited to those students who have experienced the campus environment for the longest duration – your seniors. All MSL respondents are asked to retrospectively report on their capacities prior to college as well as present capacities. This table specifically analyzes only data provided by students who indicated they are in their senior year. Data represent seniors in your random sample, the MSL National Sample, and other benchmark/comparison sample groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent seniors from your institution's random sample. Statistical tests in this table examine differences in the reported capacities of seniors prior to the start of college and currently. This is done using paired samples t-tests. Similar tests are provided for seniors in each of your comparison groups. The presence of an 'S' symbol indicates the differences are significant; the rate of change in students' capacities is above and beyond simple chance. Effect size measures are also presented to assist you in determining the practical significance of any significant differences. Effect sizes are represented by a circle with different degrees of shading. Results in this section are useful for:

- Determining the degree to which students change in their capacity across key outcomes while in college,
- Identifying the extent to which outcomes of focus for your institution reflect developmental gains, and
- Benchmarking against comparison groups to see where your students are either mirroring patterns of significant difference or demonstrating unique patterns.
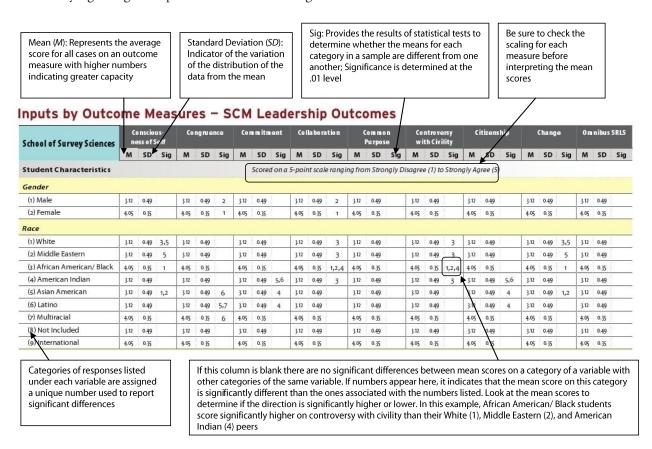
Inputs by Outcome Measures & Environments by Outcome Measures Tables

These tables describe significant relationships between input and environmental variables and core outcomes in the MSL. Data represent your institution's random sample and do not include benchmark sample data. If you selected a comparative sample for inclusion in the MSL, a series of tables will also present this same data for those specified comparative sample groups. Statistical tests in this table examine significant differences between categories of input and environmental variables across core MSL outcomes. If a variable is significant, the 'SIG' column will indicate the category number with which the significant difference exists. This is different than the previous significance test results, as here we are looking closer at where the significant difference is within your institution across multiple groups. So, the presence of a number indicates that there is a significant difference, and the number itself represents the column that the result is different from. Results in this section are useful for:

- Identifying student populations with differential rates of outcome achievement, and
- Identifying collegiate experiences related to changes in scores across outcome measures.

Mean (*M*): Represents the average score for all cases on an outcome measure with higher numbers indicating greater capacity

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

Sig: Provides the results of statistical tests to determine whether the means for each category in a sample are different from one another; Significance is determined at the .01 level

Be sure to check the scaling for each measure before interpreting the mean scores

Inputs by Outcome Measures − SCM Leadership Outcomes

School of Survey Sciences	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics						*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																					
Gender																											
(1) Male	3.12	0.49		3.12	0.49	2	3.12	0.49		3.12	0.49	2	3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49	
(2) Female	4.05	0.35		4.05	0.35	1	4.05	0.35		4.05	0.35	1	4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35	
Race																											
(1) White	3.12	0.49	3,5	3.12	0.49		3.12	0.49		3.12	0.49	3	3.12	0.49		3.12	0.49	3	3.12	0.49		3.12	0.49	3,5	3.12	0.49	
(2) Middle Eastern	3.12	0.49	5	3.12	0.49		3.12	0.49		3.12	0.49	3	3.12	0.49		3.12	0.49	3	3.12	0.49		3.12	0.49	5	3.12	0.49	
(3) African American/ Black	4.05	0.35	1	4.05	0.35		4.05	0.35		4.05	0.35	1,2,4	4.05	0.35		4.05	0.35	1,2,4	4.05	0.35		4.05	0.35	1	4.05	0.35	
(4) American Indian	3.12	0.49		3.12	0.49		3.12	0.49	5,6	3.12	0.49	3	3.12	0.49		3.12	0.49	3	3.12	0.49	5,6	3.12	0.49		3.12	0.49	
(5) Asian American	3.12	0.49	1,2	3.12	0.49	6	3.12	0.49	4	3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49	4	3.12	0.49	1,2	3.12	0.49	
(6) Latino	3.12	0.49		3.12	0.49	5,7	3.12	0.49	4	3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49	4	3.12	0.49		3.12	0.49	
(7) Multiracial	4.05	0.35		4.05	0.35	6	4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35	
(8) Not Included	3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49		3.12	0.49	
(9) International	4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35		4.05	0.35	

Categories of responses listed under each variable are assigned a unique number used to report significant differences

If this column is blank there are no significant differences between mean scores on a category of a variable with other categories of the same variable. If numbers appear here, it indicates that the mean score on this category is significantly different than the ones associated with the numbers listed. Look at the mean scores to determine if the direction is significantly higher or lower. In this example, African American/ Black students score significantly higher on controversy with civility than their White (1), Middle Eastern (2), and American Indian (4) peers

Where to Get More

Your SPSS dataset containing your school's responses is one place to start! Along with this report, you were given an SPSS analytic data file accessible via the archived 2011 school guide at www.mymsl.net/2011. With this dataset you can explore other variables not covered in the report and perform any additional analysis that may be more customized for your institution. While exploring your dataset, please refer to these dataset notes:

- The variable PRE_6: Sample Type, indicates whether that student was part of your random sample, or your comparative sample, if applicable.

- Your dataset contains respondents who completed the survey and partial respondents who entered the survey but did not submit their responses at the end. The variable: DISP_MAIN indicates this status.

- Your dataset also contains the variable CORE_100. Those cases with a value of 1 indicate they answered all of the questions associated with the core outcome measures. For purposes of reporting, they were counted as completes and were the respondents used in the data analysis in the data tables below.

- Please refer to the MSL Tips document for additional ideas of analysis. This document is accessible via www.mymsl.net/2011 along with many other helpful documents.

We encourage you to explore your dataset and if you have any questions please do not hesitate to contact your MSL liaison!

Data Use and Acknowledgement Policy

Given the scope of the Multi-Institutional Study of Leadership (MSL), number of funding partners, and requirements associated with Institutional Review Board (IRB) policy, it is important to review issues related to using 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 for a fixed, one-year timeframe. 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 we have stripped the data of names. You are encouraged to handle data appropriately. This includes securely storing data, carefully monitoring who has access, and determining how data are used.

- Open ended data collected as part of the main survey or your custom questions may contain identifying information about the participant in the responses. Please take into account confidentiality requirements as dictated specifically by the national and your local IRB.

National Data Issues

- You have been provided with means and standard deviations for the national normative data set and in some cases specific comparisons between your data and the national data. We ask that you not share national data outside of your institution as this data will be unveiled in a series of publications and presentations.

- 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 as part of a thesis, dissertation, or personal research project, you may submit a proposal to the Co-Principal Investigators. Guidelines for submitting a data use request along with submission forms can be downloaded from the www.leadershipstudy.net site. 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 2011. For further information regarding this study, please visit: www.leadershipstudy.net.

- 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 2011. This should appear on all handouts and visual aids.

Study Overview

Purpose

The purpose of the Multi-Institutional Study of Leadership (MSL) is to examine influences of higher education on college student leadership development. The study also directs significant attention to the examination of college experiences and their influences on leadership-related outcomes (e.g., complex cognitive skills, social perspective-taking, leadership efficacy). The study design supports institutional efforts to engage in data-driven decision-making informed by empirical evidence regarding students' experiences, needs, and educational outcomes. The goal of this research program is to advance institutional efforts as well as the broader knowledge-base regarding college student leadership.

History

The first iteration of the MSL study was administered in the spring of 2006. Subsequent data collections have been conducted in 2009, 2010, and 2011. Over 150 institutions and 150,000 students have been part of the study to date. The study is led by Principal Investigator, Dr. John P. Dugan, at Loyola University Chicago, and co-PI Dr. Susan R. Komives, at the University of Maryland, College Park. The National Clearinghouse for Leadership Programs (NCLP - www.nclp.umd.edu/) plays a central role as the sponsor of the MSL. The Center for Student Studies (www.studentstudies.net), a division of Survey Sciences Group, LLC, serves as the primary coordinators of the research. Further support for the MSL was provided by the C. Charles Jackson Foundation; ACPA: College Educators International Educational Leadership Foundation; National Association of Student Personnel Administrators, and the National Association of Campus Activities.

Rationale

The education and development of students as leaders has long served as a central purpose for institutions of higher education as evidenced in mission statements and the increased presence of both curricular and co-curricular leadership development programs on college and university campuses (Astin & Astin, 2000; Zimmerman-Oster & Burkhardt, 1999). Astin and Astin go as far as to suggest that, "higher education plays a major part in shaping the quality of leadership in modern society" (p. 1) and a growing number of scholars and professional associations have identified socially responsible leadership as a core college outcome (Association of American Colleges & Universities, 2007; Astin & Astin; Hoy & Meisel, 2008; National Association of Student Personnel Administrators & American College Personnel Association, 2004). Yet, research on the topic continues to reflect an incomplete picture suffering from a lack of theoretical grounding consistent with contemporary conceptualizations (Dugan & Komives, 2007; Posner, 2004) as well as a lack of clarity regarding individual and institutional factors influencing leadership development (Kezar, Carducci, & Contreras-McGavin, 2006). 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 development (Higher Education Research Institute [HERI], 1996) provides the theoretical frame for this study as it was created specifically for college students, is typically cited as one of the most influential leadership models used in practice with college students (Kezar et al., 2006), 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, 1991). Similarly, the central principles associated with the social change model involve social responsibility and change for the common good. These are achieved through the development of eight core values targeted at enhancing students' levels of self-awareness and abilities to work with others. 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. Definitions for each of the core values are provided in Table 1. For more information on the social change model consult: *A Social Change Model of Leadership Development: Guidebook Version III* (HERI, 1996) or *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (Komives, Wagner, & Associates, 2009).

Table 1. Value definitions for the Social Change Model of Leadership Development

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.

Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III.* College Park, MD: National Clearinghouse for Leadership Programs.

Conceptual Frame

The conceptual framework for the MSL is an adapted version of Astin's (1993) inputs-environments-outcomes (I-E-O) college impact model. This model permits the researcher to "assess the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions" (p. 7). The model was adapted in two ways. First, a cross-sectional design with retrospective questions was employed instead of the traditional time-elapsed pretest and posttest to address issues of response shift bias. Second, the influences of non-college reference groups (e.g., employers, community organizations) posited in Weidman's (1989) model of student socialization were integrated, which extended variable measurement beyond just elements of the collegiate environment and included aspects of the external environment as well (e.g., mentoring from community members, participation in community organizations). Weidman suggested that reference groups from outside the college environment exert influence throughout the college years and should be controlled for in college impact research.

Institutions and Sample

A total of 148 U.S. colleges and universities have participated in the MSL between 2009 and 2011, and are included in the national benchmark for this report. Institutions from Canada, Mexico, and the West Indies participated as well, although their data are not included in the national benchmark. Following study protocols, participating schools were asked to draw a random sample of 4,000 undergraduate students from the general student population at their institution. This requested size was determined based on a desired 95% confidence interval with a margin of error of +3 or better for overall and sub-group analyses. It also assumes individual institutional response rates may be low. Institutions with undergraduate enrollments of less than 4,000 students conducted full population samples, if possible. Some institutions selected samples lower than 4,000 or their full population, based on institution specific requirements. The total sample size for the national dataset is 492,373 cases. Schools were also invited to submit comparison samples to examine relationships between this group and the school's random sample results. Data collected as part of comparison samples are not included in the national benchmarks.

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. The 2011 instrument remained unchanged from 2009 and 2010. 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. 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.

Data Collection

The MSL was administered entirely via the Internet with data management services provided by The Center for Student Studies (www.leadershipstudy.net). Student participants received a series of emails asking them to participate. Each student received an invitation email and then a series of up to three reminder emails. Reminder emails were only sent to those students who had not started the survey. Once a student completed the survey they no longer received email reminders. The emails were derived from templates that schools were able to individually alter based on unique institutional requirements and specific incentive programs offered to promote student participation.

The emails 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. The first question asked for student consent to participate. If a student refused the consent request, their survey was closed and they were not contacted again as part of the MSL 2011.

Information provided in the sections that follow provide information regarding data collection on your campus. The results represent your general population sample and do not include information about comparative sample data. The following terminology may be helpful in interpreting the content of these tables:

Table 1: Definitions of Terms

Term	Definition
Sample Size (N)	The count of students who were selected by each school to participate in the study.
Eligible Sample (E)	The count of students who were eligible to take the survey. This number in most cases is the number of students provided by the school. In some cases students were removed from the sample before, during, or after data collection if they were determined to be ineligible for the study (i.e., they were no longer a student, they were not 18 years of age or older).
Completed Surveys (C)	The count of students who completed all questions related to the core outcome measures.
Partial Surveys (P)	The count of students who started the survey, and consented, but did not complete all questions related to the core outcome measures.
Response Rate	The number of completed surveys plus the number of partially completed surveys divided by the eligible sample size. The American Association for Public Opinion Research (AAPOR) accepts this rate as a standard rate for report response rates. This is AAPOR response rate calculation #2. ((C+P)/E).
Completion Rate	The number of completed surveys divided by the number of completed surveys plus partially completed surveys. (C/(C+P))
Ineligible (I)	Count of respondents who indicated that they were under the age of 18 or no longer a student.
Ineligible %	Count of respondents who indicated that they were under the age of 18 or no longer a student divided by the total sample size. (I/N)
Refusals (R)	Count of students who indicated that they did not want to participate in the survey.
Refusal %	Count of students who expressed that they did not want to participate in the survey divided by the total sample. (R/N)
Note	*For the purpose of these reports, we have modified the definition of a complete and partial survey.*

Table 2 shows the counts of emails at each stage of the data collection process that were successfully sent as well as the count that did not get delivered, otherwise known as "bounced" emails. If a respondent's email invitation bounced, reminders were still sent to this respondent in case the cause of the bounce was a temporary situation. Emails used a subject line that identified the study and the email appeared to be coming from the primary investigator. The subject lines for each email varied in intensity as the survey progressed in an effort to gain the attention of potential respondents.

Table 2: Email Counts

Date Sent		Successful	Bounced
Jan-31 2011	Invitation	4000	0
Feb-04 2011	Reminder 1	3594	0
Feb-10 2011	Reminder 2	3411	0
Feb-16 2011	Reminder 3	3321	0

It should be noted that counts of bounced emails are often inaccurate. Email systems have many different ways of reporting bounced email back to the sender, and frequently, even if one is warranted, no bounce message is created. Similarly, bounces may be sent in some cases where the emails were successfully delivered. Any evaluation of the sample quality using bounces should be done keeping these facts in mind.

Responses

Overall, the response rate for all schools combined in this study was 29.09% and the total number of completed cases was 21,705. The response and completion rates for the overall study and University of California San Diego are shown in Table 3. Chart 1 and Chart 2 show how your institution's rates compare to 2011 MSL participating schools. The numbers shown in Table 3, Chart 1 and Chart 2 represent those who answered all of the questions related to the core outcome measures and do not include information about comparative sample data.

Table 3: Responses

School	Partials	Completes	Response Rate %	Completion Rate %
University of California San Diego	160	781	23.53%	83.00%
Total Sample	5,637	21,705	29.09%	79.38%

Chart 1

Response Rate: **University of California San Diego** ■

MAX
63.65% ▶

23.53%

10.11% ▶
MIN

MEAN ▲ 31.15 %

Chart 2

Completion Rate: **University of California San Diego** ■

83.00%

MAX
87.50% ▶

68.84% ▶
MIN

MEAN ▲ 79.07 %

Students sometimes informed study staff, or even local school contacts that they did not wish to participate in the study. These types of requests were received via email and phone calls. Such requests not to participate were noted in the sample database and further contacts with the refusing respondent were cancelled. The counts of refusals are provided in Table 4.

Table 4: Refusals

Sample	Sample Size	Refusals	Refusal %
University of California San Diego	4000	3	0.08%
Total	94,009	354	0.38%

Nationally, the average completion time for surveys was 26.27 minutes and the median was 24 minutes. Students at University of California San Diego took an average of 24.26 minutes and a median of 22 minutes to complete the survey. Because respondents were able to leave the survey and return later (possibly several hours or days later), we have excluded as an outlier any survey duration over 72 minutes (three times the median) from these calculations.

Selected References

Association of American Colleges and Universities (2007). *College learning for the new global century.* Washington DC: Author.

Astin, A. W. (1993). *What matters in college: Four critical years revisited.* San Francisco: Jossey-Bass.

Astin, A. W., & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change.* Battle Creek, MI: W. K. Kellogg Foundation.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.

Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study.* A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.

Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III.* College Park, MD: National Clearinghouse for Leadership Programs.

Hoy, A, & Meisel, W. (2008). *Civic engagement at the center: Building democracy through integrated co-curricular and curricular experiences.* Washington, DC: Association of American Colleges and Universities.

Kezar, A. J., Carducci, R., Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution in research on leadership.* ASHE Higher Education Report, 31(6). San Francisco: Jossey-Bass.

Komives, S. R., Wagner, W., & Associates. (2009). *Leadership for a better world: Understanding the social change model of leadership development.* A publication of the National Clearinghouse for Leadership Programs. San Francisco: Jossey-Bass.

National Association of Student Personnel Administrators, & American College Personnel Association. (2004). *Learning reconsidered: A campus-wide focus on the student experience.* Washington, DC: Author.

Posner, B. Z. (2004). A leadership development instrument for students: Updated. *Journal of College Student Development,* 45, 443-456.

Rost, J. C. (1991). *Leadership for the twenty-first century.* Westport, CT: Praeger.

Trusty, J., Thompson, B., & Petrocelli, J. V. (2004). Practical guide for reporting effect size in quantitative research. *Journal of Counseling & Development,* 82, 107-110.

Tyree, T. M. (1998). Designing an instrument to measure socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International,* 59(06), 1945. (AAT 9836493)

Valentine, J. C. & Cooper, H. (2003). *Effect size substantive interpretation guidelines: Issues in the interpretation of effect sizes.* Washington, DC: What Works Clearinghouse.

Weidman, J. C. (1989). Undergraduate socialization: A conceptual approach. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 5; pp. 289-322). New York: Agathon.

Zimmerman-Oster, K., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities.* Battle Creek, MI: W. K. Kellogg Foundation.

Psychometrics & Design Considerations

Validity and Reliability

The MSL survey includes more than 400 variables, scales, and composite measures. As such, it would be impossible to detail full information related to the validity and reliability of measures. Much of this information can be found in academic articles published using the various scales. These are listed in the MSL web library accessible via the following web address: www.leadershipstudy.net.

The Socially Responsible Leadership Scales (SRLS), which comprise the core of the MSL survey instrument, have undergone extensive psychometric work. Rigorous methods were used in the creation of the original SRLS to establish content validity of the measures. This process is explained in detail in the original dissertation from which the instrument is derived (Tyree, 1998). Construct validity was further examined for the SRLS in early pilot studies of the MSL instrument as well as with the 2006 and 2009 iterations of the study and demonstrated appropriate and consistent relationships amongst outcomes variables and other theoretically supported measures.

Reliability levels across all eight scales in the original version, revised form, MSL pilot studies, MSL 2006 study, and current form demonstrate consistent performance levels. Given reliability is a function of using an instrument with a specific population and not the instrument itself (Mertens, 2005), Chronbach alphas were calculated for each institution in the 2006 study as well as by categories in each major student sub-population (i.e., race, gender, sexual orientation). Reliabilities across all of these were consistent across all scales and did not deviate by more than .12. Reliability levels for these scales and all other composite measures for the MSL are available in the appendices to your institutional report.

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 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; Rickets, 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).

Weighting of Data

When surveying any population it is nearly always the case that there are nonrespondents. To the extent that respondents differ systematically in one way or another from nonrespondents, a bias may result when drawing conclusions from the data. To minimize this potential for bias, a nonresponse adjustment has been calculated for each school.

An individual school's nonresponse adjustment will be used for all analysis and reporting that looks at an individual school's data. Weighting for nonresponse involves applying a weight to each individual respondent so that he or she represents a certain number of nonrespondents that are similar in terms of selected characteristics. The size of the weights depends on the level of under- or over-representation.

Weighting classes for 2011 were constructed using three demographic variables: gender, race/ethnicity, and class standing. Three-way cross-tabulations were conducted using those variables from the school provided sample to calculate the cell percentage of each weighting class for both the sample data and the response data. The sample data contains all cases that were selected to be fielded in the data collection period; the response data contains only those cases that responded to the survey, including complete and partial responses.

A detailed description of the weighting classes and the construction of nonresponse weights for your institution are provided in separate documentation on the MSL Exchange, accessible via the archived 2011 school guide at: www.mymsl.net/2011.

Selected References

Anaya, G. (1999). College impact on student learning: comparing the use of self-reported gains, standardized test scores, and college grades. *Research in Higher Education, 40,* 499-526.

Astin, A. W. (1993). *What matters in college: Four critical years revisited.* San Francisco: Jossey-Bass.

Bauer, K. (1992). Self-reported gains in academic and social skills. *Journal of College Student Development, 33,* 492-498.

Dugan, J. P. (2006a). Explorations using the social change model: Leadership development among college men and women. *Journal of College Student Development, 47,* 217-225.

Dugan, J. P. (2006b). Involvement and leadership: A descriptive analysis of socially responsible leadership. *Journal of College Student Development, 47,* 335-343.

Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study.* A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.

Gehrke, S. J. (2008). Leadership through meaning-making: An empirical exploration of spirituality and leadership in college students. *Journal of College Student Development, 49,* 351-359.

Gonyea, R. M. (2005). Self-reported data in institutional research: Review and recommendations. In P. D. Umbach (Ed.), *Survey research: Emerging issues. New Directions for Institutional Research* (No. 127, pp. 73-89). San Francisco: Jossey-Bass.

Howard, G. S. (1980). Response shift bias: A problem in evaluating interventions with pre/post self-reports. *Evaluation Review,* 4, 93–106.

Howard, G. S., & Dailey, P. R. (1979). Response-shift bias: A source of contamination in self-report measures. *Journal of Applied Psychology, 64,* 144–150.

Humphreys, M. J. (2007). Predictors of socially responsible leadership: Application of the social change model to an eastern European undergraduate population. Unpublished doctoral dissertation, Azusa Pacific University.

Meixner, C. L. (2000). *Sex differences in undergraduates' self-perceptions of socially responsible leadership.* Unpublished master's thesis, University of Maryland, College Park.

Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Morrison, E. A. (2001). *Exploring the relationship of undergraduates' self- perceived citizenship and service participation.* Unpublished master's thesis, University of Maryland, College Park, MD.

Pace, C. R., Barahona, D., & Kaplan, D. (1985). *The credibility of student self-reports.* Los Angeles: Center for the Study of Evaluation.

Pike, G. R. (1995). The relationship between self reports of college experiences and achievement test scores. *Research in Higher Education, 36*, 1–21.

Ricketts, K. G., Bruce, J. A., & Ewing, J. C. (2008). How today's undergraduate students see themselves as tomorrow's socially responsible leaders. *Journal of Leadership Education, 7*(1), 24-42.

Rohs, F. R. (1999). Response shift bias: A problem in evaluating leadership development with self-report pretest-posttest measures. *Journal of Agricultural Education, 40*(4), 28-37.

Rohs, F. R. (2002). Improving the evaluation of leadership programs: Control responses shift. *Journal of Leadership Education, 1*(2), 1-12.

Rohs, F. R., & Langone, C. A. (1997). Increased accuracy in measuring leadership impacts. *Journal of Leadership Studies, 4,* 1, 150-158.

Selected References (continued)

Rubin, J. (2000). The emerging leaders: An evaluation of the social change model of leadership. *Dissertation Abstracts International, 61*(11), 4278. (AAT 9995826)

Turrentine, C. G. (2001). A comparison of self-assessment and peer assessment of leadership skills. *NASPA Journal, 38,* 361-371.

Tyree, T. M. (1998). Designing an instrument to measure socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International, 59*(06), 1945. (AAT 9836493)

2009-2011 Participating School Profiles

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Year
Alfred University	Small	Private	Masters	Very Competitive	Secular	Town	2009&2011
Baylor University	Large	Private	Research (high/very high)	Highly Competitive	Religious	City	2009
Berry College	Small	Private	Baccalaureate	Very Competitive	Secular	Rural	2009
Bowling Green State University	Large	Public	Research (high/very high)	Competitive	Secular	Town	2011
Bradley University	Medium	Private	Masters	Very Competitive	Secular	City	2010
Bridgewater State College	Medium	Public	Masters	Competitive	Secular	Suburb	2009
Brigham Young University Hawaii	Medium	Private	Baccalaureate	Very Competitive	Religious	Town	2009
Bryant University	Medium	Private	Masters	Very Competitive	Secular	Rural	2009
Bucknell University	Medium	Private	Baccalaureate	Most Competitive	Secular	Town	2009
California Lutheran University	Small	Private	Masters	Competitive	Religious	City	2009
California State University, Monterey Bay	Medium	Public	Baccalaureate	Competitive	Secular	Rural	2010
California State University, Sacramento	Large	Public	Masters	Competitive	Secular	City	2009
Clemson University	Large	Public	Research (high/very high)	Highly Competitive	Secular	Town	2009&2011
Colgate University	Small	Private	Baccalaureate	Most Competitive	Secular	Town	2009
Colorado State University-Ft. Collins	Large	Public	Research (high/very high)	Competitive	Secular	City	2009
Columbia College	Small	Private	Masters	Less Competitive	Religious	City	2009
Concordia College	Small	Private	Baccalaureate	Non Competitive	Religious	Suburb	2009
Cornell College	Small	Private	Baccalaureate	Very Competitive	Religious	Town	2009
CUNY Bernard M Baruch College	Large	Public	Masters	Very Competitive	Secular	City	2009
CUNY Lehman College	Large	Public	Masters	Less Competitive	Secular	City	2009
Davidson College	Small	Private	Baccalaureate	Most Competitive	Religious	Suburb	2011
DePaul University	Large	Private	Doctoral/Research	Very Competitive	Religious	City	2009
Drake University	Medium	Private	Masters	Very Competitive	Secular	City	2009
Drexel University	Large	Private	Research (high/very high)	Very Competitive	Secular	City	2009
Duke University	Medium	Private	Research (high/very high)	Most Competitive	Religious	City	2009
Eastern Michigan University	Large	Public	Masters	Competitive	Secular	Rural	2010
Elizabethtown College	Small	Private	Baccalaureate	Very Competitive	Religious	Town	2011
Elmhurst College	Medium	Private	Masters	Competitive	Religious	Suburb	2009
Elon University	Medium	Private	Masters	Highly Competitive	Religious	Rural	2009&2011
Emory University	Medium	Private	Research (high/very high)	Most Competitive	Religious	Suburb	2011
Eureka University	Small	Private	Baccalaureate	Competitive	Religious	Town	2011
Florida State University	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2010
Furman University	Medium	Private	Baccalaureate	Highly Competitive	Secular	Suburb	2009
Gallaudet University	Small	Private	Masters	Special	Secular	City	2009
George Mason University	Large	Public	Research (high/very high)	Very Competitive	Secular	Suburb	2009&2011
Georgia Institute of Technology	Large	Public	Research (high/very high)	Highly Competitive	Secular	Suburb	2011
Georgia Southern University	Large	Public	Doctoral/Research	Very Competitive	Secular	Rural	2009
Gettysburg College	Small	Private	Baccalaureate	Highly Competitive	Religious	Town	2009

2009-2011 Participating School Profiles (continued)

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Year
Guilford College	Medium	Private	Baccalaureate	Very Competitive	Religious	City	2009
Hamline University	Small	Private	Masters	Very Competitive	Religious	City	2009 & 2010
Harvard University	Large	Private	Research (high/very high)	Most Competitive	Secular	City	2009
Houghton College	Small	Private	Baccalaureate	Very Competitive	Religious	Rural	2009
Indiana University-Bloomington	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
Jackson State University	Medium	Public	Research (high/very high)	Competitive	Secular	City	2009
John Carroll University	Medium	Private	Masters	Competitive	Religious	Suburb	2009
Johns Hopkins University	Medium	Private	Research (high/very high)	Most Competitive	Secular	City	2011
Kansas State University	Large	Public	Research (high/very high)	Non Competitive	Secular	Town	2009
Louisiana State University	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2010
Loyola Marymount University	Medium	Private	Masters	Very Competitive	Religious	City	2009 & 2010
Loyola University Chicago	Large	Private	Research (high/very high)	Highly Competitive	Religious	City	2009
Mansfield University	Medium	Public	Masters	Competitive	Secular	Town	2009
Marquette University	Medium	Private	Research (high/very high)	Highly Competitive	Religious	City	2009
Meredith College	Small	Private	Baccalaureate	Competitive	Secular	City	2009
Metropolitan State College of Denver	Large	Public	Baccalaureate	Less Competitive	Secular	City	2009
Miami University of Ohio	Large	Public	Research (high/very high)	Very Competitive	Secular	Town	2010
Millikin University	Small	Private	Baccalaureate	Competitive	Religious	City	2009
Mills College	Small	Private	Masters	Very Competitive	Secular	City	2010
Missouri Western State University	Medium	Public	Baccalaureate	Non Competitive	Secular	City	2009
Monroe Community College	Large	Public	Associates	*	Secular	Suburb	2009
Montgomery College, Maryland	Large	Public	Associates	*	Secular	City	2009
Moravian College	Small	Private	Baccalaureate	Competitive	Religious	City	2009
North Carolina Central University	Medium	Public	Masters	Less Competitive	Secular	City	2009
North Carolina State University, Raleigh	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
North Central College	Small	Private	Masters	Very Competitive	Religious	City	2011
Northeastern Illinois University	Large	Public	Masters	Competitive	Secular	City	2009
Northeastern State University	Medium	Public	Masters	Less Competitive	Secular	Town	2009&2011
Northwestern University	Medium	Private	Research (high/very high)	Most Competitive	Secular	City	2009
Notre Dame de Namur	Small	Private	Masters	Non Competitive	Religious	Suburb	2010
Oakland University	Large	Public	Doctoral/Research	Competitive	Secular	Suburb	2010
Ohio State University	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2010
Ohio University	Large	Public	Research (high/very high)	Competitive	Secular	Town	2009
Old Dominion University	Large	Public	Research (high/very high)	Competitive	Secular	City	2010
Otterbein University	Small	Private	Masters	Competitive	Religious	Suburb	2011
Pacific Lutheran University	Medium	Private	Masters	Very Competitive	Religious	Suburb	2009&2011
Philander Smith College	Small	Private	Baccalaureate	Less Competitive	Religious	City	2011
Portland State University	Large	Public	Doctoral/Research	Competitive	Secular	City	2010
Radford University	Medium	Public	Masters	Competitive	Secular	Town	2011
Regis University	Medium	Private	Masters	Competitive	Religious	City	2009
Ripon College	Small	Private	Baccalaureate	Competitive	Secular	Town	2010

2009-2011 Participating School Profiles (continued)

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Year
Roger Williams University	Medium	Private	Baccalaureate	Competitive	Secular	Suburb	2009
Rollins College	Small	Private	Masters	Highly Competitive	Secular	Suburb	2009 & 2010
Rutgers University-Newark	Medium	Public	Research (high/very high)	Very Competitive	Secular	City	2010&2011
Saint John Fisher College	Medium	Private	Masters	Competitive	Religious	Suburb	2010
Saint Joseph's University	Medium	Private	Masters	Very Competitive	Religious	City	2009
Saint Leo University	Large	Private	Masters	Competitive	Religious	Rural	2011
Saint Mary's University of Minnesota	Small	Private	Doctoral/Research	Very Competitive	Religious	Town	2009
Saint Norbert College	Small	Private	Baccalaureate	Very Competitive	Religious	Suburb	2010
Samford University	Medium	Private	Doctoral/Research	Very Competitive	Religious	Suburb	2009
Seattle University	Medium	Private	Masters	Very Competitive	Religious	City	2009
Sinclair Community College	Large	Public	Associates	*	Secular	City	2010
Sonoma State University	Medium	Public	Masters	Competitive	Secular	Suburb	2009
Southern Methodist University	Medium	Private	Doctoral/Research	Highly Competitive	Religious	Suburb	2009
Suffolk County Community College	Large	Public	Associates	*	Secular	Suburb	2010
SUNY at Binghamton	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2009
SUNY at Geneseo	Medium	Public	Masters	Highly Competitive	Secular	Town	2009
SUNY College at Brockport	Medium	Public	Masters	Very Competitive	Secular	Rural	2010
SUNY College at Potsdam	Medium	Public	Masters	Competitive	Secular	Town	2009
Temple University	Large	Public	Research (high/very high)	Competitive	Secular	City	2009
Texas A & M University	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2009
Texas Christian University	Medium	Private	Doctoral/Research	Highly Competitive	Religious	City	2009 & 2010
The Citadel	Small	Public	Masters	Competitive	Secular	City	2011
The University of Texas-Austin	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2010
Towson University	Large	Public	Masters	Very Competitive	Secular	City	2010
Tulane University	Medium	Private	Research (high/very high)	Most Competitive	Secular	City	2010
Universidad de Monterrey	Medium	Private	Masters	Competitive	Religious	City	2009 & 2010
University at Buffalo	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
University of Arizona	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009&2011
University of Arkansas, Fayetteville	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2010
University of California, Berkeley	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2009&2011
University of California, San Diego	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2011
University of Central Florida	Large	Public	Research (high/very high)	Very Competitive	Secular	Suburb	2009
University of Central Oklahoma	Large	Public	Masters	Competitive	Secular	Suburb	2009
University of Colorado, Boulder	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
University of Connecticut	Large	Public	Research (high/very high)	Highly Competitive	Secular	Town	2010
University of Detroit Mercy	Medium	Private	Masters	Competitive	Religious	City	2009
University of Florida	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2011
University of Illinois, Urbana-Champaign	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2009 & 2010
University of Iowa	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
University of Kansas	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
University of Kentucky	Large	Public	Research (high/very high)	Competitive	Secular	City	2010

2009-2011 Participating School Profiles (continued)

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Year
University of Louisville	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
University of Maryland, College Park	Large	Public	Research (high/very high)	Highly Competitive	Secular	Suburb	2009 & 2010
University of Massachusetts Boston	Large	Public	Doctoral/Research	Competitive	Secular	City	2011
University of Massachusetts, Lowell	Large	Public	Doctoral/Research	Competitive	Secular	Suburb	2009
University of Minnesota	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2009
University of Nevada, Las Vegas	Large	Public	Research (high/very high)	Competitive	Secular	City	2009 & 2010
University of North Carolina, Chapel Hill	Large	Public	Research (high/very high)	Most Competitive	Secular	City	2009
University of North Carolina, Greensboro	Large	Public	Research (high/very high)	Competitive	Secular	City	2009
University of North Carolina, Wilmington	Large	Public	Masters	Very Competitive	Secular	City	2009
University of North Texas	Large	Public	Research (high/very high)	Competitive	Secular	City	2010
University of Oregon	Large	Public	Research (high/very high)	Competitive	Secular	City	2011
University of Richmond	Medium	Private	Baccalaureate	Most Competitive	Secular	City	2009
University of Rochester	Medium	Private	Research (high/very high)	Most Competitive	Secular	City	2009
University of San Diego	Medium	Private	Doctoral/Research	Highly Competitive	Religious	City	2009
University of San Francisco	Medium	Private	Doctoral/Research	Very Competitive	Religious	City	2009
University of Scranton	Medium	Private	Masters	Very Competitive	Religious	City	2009
University of South Florida	Large	Public	Research (high/very high)	Very Competitive	Secular	City	2009
University of the Pacific	Medium	Private	Doctoral/Research	Very Competitive	Secular	City	2011
University of Tampa	Medium	Private	Masters	Competitive	Secular	City	2009&2011
University of Toronto	Large	Public	Doctoral/Research	Highly Competitive	Secular	City	2009
University of Wisconsin, Green Bay	Medium	Public	Baccalaureate	Very Competitive	Secular	City	2010
University of Wisconsin, La Crosse	Medium	Public	Masters	Very Competitive	Secular	City	2009
University of Wisconsin, Madison	Large	Public	Research (high/very high)	Highly Competitive	Secular	City	2009
University of Wisconsin, Oshkosh	Large	Public	Masters	Less Competitive	Secular	City	2009
University of Wisconsin, Stevens Point	Medium	Public	Masters	Competitive	Secular	Town	2009
Wartburg College	Small	Private	Baccalaureate	Very Competitive	Religious	Town	2009
Western Illinois University	Large	Public	Masters	Competitive	Secular	Town	2011
Western Washington University	Large	Public	Masters	Very Competitive	Secular	City	2011
Wheaton College	Small	Private	Baccalaureate	Highly Competitive	Religious	Suburb	2010
Wilson College	Small	Private	Baccalaureate	Competitive	Religious	Town	2009
Worcester Polytechnic Institute	Medium	Private	Doctoral/Research	Highly Competitive	Secular	City	2010
Youngstown State University	Large	Public	Masters	Non Competitive	Secular	City	2009

MSL MULTI-INSTITUTIONAL STUDY OF **LEADERSHIP**

Spring 2011

Response Rates

University of California San Diego	%	N	MSL National Sample %	N	Size Peers: Large %	N	Control Peers: Public %	N	Carnegie Peers: Very High Research %	N	Selectivity Peers: Highly Competitive %	N
Response Rate by Demographics												
Gender												
Male	16.17	317	19.89	38322	15.60	16401	16.12	19663	15.87	12979	18.94	7969
Female	22.76	464	29.26	67168	23.01	26167	24.15	33462	22.96	20016	28.23	12538
Race												
Hispanic/Latino	16.90	98	21.42	5920	16.70	2722	17.61	3193	17.97	2056	21.14	1472
White	20.10	208	26.04	72231	20.26	29694	21.40	36363	20.08	21937	24.16	13482
African American/Black	.	.	17.24	6431	15.28	2940	14.02	3882	13.69	2307	18.21	829
American Indian or Alaskan	.	.	22.54	904	18.05	267	21.30	707	16.89	148	21.41	88
Asian	20.74	360	24.88	7414	20.13	3646	19.36	3423	22.07	3758	22.34	2126
Hawaiian or Pacific Islander	.	.	30.07	436	14.29	51	16.89	76	10.87	25	21.50	23
Other/Missing	17.70	97	25.24	28976	18.12	11289	19.63	13523	23.14	13675	30.19	6384
Class Standing												
First-Year	25.43	193	24.85	27306	18.68	9893	19.32	12278	20.65	8664	25.59	5105
Sophomore	23.50	169	25.85	25769	20.30	10160	21.18	12276	21.50	8823	25.26	5545
Junior	17.36	233	26.05	27918	20.80	11975	21.84	14584	21.18	9992	25.14	6110
Senior	15.80	186	25.19	31591	19.25	12706	20.29	16051	20.13	11342	23.98	6931
Graduate Student	.	.	17.54	1460	15.09	863	14.57	966	16.57	630	30.41	257
Unclassified	.	.	19.72	8268	15.64	5012	15.64	5012	18.22	4455	18.00	456

Respondent Characteristics

University of California San Diego	%	N	MSL National Sample %	N	Size Peers: Large %	N	Control Peers: Public %	N	Carnegie Peers: Very High Research %	N	Selectivity Peers: Highly Competitive %	N
Student Characteristics												
Gender												
Male	50.19	317	43.77	43598	44.47	18927	44.16	22179	45.19	17070	47.24	9423
Female	49.81	460	56.23	77973	55.53	31379	55.84	38624	54.81	26569	52.76	14829
Race												
White	26.09	205	67.63	87693	66.97	34756	67.11	43157	67.69	29647	66.62	17561
Middle Eastern	.	.	0.77	790	0.80	394	0.78	406	0.71	297	0.65	137
African American/Black	.	.	6.80	6341	6.59	2975	7.19	3817	6.13	2352	3.85	805
American Indian	.	.	0.34	449	0.25	152	0.38	376	0.21	92	0.17	35
Asian American	45.17	361	8.77	9737	9.17	4674	8.76	4627	9.97	5246	13.47	2427
Latino	8.54	59	5.47	5049	5.85	2476	5.58	2701	5.09	1833	5.69	1154
Multiracial	16.09	119	8.88	9891	9.03	4264	8.88	4977	8.95	3668	8.34	1867
Not Included	2.31	17	1.35	1599	1.34	612	1.33	725	1.25	510	1.21	263
Class Standing												
First-Year	20.39	207	19.09	26884	17.85	9245	17.76	11281	19.47	9356	19.79	5584
Sophomore	21.31	183	19.41	25486	19.03	9811	18.75	11674	20.19	9213	20.53	5178
Junior	32.94	232	25.81	31085	26.09	13360	26.10	16153	26.71	11361	27.17	6363
Senior +	25.36	157	35.68	37851	37.03	17536	37.39	21331	33.63	13624	32.51	7119
Sexual Orientation												
Heterosexual	89.26	698	92.44	112352	92.41	46678	92.46	55860	92.98	40657	93.44	22842
Bisexual, Gay/Lesbian,Questioning	6.64	49	5.16	5959	5.20	2509	5.15	2975	5.03	2167	4.57	985
Rather Not Say	4.10	30	2.40	2818	2.40	1187	2.39	1450	1.99	877	1.99	450
Age												
Traditional (Under 24)	88.53	707	83.77	107643	82.56	42200	81.87	50377	87.90	39678	92.60	23125
Non-Traditional (24 or Older)	11.47	70	16.23	14013	17.44	8142	18.13	10452	12.10	4000	7.40	1135
Residence												
On Campus	46.76	416	34.43	60016	29.51	16320	28.99	20300	35.31	19570	39.90	12893
Off Campus	53.24	361	65.57	61519	70.49	33971	71.01	40469	64.69	24069	60.10	11353

Respondent Characteristics

University of California San Diego	%	N	MSL National Sample %	N	Size Peers: Large %	N	Control Peers: Public %	N	Carnegie Peers: Very High Research %	N	Selectivity Peers: Highly Competitive %	N
Educational Generation Status												
First Generation	22.12	175	16.51	18096	16.72	8243	17.35	11055	13.94	5257	12.45	2449
Non-First Generation	77.88	582	83.49	101993	83.28	41417	82.65	48893	86.06	37967	87.55	21564
Enrollment Status												
Part Time	.	.	6.44	5365	7.12	3400	7.19	3983	4.71	1724	2.68	524
Full Time	98.60	772	93.56	116942	92.88	47206	92.81	57181	95.29	42181	97.32	23878
Transfer Status												
Transfer Student	29.00	190	28.28	26934	30.09	14490	30.87	18527	25.53	8717	20.71	3793
Non-Transfer Student	71.00	591	71.72	95375	69.91	36116	69.13	42638	74.47	35188	79.29	20611

Spring 2011

General Outcome Measure Scores and Comparisons

University of California San Diego			MSL National Sample				Size Peers: Large				Control Peers: Public				Carnegie Peers: Very High Research				Selectivity Peers: Highly Competitive			
	M	SD	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Social Change Model Leadership Outcomes																						
Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																						
Consciousness of Self	3.86	0.81	3.98	0.52	S	O	3.98	0.73	S	O	3.98	0.67	S	O	3.98	0.69	S	O	3.97	0.59	S	O
Congruence	4.08	0.77	4.15	0.52	S	O	4.15	0.72	S	O	4.15	0.66	S	O	4.16	0.68	S	O	4.16	0.58	S	O
Commitment	4.22	0.73	4.30	0.49	S	O	4.30	0.68	S	O	4.30	0.62	S	O	4.30	0.64	S	O	4.30	0.54	S	O
Collaboration	3.98	0.72	4.04	0.48	S	O	4.03	0.67	S	O	4.03	0.61	S	O	4.04	0.63	S	O	4.04	0.53	S	O
Common Purpose	3.95	0.70	4.00	0.47	S	-	4.00	0.65	S	-	3.99	0.60	S	-	4.01	0.62	S	O	4.01	0.51	S	O
Controversy with Civility	3.76	0.65	3.81	0.43	S	O	3.82	0.60	S	O	3.81	0.55	S	O	3.82	0.57	S	O	3.81	0.48	S	O
Citizenship	3.76	0.87	3.79	0.60			3.78	0.84			3.77	0.77			3.80	0.80	S	-	3.81	0.67	S	-
Change	3.77	0.71	3.82	0.50	S	O	3.83	0.69	S	O	3.83	0.64	S	O	3.82	0.66	S	O	3.80	0.56		
Omnibus SRLS	3.89	0.61	3.96	0.40	S	O	3.95	0.57	S	O	3.95	0.52	S	O	3.96	0.54	S	O	3.95	0.45	S	O
Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)																						
Leadership Efficacy	2.91	1.00	3.09	0.64	S	O	3.09	0.91	S	O	3.08	0.83	S	O	3.09	0.85	S	O	3.09	0.72	S	O
Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)																						
Complex Cognitive Skills	2.98	0.97	3.11	0.61	S	O	3.11	0.86	S	O	3.11	0.79	S	O	3.11	0.81	S	O	3.10	0.69	S	O

Significance: S = p < .01   **Effect Sizes:** Trivial -   Small O   Moderate ◑   Large ●

MSL Delta Measure - Measuring Change Over Time

University of California San Diego	M	SD	Sig	Effect	MSL National Sample M	SD	Sig	Effect	Size Peers: Large M	SD	Sig	Effect	Control Peers: Public M	SD	Sig	Effect	Carnegie Peers: Very High Research M	SD	Sig	Effect	Selectivity Peers: Highly Competitive M	SD	Sig	Effect
Social Change Model Leadership Outcomes					*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																			
Consciousness of Self																								
Prior to College	3.29	1.15	S	◐	3.44	1.20	S	◐	3.45	1.20	S	◐	3.42	1.22	S	◐	3.49	1.19	S	◐	3.49	1.17	S	◐
Senior Year	3.95	0.54			4.04	0.51			4.04	0.51			4.03	0.51			4.04	0.51			4.04	0.51		
Congruence																								
Prior to College	3.96	0.78	S	○	4.00	0.83	S	○	3.99	0.84	S	○	3.99	0.84	S	○	4.01	0.83	S	○	4.02	0.83	S	○
Senior Year	4.13	0.56			4.20	0.50			4.19	0.51			4.19	0.51			4.20	0.50			4.20	0.50		
Commitment																								
Prior to College	4.13	0.84			4.23	0.77	S	○	4.21	0.79	S	○	4.20	0.79	S	○	4.24	0.77	S	-	4.25	0.78	S	-
Senior Year	4.28	0.52			4.34	0.47			4.33	0.48			4.33	0.48			4.34	0.47			4.34	0.47		
Collaboration																								
Prior to College	3.96	0.77			3.89	0.81	S	○	3.89	0.82	S	○	3.88	0.82	S	○	3.91	0.81	S	○	3.90	0.80	S	○
Senior Year	4.02	0.51			4.08	0.47			4.07	0.47			4.07	0.47			4.09	0.47			4.08	0.46		
Common Purpose																								
Prior to College	3.92	0.79			3.97	0.72	S	-	3.96	0.73	S	-	3.95	0.73	S	-	3.98	0.72	S	-	3.97	0.71	S	-
Senior Year	3.97	0.53			4.05	0.46			4.03	0.46			4.03	0.46			4.05	0.46			4.05	0.44		
Controversy with Civility																								
Prior to College	3.95	0.82			3.89	0.83	S	-	3.89	0.84	S	-	3.87	0.84	S	-	3.92	0.83	S	-	3.90	0.82	S	-
Senior Year	3.83	0.41			3.85	0.43			3.85	0.43			3.85	0.43			3.86	0.43			3.85	0.42		
Citizenship																								
Prior to College	3.68	0.89			3.77	0.86	S	-	3.74	0.88	S	-	3.73	0.87	S	-	3.79	0.87	S	-	3.79	0.85	S	-
Senior Year	3.75	0.67			3.86	0.60			3.82	0.61			3.82	0.61			3.85	0.61			3.86	0.60		

Significance: S = p < .01   **Effect Sizes:**   Trivial -   Small ○   Moderate ◐   Large ●

Spring 2011

MSL Delta Measure - Measuring Change Over Time

University of California San Diego					MSL National Sample				Size Peers: Large				Control Peers: Public				Carnegie Peers: Very High Research				Selectivity Peers: Highly Competitive			
	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Social Change Model Leadership Outcomes					*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																			
Change																								
Prior to College	**3.69**	**0.89**	S	○	3.58	0.92	S	○	3.61	0.92	S	○	3.59	0.92	S	○	3.61	0.92	S	○	3.57	0.91	S	○
Senior Year	**3.88**	**0.46**			3.85	0.49			3.87	0.50			3.86	0.50			3.86	0.49			3.83	0.49		
Omnibus SRLS																								
Prior to College	**3.82**	**0.55**	S	○	3.85	0.52	S	○	3.84	0.53	S	○	3.83	0.54	S	○	3.87	0.52	S	○	3.86	0.51	S	○
Senior Year	**3.95**	**0.43**			4.00	0.39			3.99	0.40			3.99	0.40			4.01	0.39			4.00	0.39		
Leadership Efficacy					*Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)*																			
Prior to College	**2.87**	**0.74**	S	○	2.83	0.74	S	◑	2.83	0.76	S	◑	2.82	0.76	S	◑	2.85	0.74	S	◑	2.84	0.73	S	◑
Senior Year	**3.11**	**0.69**			3.21	0.62			3.19	0.63			3.18	0.64			3.22	0.62			3.22	0.62		
Complex Cognitive Skills					*Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)*																			
Prior to College	**2.94**	**0.69**	S	○	3.04	0.61	S	○	3.05	0.61	S	○	3.04	0.62	S	○	3.08	0.60	S	○	3.06	0.58	S	○
Senior Year	**3.17**	**0.65**			3.27	0.58			3.26	0.59			3.25	0.59			3.27	0.58			3.27	0.57		

Significance: S = p < .01   **Effect Sizes:**   Trivial -   Small ○   Moderate ◑   Large ●

Spring 2011

Inputs by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics							*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																				
Gender																											
(1) Male	3.89	0.63		4.07	0.63		4.19	0.59		3.97	0.57		3.93	0.58		3.77	0.53		3.69	0.70	2	3.79	0.55		3.88	0.49	
(2) Female	3.83	0.50		4.09	0.45		4.26	0.42		4.00	0.43		3.98	0.40		3.75	0.37		3.83	0.50	1	3.74	0.44		3.90	0.36	
Race																											
(1) White	4.01	0.49	5	4.21	0.49	5	4.34	0.43	5	4.01	0.46		3.97	0.44		3.88	0.40	5	3.70	0.60		3.83	0.49	5	3.96	0.37	5
(2) Middle Eastern	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) African American/Black	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) American Indian	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(5) Asian American	3.74	0.53	1,6,7	3.96	0.53	1,6,7	4.11	0.54	1,6,7	3.92	0.50	6	3.92	0.49		3.65	0.43	1,6,7	3.74	0.53		3.68	0.47	1,6,7	3.81	0.42	1,6,7
(6) Latino	4.00	0.63	5	4.18	0.52	5	4.38	0.44	5	4.15	0.46	5	4.05	0.41		3.83	0.43	5	3.84	0.68		3.90	0.41	5	4.01	0.39	5
(7) Multiracial	3.90	0.58	5	4.14	0.51	5	4.27	0.44	5	4.01	0.52		3.94	0.52		3.82	0.47	5	3.81	0.70		3.82	0.53	5	3.94	0.45	5
(8) Not Included	3.70	0.61		4.03	0.62		4.22	0.59		3.98	0.64		4.14	0.67		3.71	0.53		4.00	0.71		3.70	0.56		3.91	0.54	
Class Standing																											
(1) First-Year	3.86	0.50		4.05	0.45		4.19	0.45		3.97	0.43		3.92	0.38		3.74	0.38		3.77	0.41		3.71	0.42	4	3.87	0.35	
(2) Sophomore	3.77	0.51	4	4.04	0.49		4.17	0.45		3.93	0.47		3.93	0.44		3.68	0.42	4	3.75	0.56		3.69	0.47	4	3.84	0.39	
(3) Junior	3.85	0.59		4.10	0.55		4.24	0.51		4.00	0.50		3.99	0.50		3.75	0.48		3.77	0.62		3.76	0.53	4	3.90	0.44	
(4) Senior+	3.94	0.60	2	4.12	0.63		4.28	0.58		4.02	0.58		3.96	0.61		3.84	0.48	2	3.73	0.76		3.88	0.50	1,2,3	3.94	0.48	
Sexual Orientation																											
(1) Heterosexual	3.87	0.54		4.09	0.52		4.23	0.50		3.99	0.48		3.96	0.47		3.76	0.44		3.76	0.58		3.77	0.47		3.90	0.41	
(2) Bisexual, Gay/ Lesbian, Questioning	3.75	0.58		4.04	0.55		4.26	0.39		3.96	0.62		3.95	0.59		3.80	0.46		3.84	0.68		3.77	0.61		3.90	0.46	
(3) Rather Not Say	3.70	0.77		3.94	0.72		4.03	0.60		3.84	0.61		3.86	0.58		3.69	0.51		3.59	0.79		3.67	0.63		3.76	0.57	

Significance: p < .01

Spring 2011

Inputs by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics							*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																				
Age																											
(1) Traditional (Under 24)	3.84	0.55		4.08	0.52		4.22	0.50		3.98	0.49		3.96	0.47		3.75	0.44		3.77	0.57		3.75	0.48	2	3.89	0.41	
(2) Non-Traditional (24 or Older)	3.96	0.59		4.13	0.57		4.28	0.48		4.03	0.52		3.94	0.58		3.84	0.50		3.65	0.76		3.92	0.54	1	3.94	0.45	
Transfer Status																											
(1) Non-Transfer Student	3.82	0.54	2	4.06	0.51		4.20	0.49		3.97	0.47		3.95	0.45		3.73	0.43	2	3.77	0.55		3.72	0.48	2	3.87	0.41	
(2) Transfer Student	3.95	0.58	1	4.13	0.58		4.28	0.52		4.01	0.55		3.96	0.57		3.83	0.46	1	3.72	0.70		3.87	0.49	1	3.94	0.44	
Enrollment Status																											
(1) Full-Time	3.86	0.56		4.08	0.53		4.23	0.50		3.98	0.49		3.95	0.48		3.76	0.44		3.75	0.59		3.76	0.49		3.89	0.42	
(2) Part-Time	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Political Views																											
(1) Very Liberal	3.86	0.61		4.12	0.59		4.24	0.55		3.95	0.58		3.88	0.56		3.91	0.46	3,4	3.66	0.65		3.90	0.47	4	3.91	0.43	
(2) Liberal	3.87	0.55		4.08	0.48		4.22	0.47		4.03	0.43		3.98	0.43		3.77	0.42		3.82	0.54		3.79	0.48	4	3.92	0.38	
(3) Moderate	3.83	0.54		4.05	0.53		4.22	0.47		3.96	0.50		3.96	0.47		3.74	0.44	1	3.71	0.60		3.77	0.49	4	3.88	0.42	
(4) Conservative	3.91	0.58		4.12	0.59		4.24	0.61		3.96	0.56		3.94	0.58		3.66	0.47	1	3.78	0.65		3.63	0.51	1,2,3	3.87	0.49	
(5) Very Conservative	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
GPA Estimate																											
(1) 3.50 - 4.00	3.93	0.52	3	4.14	0.52	3,4	4.27	0.47		3.98	0.48		3.97	0.45		3.78	0.43		3.82	0.57		3.77	0.51		3.93	0.41	
(2) 3.00 - 3.49	3.86	0.56		4.10	0.50		4.23	0.50		4.02	0.49		3.98	0.49		3.77	0.44		3.78	0.58		3.79	0.47		3.91	0.40	
(3) 2.50 - 2.99	3.78	0.55	1	4.00	0.52	1	4.17	0.49		3.95	0.48		3.90	0.46		3.70	0.44		3.66	0.60		3.69	0.47		3.83	0.41	
(4) 2.00 - 2.49	3.69	0.69		3.90	0.74	1	4.15	0.67		3.89	0.65		3.92	0.66		3.77	0.55		3.62	0.73		3.86	0.54		3.83	0.56	
(5) 1.99 or less	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(6) No college GPA	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	

Significance: p < .01

Spring 2011

Inputs by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics									*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																		
Educational Generation Status																											
(1) First Generation	3.82	0.56		4.06	0.54		4.21	0.48		3.99	0.49		3.94	0.49		3.74	0.40		3.78	0.59		3.80	0.47		3.89	0.42	
(2) Non-First Generation	3.88	0.55		4.11	0.52		4.24	0.50		4.00	0.49		3.97	0.47		3.77	0.45		3.76	0.59		3.77	0.49		3.91	0.41	
Disability Status																											
(1) Reported Disability	3.90	0.64		4.25	0.43		4.36	0.44		4.08	0.55		4.09	0.44		3.88	0.39		3.84	0.71		3.85	0.51		4.00	0.41	
(2) No Reported Disability	3.85	0.55		4.07	0.53		4.22	0.50		3.98	0.49		3.95	0.48		3.75	0.44		3.75	0.58		3.76	0.49		3.89	0.42	

Significance: p < .01

Inputs by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics	*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																										
Gender																											
(1) Male	3.97	0.59	2	4.11	0.60	2	4.25	0.56	2	4.01	0.55	2	3.97	0.54	2	3.80	0.50	2	3.69	0.70	2	3.83	0.55	2	3.92	0.47	2
(2) Female	3.99	0.47	1	4.18	0.46	1	4.34	0.43	1	4.06	0.43	1	4.02	0.42	1	3.82	0.39	1	3.86	0.53	1	3.82	0.46	1	3.98	0.36	1
Race																											
(1) White	3.99	0.49	2,3,5,6,8	4.18	0.48	2,5,6,8	4.32	0.45	2,5,8	4.04	0.45	3,5,6,8	4.00	0.44	3,5,6	3.82	0.41	3,5,7,8	3.77	0.58	2,3,5,6,7,8	3.81	0.48	3,5,6,7,8	3.96	0.38	3,5,6,7
(2) Middle Eastern	3.91	0.64	1,3,5,6,7	4.09	0.66	1,3,5,6,7	4.21	0.67	1,3,4,5,6,7	4.02	0.65	3,5,6	4.00	0.64	3,5	3.79	0.53	3,5,7	3.87	0.70	1,3,5,7	3.84	0.59	3,5,6	3.94	0.55	3,5,6
(3) African American/Black	4.09	0.60	1,2,4,5,6,7,8	4.17	0.61	2,5,8	4.32	0.59	2,5,8	4.10	0.57	1,2,4,5,7,8	4.08	0.58	1,2,4,5,6,7,8	3.85	0.51	1,2,4,5,6,8	3.92	0.68	1,2,4,5,6,7,8	3.96	0.58	1,2,4,5,6,7,8	4.03	0.50	1,2,4,5,6,7,8
(4) American Indian	3.97	0.52	3,5	4.16	0.54	5	4.32	0.51	2,5,8	4.01	0.52	3,5,6	3.99	0.51	3	3.78	0.45	3,5,7	3.82	0.60	3	3.86	0.49	3,5	3.96	0.43	3,5
(5) Asian American	3.77	0.56	1,2,3,4,6,7,8	3.96	0.58	1,2,3,4,6,7,8	4.12	0.57	1,2,3,4,6,7,8	3.95	0.54	1,2,3,4,6,7,8	3.93	0.52	1,2,3,6,7,8	3.69	0.46	1,2,3,4,6,7,8	3.75	0.60	1,2,3,6,7,8	3.72	0.52	1,2,3,4,6,7,8	3.84	0.46	1,2,3,4,6,7,8
(6) Latino	4.01	0.59	1,2,3,5,8	4.15	0.60	1,2,5,8	4.31	0.55	2,5,8	4.09	0.55	1,2,4,5,7,8	4.02	0.55	1,3,5	3.83	0.49	3,5,7,8	3.82	0.70	1,3,5,7	3.92	0.56	1,2,3,5,7,8	3.99	0.47	1,2,3,5,8
(7) Multiracial	4.00	0.57	2,3,5,8	4.17	0.57	2,5,8	4.31	0.52	2,5,8	4.03	0.53	3,5,6,8	4.00	0.52	3,5	3.86	0.47	1,2,4,5,6,8	3.80	0.66	1,2,3,5,6	3.87	0.53	1,3,5,6	3.98	0.44	1,3,5,8
(8) Not Included	3.93	0.58	1,3,5,6,7	4.10	0.61	1,3,5,6,7	4.23	0.58	1,3,4,5,6,7	3.99	0.58	1,3,5,6,7	3.99	0.57	3,5	3.78	0.50	1,3,5,6,7	3.84	0.65	1,3,5	3.85	0.54	1,3,5,6	3.94	0.49	3,5,6,7
Class Standing																											
(1) First-Year	3.90	0.49	2,3,4	4.09	0.50	2,3,4	4.25	0.47	2,3,4	3.98	0.46	2,3,4	3.94	0.44	2,3,4	3.75	0.40	2,3,4	3.74	0.55	2,3,4	3.75	0.47	2,3,4	3.89	0.39	2,3,4
(2) Sophomore	3.94	0.50	1,3,4	4.12	0.49	1,3,4	4.28	0.46	1,3,4	4.01	0.46	1,3,4	3.98	0.44	1,3,4	3.78	0.41	1,3,4	3.77	0.57	1,3,4	3.79	0.47	1,3,4	3.93	0.38	1,3,4
(3) Junior	3.99	0.52	1,2,4	4.17	0.52	1,2,4	4.31	0.49	1,2,4	4.05	0.47	1,2,4	4.01	0.47	1,2,4	3.83	0.43	1,2,4	3.80	0.61	1,2,4	3.84	0.50	1,2,4	3.97	0.41	1,2,4
(4) Senior+	4.03	0.54	1,2,3	4.19	0.54	1,2,3	4.33	0.51	1,2,3	4.07	0.50	1,2,3	4.03	0.49	1,2,3	3.85	0.46	1,2,3	3.82	0.65	1,2,3	3.87	0.52	1,2,3	3.99	0.43	1,2,3
Sexual Orientation																											
(1) Heterosexual	3.99	0.52	2,3	4.16	0.51	2,3	4.31	0.48	2,3	4.04	0.47	2,3	4.00	0.46	3	3.81	0.43	2,3	3.79	0.59	2,3	3.82	0.49	2,3	3.96	0.40	3
(2) Bisexual, Gay/Lesbian, Questioning	3.95	0.59	1,3	4.13	0.59	1,3	4.27	0.57	1,3	4.00	0.56	1,3	3.99	0.53	3	3.90	0.49	1,3	3.82	0.68	1,3	3.89	0.54	1,3	3.97	0.47	3
(3) Rather Not Say	3.80	0.60	1,2	3.94	0.65	1,2	4.10	0.63	1,2	3.86	0.61	1,2	3.83	0.60	1,2	3.72	0.50	1,2	3.69	0.69	1,2	3.76	0.56	1,2	3.81	0.51	1,2

Significance: p < .01

Spring 2011

Inputs by Outcome Measures - SCM Leadership Outcomes

National	Consciousness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics	*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																										
Age																											
(1) Traditional (Under 24)	3.97	0.51	2	4.14	0.50	2	4.29	0.48	2	4.03	0.47	2	4.00	0.45		3.80	0.42	2	3.79	0.58	2	3.80	0.48	2	3.95	0.39	2
(2) Non-Traditional (24 or Older)	4.05	0.61	1	4.20	0.61	1	4.32	0.57	1	4.05	0.57	1	4.01	0.57		3.87	0.51	1	3.80	0.74	1	3.93	0.58	1	4.00	0.48	1
Transfer Status																											
(1) Non-Transfer Student	3.97	0.50	2	4.14	0.50	2	4.29	0.47	2	4.04	0.46		4.00	0.45	2	3.80	0.41	2	3.80	0.57	2	3.80	0.47	2	3.95	0.39	2
(2) Transfer Student	4.00	0.59	1	4.18	0.59	1	4.31	0.55	1	4.03	0.55		3.99	0.54	1	3.84	0.49	1	3.77	0.69	1	3.87	0.57	1	3.97	0.47	1
Enrollment Status																											
(1) Full-Time	3.98	0.52	2	4.15	0.51	2	4.30	0.48		4.04	0.47		4.00	0.46	2	3.81	0.43	2	3.79	0.60	2	3.82	0.49	2	3.95	0.40	
(2) Part-Time	4.01	0.61	1	4.18	0.58	1	4.30	0.56		4.02	0.55		3.98	0.54	1	3.83	0.50	1	3.75	0.71	1	3.88	0.59	1	3.96	0.46	
Political Views																											
(1) Very Liberal	4.02	0.58	2,3	4.22	0.58	2,3,5	4.31	0.55	2,3,4,5	4.06	0.56	3,5	4.02	0.54	2,3	3.92	0.49	2,3,4,5	3.87	0.69	2,3,4,5	3.94	0.54	2,3,4,5	4.02	0.47	2,3,4,5
(2) Liberal	3.98	0.51	1,3,4,5	4.13	0.49	1,3,4,5	4.29	0.47	1,4,5	4.05	0.46	3,5	4.00	0.45	1,3,4,5	3.86	0.41	1,3,4,5	3.81	0.58	1,3,4,5	3.86	0.47	1,3,4,5	3.97	0.39	1,3,4,5
(3) Moderate	3.95	0.53	1,2,4,5	4.11	0.52	1,2,4,5	4.28	0.49	1,4,5	4.02	0.48	1,2,4,5	3.98	0.47	1,2,4,5	3.81	0.43	1,2,4,5	3.75	0.60	1,2,4	3.82	0.49	1,2,4,5	3.93	0.41	1,2,4
(4) Conservative	4.01	0.49	2,3,5	4.22	0.50	2,3,5	4.34	0.47	1,2,3,5	4.04	0.45	3,5	4.03	0.45	2,3	3.74	0.41	1,2,3,5	3.80	0.57	1,2,3,5	3.74	0.49	1,2,3,5	3.95	0.38	1,2,3,5
(5) Very Conservative	4.04	0.57	2,3,4	4.31	0.61	1,2,3,4	4.36	0.57	1,2,3,4	4.00	0.58	1,2,3,4	4.03	0.57	2,3	3.63	0.50	1,2,3,4	3.75	0.70	1,2,4	3.66	0.58	1,2,3,4	3.93	0.48	1,2,4
GPA Estimate																											
(1) 3.50 - 4.00	4.02	0.50	2,3,4,5,6	4.22	0.49	2,3,4,5,6	4.38	0.46	2,3,4,5,6	4.06	0.46	2,3,4,5,6	4.04	0.45	2,3,4,5,6	3.83	0.42	2,3,4,5,6	3.86	0.59	2,3,4,5,6	3.82	0.49	2,4,5,6	3.99	0.39	2,3,4,5,6
(2) 3.00 - 3.49	3.99	0.52	1,3,4,5,6	4.15	0.51	1,3,4,5,6	4.29	0.48	1,3,4,5,6	4.05	0.47	1,3,4,5,6	4.00	0.46	1,3,4,5,6	3.82	0.43	1,3,4,5,6	3.79	0.59	1,3,4,5,6	3.83	0.49	1,3,4,5,6	3.96	0.40	1,3,4,5,6
(3) 2.50 - 2.99	3.93	0.54	1,2,4,5,6	4.08	0.53	1,2,4,5,6	4.22	0.51	1,2,4,5,6	4.00	0.48	1,2,4,5,6	3.95	0.49	1,2,4,5,6	3.79	0.44	1,2,4,5,6	3.70	0.61	1,2,4,5	3.82	0.51	2,4,5,6	3.91	0.42	1,2,4,5,6
(4) 2.00 - 2.49	3.86	0.58	1,2,3,5,6	4.01	0.59	1,2,3,5	4.13	0.56	1,2,3,6	3.93	0.54	1,2,3,5,6	3.88	0.53	1,2,3,6	3.74	0.48	1,2,3,6	3.63	0.66	1,2,3,5	3.77	0.53	1,2,3,5,6	3.84	0.46	1,2,3,5,6
(5) 1.99 or less	3.76	0.64	1,2,3,4	3.94	0.67	1,2,3,4	4.09	0.63	1,2,3,6	3.88	0.64	1,2,3,4,6	3.84	0.62	1,2,3	3.72	0.53	1,2,3,6	3.58	0.71	1,2,3,4	3.71	0.61	1,2,3,4	3.79	0.53	1,2,3,4
(6) No college GPA	3.68	0.65	1,2,3,4	3.92	0.72	1,2,3	4.00	0.72	1,2,3,4,5	3.79	0.64	1,2,3,4,5	3.77	0.63	1,2,3,4	3.63	0.50	1,2,3,4,5	3.64	0.72	1,2	3.68	0.57	1,2,3,4	3.74	0.56	1,2,3,4

Significance: p < .01

Inputs by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics	*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																										
Educational Generation Status																											
(1) First Generation	3.96	0.57	2	4.12	0.57	2	4.29	0.53	2	4.03	0.52	2	3.98	0.51	2	3.81	0.47	2	3.78	0.63		3.85	0.53	2	3.95	0.45	2
(2) Non-First Generation	3.99	0.51	1	4.16	0.50	1	4.30	0.48	1	4.04	0.47	1	4.01	0.46	1	3.82	0.42	1	3.79	0.59		3.82	0.49	1	3.96	0.40	1
Disability Status																											
(1) Reported Disability	3.93	0.55	2	4.17	0.53	2	4.30	0.50		4.01	0.50	2	4.00	0.48		3.85	0.45	2	3.81	0.63	2	3.81	0.52	2	3.96	0.42	
(2) No Reported Disability	3.99	0.52	1	4.15	0.52	1	4.30	0.48		4.04	0.47	1	4.00	0.47		3.81	0.43	1	3.78	0.60	1	3.82	0.49	1	3.95	0.40	

Significance: p < .01

Inputs by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Student Characteristics							
Gender							
(1) Male	3.01	0.75	2		3.03	0.75	
(2) Female	2.81	0.63	1		2.94	0.59	
Race							
(1) White	3.10	0.60	5		3.08	0.63	5,6
(2) Middle Eastern	.	.			.	.	
(3) African American/Black	.	.			.	.	
(4) American Indian	.	.			.	.	
(5) Asian American	2.68	0.68	1,6,7		2.87	0.63	1,6
(6) Latino	3.23	0.68	5		3.33	0.62	1,5,7
(7) Multiracial	3.06	0.65	5		2.97	0.73	6
(8) Not Included	2.92	0.71			2.97	0.76	
Class Standing							
(1) First-Year	2.77	0.58	4		2.77	0.56	3,4
(2) Sophomore	2.76	0.66	4		2.84	0.63	3,4
(3) Junior	2.92	0.69	4		3.04	0.65	1,2
(4) Senior+	3.13	0.77	1,2,3		3.19	0.74	1,2
Sexual Orientation							
(1) Heterosexual	2.91	0.68			2.98	0.64	
(2) Bisexual, Gay/Lesbian, Questioning	2.95	0.66			3.16	0.78	3
(3) Rather Not Say	2.86	0.89			2.70	0.82	2

Significance: p < .01

Spring 2011

Inputs by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig			M	SD	Sig
Student Characteristics								
Age								
(1) Traditional (Under 24)	2.87	0.68	2			2.95	0.65	2
(2) Non-Traditional (24 or Older)	3.20	0.70	1			3.21	0.76	1
Transfer Status								
(1) Non-Transfer Student	2.83	0.66	2			2.91	0.63	2
(2) Transfer Student	3.09	0.72	1			3.15	0.72	1
Enrollment Status								
(1) Full-Time	2.91	0.69				2.98	0.66	
(2) Part-Time	.	.				.	.	
Political Views								
(1) Very Liberal	3.06	0.67				3.15	0.73	
(2) Liberal	2.89	0.66				3.03	0.62	
(3) Moderate	2.86	0.70				2.94	0.68	
(4) Conservative	2.98	0.71				2.91	0.64	
(5) Very Conservative	.	.				.	.	
GPA Estimate								
(1) 3.50 - 4.00	2.95	0.66				3.07	0.64	4
(2) 3.00 - 3.49	2.92	0.71				2.95	0.65	
(3) 2.50 - 2.99	2.84	0.68				2.96	0.68	
(4) 2.00 - 2.49	2.86	0.73				2.74	0.75	1
(5) 1.99 or less	.	.				.	.	
(6) No college GPA	.	.				.	.	

Significance: p < .01

Spring 2011

Inputs by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Student Characteristics								
Educational Generation Status								
(1) First Generation	2.88	0.69			3.01	0.68		
(2) Non-First Generation	2.94	0.68			2.99	0.65		
Disability Status								
(1) Reported Disability	3.05	0.70			2.97	0.72		
(2) No Reported Disability	2.90	0.69			2.98	0.66		

Significance: $p < .01$

Inputs by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Student Characteristics								
Gender								
(1) Male	3.12	0.72	2		3.09	0.70	2	
(2) Female	3.06	0.60	1		3.12	0.56	1	
Race								
(1) White	3.10	0.61	3,5		3.10	0.59	2,3,5,6,7, 8	
(2) Middle Eastern	3.13	0.73	5		3.16	0.74	1,3,5	
(3) African American/Black	3.17	0.73	1,5,6,7,8		3.22	0.68	1,2,4,5,6, 7,8	
(4) American Indian	3.08	0.63	5		3.12	0.62	3,5	
(5) Asian American	2.84	0.70	1,2,3,4,6, 7,8		3.00	0.66	1,2,3,4,6, 7,8	
(6) Latino	3.10	0.77	3,5		3.19	0.69	1,3,5,7	
(7) Multiracial	3.11	0.70	3,5		3.13	0.68	1,3,5,6	
(8) Not Included	3.10	0.66	3,5		3.15	0.69	1,3,5	
Class Standing								
(1) First-Year	2.92	0.61	2,3,4		2.84	0.58	2,3,4	
(2) Sophomore	3.01	0.61	1,3,4		3.03	0.57	1,3,4	
(3) Junior	3.11	0.64	1,2,4		3.16	0.60	1,2,4	
(4) Senior+	3.20	0.67	1,2,3		3.26	0.62	1,2,3	
Sexual Orientation								
(1) Heterosexual	3.09	0.64	2,3		3.11	0.61	2,3	
(2) Bisexual, Gay/Lesbian, Questioning	3.06	0.72	1,3		3.18	0.67	1,3	
(3) Rather Not Say	2.93	0.72	1,2		3.00	0.71	1,2	

Significance: p < .01

Inputs by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Student Characteristics							
Age							
(1) Traditional (Under 24)	3.07	0.63	2		3.09	0.59	2
(2) Non-Traditional (24 or Older)	3.17	0.78	1		3.21	0.75	1
Transfer Status							
(1) Non-Transfer Student	3.07	0.62	2		3.08	0.59	2
(2) Transfer Student	3.12	0.74	1		3.18	0.70	1
Enrollment Status							
(1) Full-Time	3.09	0.64			3.11	0.61	2
(2) Part-Time	3.07	0.81			3.15	0.77	1
Political Views							
(1) Very Liberal	3.09	0.71	2,3,4,5		3.22	0.66	2,3,4,5
(2) Liberal	3.06	0.63	1,4,5		3.13	0.59	1,3,4,5
(3) Moderate	3.06	0.66	1,4,5		3.09	0.62	1,2,4
(4) Conservative	3.14	0.61	1,2,3,5		3.07	0.59	1,2,3
(5) Very Conservative	3.20	0.70	1,2,3,4		3.06	0.72	1,2
GPA Estimate							
(1) 3.50 - 4.00	3.12	0.63	2,3,4,5,6		3.15	0.60	2,3,4,5,6
(2) 3.00 - 3.49	3.10	0.64	1,3,4,5,6		3.12	0.60	1,3,4,5,6
(3) 2.50 - 2.99	3.04	0.67	1,2,4,5,6		3.07	0.63	1,2,4,5,6
(4) 2.00 - 2.49	2.95	0.72	1,2,3,5,6		2.95	0.69	1,2,3,5,6
(5) 1.99 or less	2.83	0.79	1,2,3,4		2.78	0.78	1,2,3,4
(6) No college GPA	2.80	0.80	1,2,3,4		2.74	0.75	1,2,3,4

Significance: p < .01

Inputs by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig			M	SD	Sig
Student Characteristics								
Educational Generation Status								
(1) First Generation	3.06	0.70	2			3.13	0.65	2
(2) Non-First Generation	3.10	0.64	1			3.11	0.61	1
Disability Status								
(1) Reported Disability	3.05	0.68	2			3.10	0.64	
(2) No Reported Disability	3.09	0.64	1			3.11	0.61	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics							Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																				
Off-Campus Job																											
(1) Yes	3.97	0.51	2	4.17	0.50		4.31	0.49		4.01	0.47		3.99	0.48		3.81	0.44		3.78	0.67		3.82	0.50		3.95	0.41	
(2) No	3.83	0.56	1	4.06	0.53		4.21	0.50		3.98	0.50		3.95	0.48		3.74	0.44		3.75	0.58		3.75	0.49		3.88	0.42	
On Campus Job																											
(1) Yes	3.87	0.56		4.13	0.53		4.26	0.49		4.03	0.51		3.98	0.48		3.77	0.47		3.83	0.66		3.79	0.52		3.93	0.43	
(2) No	3.85	0.55		4.06	0.53		4.21	0.50		3.97	0.49		3.95	0.48		3.75	0.44		3.73	0.57		3.76	0.48		3.88	0.41	
Community Service																											
(1) Yes	3.99	0.51	2	4.20	0.48	2	4.33	0.46	2	4.12	0.45	2	4.10	0.46	2	3.82	0.45	2	4.07	0.50	2	3.84	0.50	2	4.03	0.40	2
(2) No	3.78	0.57	1	4.01	0.54	1	4.17	0.51	1	3.90	0.50	1	3.87	0.48	1	3.72	0.43	1	3.57	0.57	1	3.72	0.48	1	3.81	0.41	1
Residential Setting																											
(1) Off-Campus	3.88	0.59		4.09	0.57		4.23	0.54		3.99	0.52		3.94	0.53		3.77	0.48		3.73	0.66		3.79	0.53		3.90	0.46	
(2) On-Campus	3.84	0.52		4.07	0.49		4.22	0.45		3.98	0.47		3.97	0.43		3.75	0.40		3.79	0.52		3.74	0.45		3.89	0.38	
Involvement in College Organizations																											
(1) Never	3.79	0.51	5	3.99	0.54	5	4.16	0.49	5	3.86	0.49	4,5	3.80	0.48	4,5	3.73	0.40	5	3.51	0.53	3,4,5	3.68	0.47	5	3.78	0.39	4,5
(2) Once	3.69	0.57	4,5	3.92	0.60	5	4.04	0.58	3,5	3.79	0.55	3,4,5	3.74	0.56	3,4,5	3.59	0.46	3,4,5	3.50	0.67	3,4,5	3.63	0.48	5	3.71	0.46	3,4,5
(3) Sometimes	3.80	0.56	5	4.06	0.50	5	4.20	0.48	2,5	3.96	0.47	2,5	3.92	0.40	2,5	3.76	0.44	2	3.72	0.52	1,2,5	3.76	0.50	5	3.87	0.38	2,5
(4) Many times	3.89	0.48	2,5	4.07	0.49	5	4.21	0.47	5	4.01	0.45	1,2,5	3.99	0.44	1,2,5	3.75	0.39	2	3.86	0.52	1,2,5	3.79	0.43		3.92	0.37	1,2,5
(5) Much of the time	4.06	0.57	1,2,3,4	4.29	0.49	1,2,3,4	4.44	0.43	1,2,3,4	4.22	0.43	1,2,3,4	4.24	0.41	1,2,3,4	3.87	0.48	1,2	4.12	0.55	1,2,3,4	3.92	0.50	1,2,3	4.12	0.39	1,2,3,4
Leadership Positions in College Organizations																											
(1) Never	3.83	0.54	5	4.06	0.50	5	4.21	0.45	5	3.94	0.47	5	3.88	0.44	5	3.76	0.41		3.63	0.55	3,4,5	3.74	0.46	5	3.85	0.38	5
(2) Once	3.72	0.61	5	3.97	0.64	5	4.10	0.65	5	3.86	0.61	3,4,5	3.87	0.57	5	3.67	0.48		3.73	0.62	5	3.71	0.56	5	3.80	0.51	5
(3) Sometimes	3.90	0.56		4.10	0.52		4.17	0.57	5	4.05	0.47	2	4.01	0.51	5	3.76	0.47		3.92	0.59	1,5	3.75	0.51		3.93	0.46	5
(4) Many times	3.86	0.53		4.10	0.51		4.24	0.45		4.08	0.40	2	4.00	0.42	5	3.73	0.47		3.85	0.52	1,5	3.83	0.44		3.93	0.35	5
(5) Much of the time	4.06	0.56	1,2	4.25	0.55	1,2	4.42	0.48	1,2,3	4.18	0.53	1,2	4.25	0.47	1,2,3,4	3.83	0.50		4.15	0.61	1,2,3,4	3.91	0.53	1,2	4.10	0.45	1,2,3,4

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Involvement in Off-Campus Organizations																											
(1) Never	3.83	0.55	5	4.07	0.51	5	4.22	0.47	2,5	3.95	0.47	5	3.93	0.46	5	3.76	0.43		3.67	0.56	3,5	3.76	0.47		3.86	0.39	5
(2) Once	3.74	0.66	5	3.87	0.68	5	3.99	0.71	1,3,5	3.90	0.67	5	3.80	0.62	5	3.64	0.54	5	3.73	0.68	5	3.71	0.63		3.78	0.59	5
(3) Sometimes	3.91	0.53		4.07	0.53	5	4.22	0.54	2,5	4.03	0.49	5	3.97	0.49	5	3.73	0.48		3.90	0.56	1,5	3.80	0.51		3.93	0.43	5
(4) Many times	3.79	0.43	5	4.05	0.47	5	4.18	0.44	5	3.96	0.44	5	3.92	0.43	5	3.73	0.34		3.82	0.50	5	3.69	0.44		3.87	0.35	5
(5) Much of the time	4.09	0.55	1,2,4	4.38	0.52	1,2,3,4	4.46	0.48	1,2,3,4	4.28	0.49	1,2,3,4	4.28	0.45	1,2,3,4	3.89	0.44	2	4.23	0.64	1,2,3,4	3.86	0.53		4.15	0.44	1,2,3,4
Leadership Positions in Off-Campus Organizations																											
(1) Never	3.85	0.55	5	4.07	0.50	2,5	4.23	0.46	2,5	3.97	0.47	5	3.94	0.45	2,5	3.77	0.43	2	3.71	0.56	4,5	3.77	0.48		3.88	0.39	2,5
(2) Once	3.63	0.69	5	3.78	0.74	1,3,4,5	3.87	0.76	1,3,4,5	3.81	0.71	5	3.71	0.69	1,3,4,5	3.57	0.56	1,5	3.72	0.73	5	3.64	0.60		3.70	0.63	1,4,5
(3) Sometimes	3.91	0.56	5	4.07	0.57	2,5	4.15	0.59	2,5	3.98	0.55	5	4.01	0.55	2,5	3.68	0.44		3.90	0.68	5	3.76	0.48		3.91	0.49	5
(4) Many times	3.93	0.49	2,5	4.16	0.51	2,5	4.31	0.46	2	4.09	0.46		4.08	0.44	2	3.64	0.44		4.02	0.55	1	3.71	0.45		3.96	0.36	2,5
(5) Much of the time	4.18	0.46	1,2	4.56	0.45	1,2,3,4	4.62	0.36	1,2,3	4.41	0.42	1,2,3	4.37	0.40	1,2,3	3.93	0.41	2	4.33	0.57	1,2,3	3.93	0.59		4.25	0.39	1,2,3,4
Participation in Student Groups																											
Academic/Professional																											
(1) Yes	3.93	0.57	2	4.15	0.52	2	4.25	0.50		4.05	0.49	2	4.04	0.47	2	3.79	0.44		3.89	0.57	2	3.81	0.50		3.96	0.42	2
(2) No	3.82	0.54	1	4.04	0.53	1	4.21	0.50		3.95	0.49	1	3.91	0.48	1	3.74	0.44		3.69	0.59	1	3.74	0.48		3.86	0.41	1
Art/Theater/Music																											
(1) Yes	3.91	0.53		4.17	0.47		4.27	0.48		4.06	0.48		4.04	0.49		3.78	0.45		3.89	0.66	2	3.80	0.47		3.96	0.42	
(2) No	3.85	0.56		4.06	0.54		4.22	0.50		3.97	0.50		3.94	0.48		3.75	0.44		3.73	0.58	1	3.76	0.49		3.88	0.42	
Campus-Wide Programming																											
(1) Yes	3.86	0.53		4.10	0.53		4.26	0.52		4.08	0.50		4.05	0.48		3.79	0.46		4.07	0.55	2	3.87	0.46		3.99	0.42	
(2) No	3.86	0.56		4.08	0.53		4.22	0.50		3.97	0.49		3.94	0.48		3.75	0.44		3.71	0.58	1	3.75	0.49		3.88	0.42	
Identity-Based																											
(1) Yes	3.81	0.56		4.08	0.51		4.21	0.51		4.05	0.47		4.03	0.45		3.74	0.43		3.94	0.53	2	3.77	0.46		3.93	0.41	
(2) No	3.87	0.55		4.08	0.54		4.23	0.50		3.96	0.50		3.93	0.49		3.76	0.45		3.70	0.60	1	3.76	0.50		3.88	0.42	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Participation in Student Groups (continued)																											
International Interest																											
(1) Yes	3.85	0.53		4.09	0.52		4.25	0.53		4.07	0.49		4.03	0.52		3.71	0.49		3.90	0.55	2	3.76	0.50		3.93	0.43	
(2) No	3.86	0.56		4.08	0.53		4.22	0.49		3.97	0.49		3.94	0.47		3.76	0.44		3.73	0.60	1	3.77	0.49		3.89	0.42	
Honor Societies																											
(1) Yes	3.94	0.55		4.10	0.55		4.30	0.49		4.05	0.49		4.01	0.49		3.79	0.47		3.84	0.64		3.79	0.57		3.95	0.45	
(2) No	3.84	0.55		4.08	0.53		4.21	0.50		3.97	0.49		3.94	0.48		3.75	0.44		3.74	0.58		3.76	0.48		3.88	0.41	
Media																											
(1) Yes	3.87	0.51		4.20	0.44		4.20	0.43		3.99	0.49		4.02	0.38		3.75	0.40		3.85	0.50		3.77	0.49		3.93	0.31	
(2) No	3.86	0.56		4.07	0.54		4.23	0.50		3.98	0.49		3.95	0.49		3.76	0.45		3.75	0.60		3.77	0.49		3.89	0.42	
Military																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.99	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
New Student Transition																											
(1) Yes	3.87	0.55		4.12	0.51		4.26	0.52		4.06	0.48		4.02	0.49		3.85	0.39		4.02	0.56	2	3.81	0.42		3.98	0.40	
(2) No	3.85	0.56		4.07	0.53		4.22	0.50		3.97	0.49		3.95	0.48		3.74	0.45		3.73	0.59	1	3.76	0.50		3.88	0.42	
Resident Assistants																											
(1) Yes	3.46	0.47	2	3.86	0.50		3.97	0.53	2	3.86	0.44		3.81	0.54		3.69	0.44		3.79	0.53		3.67	0.49		3.75	0.41	
(2) No	3.87	0.55	1	4.09	0.53		4.23	0.50	1	3.99	0.49		3.96	0.48		3.76	0.44		3.75	0.59		3.77	0.49		3.90	0.42	
Peer Helper																											
(1) Yes	3.79	0.53		4.05	0.52		4.18	0.53		4.01	0.51		3.98	0.51		3.81	0.44		3.89	0.63	2	3.78	0.52		3.92	0.44	
(2) No	3.87	0.56		4.08	0.53		4.23	0.49		3.98	0.49		3.95	0.48		3.75	0.44		3.73	0.58	1	3.76	0.48		3.89	0.41	
Advocacy																											
(1) Yes	3.88	0.56		4.11	0.57		4.24	0.56		4.09	0.56		4.04	0.57		3.83	0.50		3.99	0.64	2	3.78	0.59		3.97	0.50	
(2) No	3.85	0.55		4.08	0.53		4.22	0.49		3.97	0.49		3.95	0.47		3.75	0.44		3.74	0.59	1	3.76	0.48		3.89	0.41	
Political																											
(1) Yes	3.92	0.47		4.20	0.49		4.30	0.47		4.01	0.46		4.01	0.52		3.79	0.43		3.92	0.57		3.84	0.43		3.97	0.38	
(2) No	3.85	0.56		4.07	0.53		4.22	0.50		3.98	0.50		3.95	0.48		3.75	0.44		3.75	0.59		3.76	0.49		3.89	0.42	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Participation in Student Groups (continued)																											
Religious																											
(1) Yes	3.80	0.56		4.10	0.51		4.23	0.48		4.03	0.45		4.02	0.46		3.70	0.41		3.90	0.56	2	3.69	0.46		3.90	0.40	
(2) No	3.87	0.55		4.08	0.53		4.22	0.50		3.97	0.50		3.94	0.49		3.77	0.45		3.72	0.60	1	3.78	0.49		3.89	0.42	
Service																											
(1) Yes	3.93	0.52		4.17	0.44		4.30	0.46		4.11	0.43	2	4.08	0.42	2	3.82	0.40		4.04	0.47	2	3.86	0.48	2	4.01	0.37	2
(2) No	3.84	0.56		4.06	0.55		4.21	0.51		3.95	0.50	1	3.92	0.49	1	3.74	0.45		3.69	0.60	1	3.74	0.49	1	3.86	0.42	1
Multi-Cultural Fraternities and Sororities																											
(1) Yes	3.75	0.52		3.96	0.52		3.98	0.50	2	3.91	0.51		3.93	0.52		3.64	0.49		3.81	0.53		3.76	0.48		3.82	0.44	
(2) No	3.86	0.56		4.08	0.53		4.24	0.50	1	3.99	0.49		3.96	0.48		3.76	0.44		3.75	0.60		3.77	0.49		3.90	0.42	
Social Fraternities or Sororities																											
(1) Yes	4.01	0.55		4.11	0.48		4.22	0.44		4.07	0.43		4.06	0.41		3.71	0.52		3.92	0.46		3.80	0.47		3.96	0.39	
(2) No	3.84	0.55		4.08	0.53		4.22	0.50		3.98	0.50		3.94	0.49		3.76	0.43		3.74	0.60		3.76	0.49		3.89	0.42	
Sports-Intercollegiate or Varsity																											
(1) Yes	3.88	0.59		4.16	0.50		4.22	0.52		4.06	0.46		4.00	0.49		3.88	0.47		3.76	0.59		3.77	0.56		3.94	0.44	
(2) No	3.85	0.55		4.07	0.53		4.23	0.50		3.98	0.50		3.95	0.48		3.75	0.44		3.76	0.59		3.77	0.48		3.89	0.42	
Sports-Club																											
(1) Yes	3.87	0.62		4.07	0.55		4.19	0.51		4.01	0.47		3.95	0.50		3.79	0.47		3.78	0.62		3.76	0.54		3.90	0.45	
(2) No	3.85	0.54		4.08	0.53		4.23	0.50		3.98	0.50		3.96	0.48		3.75	0.44		3.75	0.59		3.77	0.48		3.89	0.41	
Sports-Intramural																											
(1) Yes	3.94	0.54	2	4.15	0.52		4.28	0.48		4.08	0.45	2	4.02	0.44		3.81	0.45		3.85	0.57	2	3.82	0.49		3.97	0.41	2
(2) No	3.83	0.56	1	4.05	0.53		4.21	0.51		3.95	0.50	1	3.93	0.49		3.74	0.44		3.72	0.60	1	3.75	0.49		3.87	0.42	1
Recreational																											
(1) Yes	3.96	0.56	2	4.18	0.49	2	4.30	0.48		4.11	0.45	2	4.04	0.45	2	3.82	0.45		3.94	0.55	2	3.88	0.50	2	4.00	0.41	2
(2) No	3.82	0.55	1	4.05	0.54	1	4.20	0.50		3.94	0.50	1	3.93	0.49	1	3.73	0.44		3.70	0.59	1	3.73	0.48	1	3.86	0.41	1
Social/Special Interest																											
(1) Yes	3.82	0.55		4.09	0.53		4.20	0.52		4.09	0.50		4.05	0.52		3.76	0.52		3.95	0.58	2	3.79	0.51		3.94	0.45	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.97	0.49		3.94	0.47		3.76	0.43		3.73	0.59	1	3.76	0.49		3.89	0.41	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Participation in Student Groups (continued)																											
Student Governance																											
(1) Yes	3.95	0.52		4.09	0.56		4.23	0.51		4.07	0.52		4.06	0.54		3.84	0.50		4.01	0.60	2	3.88	0.50		4.00	0.46	
(2) No	3.85	0.56		4.08	0.53		4.22	0.50		3.97	0.49		3.94	0.47		3.75	0.43		3.73	0.59	1	3.75	0.49		3.88	0.41	
Social Change Behaviors																											
(1) Never	3.64	0.62	3,4	3.94	0.58	4	4.11	0.57	4	3.72	0.55	2,3,4	3.72	0.53	3,4	3.54	0.44	2,3,4	3.16	0.51	2,3,4	3.53	0.39	2,3,4	3.62	0.38	2,3,4
(2) Once	3.78	0.55	3,4	4.02	0.53	4	4.16	0.49	4	3.90	0.47	1,3,4	3.86	0.45	3,4	3.72	0.41	1,4	3.59	0.51	1,3,4	3.70	0.48	1,3,4	3.81	0.39	1,3,4
(3) Sometimes	3.94	0.49	1,2,4	4.11	0.49	4	4.26	0.47	4	4.07	0.43	1,2,4	4.04	0.43	1,2,4	3.78	0.45	1,4	3.96	0.47	1,2,4	3.83	0.47	1,2,4	3.97	0.38	1,2,4
(4) Often	4.13	0.53	1,2,3	4.33	0.49	1,2,3	4.47	0.45	1,2,3	4.31	0.50	1,2,3	4.29	0.49	1,2,3	3.97	0.46	1,2,3	4.37	0.52	1,2,3	4.05	0.49	1,2,3	4.22	0.42	1,2,3
Socio-Cultural Discussions																											
(1) Never	3.45	0.75	3,4	3.81	0.62	4	3.80	0.74	3,4	3.44	0.55	2,3,4	3.47	0.58	2,3,4	3.55	0.44	4	3.16	0.67	2,3,4	3.50	0.50	4	3.49	0.40	3,4
(2) Sometimes	3.66	0.57	3,4	3.90	0.59	3,4	4.06	0.54	3,4	3.80	0.54	1,3,4	3.81	0.51	1,3,4	3.59	0.47	3,4	3.53	0.57	1,3,4	3.59	0.48	3,4	3.71	0.44	3,4
(3) Often	3.82	0.49	1,2,4	4.06	0.48	2,4	4.21	0.44	1,2,4	3.97	0.42	1,2,4	3.94	0.40	1,2,4	3.75	0.40	2,4	3.73	0.52	1,2,4	3.75	0.45	2,4	3.87	0.35	1,2,4
(4) Very Often	4.15	0.51	1,2,3	4.31	0.46	1,2,3	4.46	0.43	1,2,3	4.22	0.44	1,2,3	4.17	0.49	1,2,3	3.96	0.41	1,2,3	4.08	0.58	1,2,3	3.99	0.47	1,2,3	4.14	0.37	1,2,3
Campus Climate																											
Belonging Climate																											
(1) Strongly Disagree	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Disagree	3.68	0.71	4,5	3.98	0.70	5	4.18	0.67	5	3.82	0.63	4,5	3.95	0.63	3,5	3.73	0.52	5	3.65	0.77	5	3.69	0.53	5	3.81	0.53	5
(3) Neutral	3.64	0.53	4,5	3.86	0.52	4,5	4.05	0.48	4,5	3.79	0.49	4,5	3.76	0.46	2,4,5	3.63	0.42	4,5	3.48	0.59	4,5	3.64	0.49	4,5	3.70	0.41	4,5
(4) Agree	3.90	0.48	2,3,5	4.11	0.43	3,5	4.23	0.43	3,5	4.02	0.41	2,3,5	3.97	0.40	3,5	3.76	0.40	3,5	3.84	0.49	3,5	3.77	0.44	3,5	3.92	0.34	3,5
(5) Strongly Agree	4.23	0.56	2,3,4	4.48	0.46	2,3,4	4.57	0.47	2,3,4	4.36	0.46	2,3,4	4.33	0.44	2,3,4	4.04	0.46	2,3,4	4.16	0.57	2,3,4	4.08	0.51	2,3,4	4.25	0.40	2,3,4
Non-Discriminatory Climate																											
(1) Strongly Disagree	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Disagree	3.86	0.64		4.21	0.64		4.24	0.69		4.11	0.52		4.05	0.72		3.70	0.55		4.02	0.69		3.81	0.58		3.97	0.55	
(3) Neutral	3.72	0.56	5	3.93	0.57	5	4.11	0.56	5	3.86	0.54	5	3.84	0.55	5	3.63	0.43	5	3.74	0.60		3.64	0.48	5	3.78	0.44	5
(4) Agree	3.80	0.51	5	4.04	0.51	5	4.19	0.47	5	3.96	0.48	5	3.94	0.45		3.73	0.44	5	3.77	0.57		3.74	0.45		3.87	0.40	5
(5) Strongly Agree	4.01	0.56	3,4	4.20	0.50	3,4	4.34	0.43	3,4	4.07	0.45	3,4	4.03	0.43	3	3.86	0.42	3,4	3.72	0.60		3.87	0.51	3,4	3.98	0.38	3,4

Significance: p < .01

Spring 2011

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Mentor Relationships																											
Faculty/Instructor																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	3.81	0.53	4	4.03	0.56		4.20	0.45		3.93	0.55	4	3.90	0.50	4	3.76	0.44		3.74	0.60		3.73	0.47	4	3.86	0.42	4
(3) Sometimes	3.90	0.49		4.13	0.46		4.24	0.43		4.01	0.42		3.98	0.44		3.76	0.37		3.85	0.51		3.78	0.42	4	3.93	0.35	
(4) Often	4.07	0.64	2	4.20	0.53		4.39	0.51		4.14	0.49	2	4.10	0.45	2	3.88	0.43		3.95	0.63		3.96	0.52	2,3	4.06	0.42	2
Student Affairs Professional Staff																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	3.84	0.57		4.05	0.49		4.19	0.45		3.97	0.39		3.97	0.36		3.74	0.40		3.85	0.48		3.75	0.51		3.90	0.38	
(3) Sometimes	3.98	0.50		4.19	0.46		4.32	0.42		4.11	0.43		4.08	0.40		3.79	0.42		3.92	0.54		3.84	0.46		4.00	0.36	
(4) Often	4.06	0.45		4.14	0.45		4.38	0.43		4.11	0.45		4.08	0.45		3.87	0.40		3.96	0.54		3.89	0.45		4.04	0.37	
Employer																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	3.69	0.63	4	4.01	0.46		4.08	0.48	4	3.84	0.38	4	3.87	0.27		3.77	0.41		3.66	0.53		3.58	0.43	4	3.78	0.30	4
(3) Sometimes	3.84	0.51		4.04	0.47	4	4.26	0.44		4.04	0.42		4.03	0.41		3.75	0.43		3.82	0.62		3.83	0.44		3.92	0.38	
(4) Often	4.07	0.55	2	4.27	0.48	3	4.37	0.45	2	4.14	0.49	2	4.10	0.46		3.83	0.43		4.03	0.60		3.89	0.54	2	4.06	0.42	2
Community Member																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	3.92	0.53		4.06	0.57		4.28	0.53		4.13	0.48		4.02	0.52		3.65	0.53		3.75	0.66	3,4	3.91	0.48		3.93	0.42	
(3) Sometimes	3.94	0.50		4.22	0.49		4.29	0.48		4.15	0.46		4.08	0.47		3.81	0.47		4.09	0.49	2	3.84	0.46		4.03	0.41	
(4) Often	4.12	0.52		4.39	0.49		4.48	0.47		4.23	0.46		4.27	0.43		3.85	0.41		4.28	0.55	2	3.86	0.48		4.15	0.38	
Parent/Guardian																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	3.86	0.48		4.06	0.48	4	4.18	0.44	4	4.00	0.44		3.96	0.38	4	3.76	0.42		3.77	0.52		3.78	0.45		3.90	0.36	4
(4) Often	3.99	0.53		4.20	0.48	3	4.36	0.44	3	4.10	0.43		4.07	0.42	3	3.80	0.43		3.88	0.58		3.81	0.49		3.99	0.38	3

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Mentor Relationships (continued)																											
Other Student																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	3.76	0.64		3.98	0.58		4.11	0.42		3.93	0.45		3.96	0.45		3.77	0.40		3.79	0.56		3.73	0.45		3.86	0.40	
(3) Sometimes	3.90	0.51		4.10	0.47		4.24	0.47		4.03	0.46		3.98	0.42	4	3.75	0.43		3.84	0.55		3.77	0.46		3.92	0.40	
(4) Often	3.94	0.51		4.15	0.47		4.32	0.44		4.13	0.41		4.10	0.39	3	3.81	0.42		3.91	0.53		3.83	0.48		4.00	0.36	
Formal Leadership Training Experience																											
Leadership Conference																											
(1) Never	3.91	0.52	4	4.18	0.48	2,4	4.28	0.46	4	4.07	0.39	4	4.04	0.41	4	3.80	0.47		3.86	0.55	4	3.72	0.51	4	3.95	0.39	4
(2) Once	3.88	0.61	4	3.94	0.57	1,4	4.15	0.49	4	3.99	0.48	4	3.95	0.48	4	3.73	0.45	4	3.89	0.61	4	3.79	0.46	4	3.90	0.45	4
(3) Sometimes	3.98	0.52		4.11	0.47	4	4.29	0.45	4	4.11	0.51	4	4.13	0.48	4	3.89	0.45		4.10	0.55	4	3.92	0.41	4	4.05	0.40	4
(4) Often	4.32	0.46	1,2	4.55	0.51	1,2,3	4.62	0.40	1,2,3	4.49	0.53	1,2,3	4.50	0.51	1,2,3	4.08	0.40	2	4.52	0.51	1,2,3	4.30	0.43	1,2,3	4.40	0.39	1,2,3
Leadership Retreat																											
(1) Never	3.92	0.60		4.10	0.53	4	4.24	0.47	4	4.01	0.46	4	4.01	0.38	4	3.81	0.46	4	3.87	0.63	4	3.81	0.48	4	3.94	0.42	4
(2) Once	3.91	0.54		3.99	0.56	4	4.18	0.52	4	4.00	0.47	4	3.92	0.52	4	3.69	0.42	4	3.83	0.56	4	3.72	0.48	4	3.88	0.44	4
(3) Sometimes	3.95	0.47		4.09	0.45	4	4.25	0.37	4	4.12	0.42	4	4.16	0.45	4	3.83	0.45	4	4.09	0.44	4	3.90	0.41		4.03	0.34	4
(4) Often	4.22	0.59	1,2,3	4.53	0.55	1,2,3	4.64	0.45	1,2,3	4.52	0.51	1,2,3	4.52	0.54	1,2,3	4.17	0.45	1,2,3	4.59	0.48	1,2,3	4.18	0.61	1,2	4.40	0.45	1,2,3
Leadership Lecture/Workshop Series																											
(1) Never	3.92	0.50	4	4.11	0.55		4.23	0.41	4	4.06	0.41	4	4.04	0.43	4	3.80	0.45		3.90	0.60	4	3.79	0.47	4	3.96	0.39	4
(2) Once	3.91	0.49		4.02	0.50	4	4.18	0.52	4	3.97	0.39	4	3.96	0.44	4	3.68	0.54	4	3.82	0.53	4	3.81	0.48		3.89	0.41	4
(3) Sometimes	3.86	0.61	4	4.04	0.46	4	4.23	0.44	4	3.99	0.47	4	4.01	0.48	4	3.81	0.39		3.97	0.55	4	3.80	0.47	4	3.94	0.39	4
(4) Often	4.23	0.60	1,3	4.36	0.66	2,3	4.50	0.58	1,2,3	4.43	0.60	1,2,3	4.39	0.53	1,2,3	4.04	0.45	2	4.38	0.64	1,2,3	4.08	0.55	1,3	4.28	0.51	1,2,3
Positional Leader Training																											
(1) Never	3.95	0.57		4.09	0.52	4	4.24	0.44	4	4.03	0.45	4	4.06	0.40	4	3.78	0.45	4	3.89	0.60	4	3.81	0.48	4	3.96	0.40	4
(2) Once	3.74	0.57	4	3.87	0.54	4	4.06	0.61	4	3.92	0.52	4	3.85	0.60	4	3.64	0.54	3,4	3.81	0.58	4	3.70	0.51	4	3.80	0.50	4
(3) Sometimes	3.99	0.44		4.16	0.48		4.32	0.39		4.14	0.42		4.09	0.48		3.93	0.41	2	4.08	0.51	4	3.86	0.43		4.05	0.37	
(4) Often	4.19	0.61	2	4.46	0.58	1,2	4.57	0.47	1,2	4.44	0.52	1,2	4.38	0.53	1,2	4.05	0.39	1,2	4.47	0.52	1,2,3	4.15	0.52	1,2	4.32	0.44	1,2

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Formal Leadership Training Experience (continued)																											
Leadership Course																											
(1) Never	3.94	0.55		4.13	0.52	2	4.29	0.42	2	4.10	0.47	2	4.08	0.44		3.81	0.47		3.94	0.58		3.85	0.49		3.99	0.41	
(2) Once	3.79	0.53		3.88	0.53	1	4.05	0.48	1,3	3.87	0.40	1,3	3.89	0.46		3.69	0.43		3.81	0.56		3.70	0.43		3.82	0.40	3
(3) Sometimes	4.03	0.52		4.15	0.46		4.34	0.53	2	4.19	0.47	2	4.15	0.51		3.93	0.42		4.15	0.60		3.85	0.46		4.08	0.41	2
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Short-Term Service Immersion																											
(1) Never	3.95	0.57		4.10	0.52		4.27	0.44		4.05	0.45	3	4.06	0.42		3.83	0.43		3.94	0.58	3	3.85	0.46		3.98	0.40	
(2) Once	3.90	0.63		3.94	0.67	3	4.02	0.63	3	3.99	0.59	3	3.89	0.70	3	3.64	0.55		3.88	0.65	3	3.74	0.65		3.86	0.58	3
(3) Sometimes	3.99	0.45		4.40	0.46	2	4.51	0.44	2	4.39	0.49	1,2	4.36	0.46	2	3.91	0.54		4.43	0.48	1,2	3.91	0.53		4.21	0.42	2
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Emerging or New leaders Program																											
(1) Never	3.94	0.57		4.10	0.53		4.27	0.45		4.08	0.44		4.07	0.43		3.83	0.45		3.97	0.59		3.85	0.49		3.99	0.41	
(2) Once	4.05	0.57		4.14	0.61		4.30	0.58		4.06	0.61		4.02	0.63		3.85	0.52		3.99	0.61		3.93	0.48		4.02	0.51	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Living-Learning Leadership Program																											
(1) Never	3.97	0.56		4.11	0.53		4.28	0.46		4.08	0.46		4.08	0.44		3.82	0.45		3.97	0.59		3.85	0.48		4.00	0.41	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Peer Leadership Educator Program																											
(1) Never	3.98	0.57		4.12	0.54		4.29	0.45		4.08	0.45		4.09	0.44		3.83	0.45		3.97	0.58		3.86	0.49		4.00	0.42	
(2) Once	3.85	0.46		4.02	0.41		4.21	0.50		4.11	0.62		4.08	0.60		3.82	0.54		4.02	0.75		3.87	0.45		3.98	0.48	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Formal Leadership Training Experience (continued)																											
Outdoor Leadership Program																											
(1) Never	3.97	0.56		4.11	0.53		4.28	0.46		4.10	0.47		4.09	0.46		3.84	0.44		3.97	0.60		3.86	0.49		4.00	0.42	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Women's Leadership Program																											
(1) Never	3.99	0.55		4.13	0.52		4.30	0.44		4.10	0.46		4.10	0.44		3.84	0.45		3.98	0.59		3.87	0.50		4.02	0.41	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Multicultural Leadership Program																											
(1) Never	3.96	0.56		4.11	0.52		4.28	0.44		4.08	0.44		4.10	0.44		3.81	0.46		3.96	0.59		3.85	0.51		4.00	0.42	
(2) Once	3.89	0.63		4.06	0.43		4.17	0.57		4.09	0.63		4.00	0.63		3.85	0.53		4.06	0.57		3.89	0.42		3.99	0.47	
(3) Sometimes	3.92	0.55		4.07	0.80		4.25	0.68		4.03	0.62		3.89	0.63		3.81	0.51		3.92	0.72		3.73	0.46		3.93	0.56	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Formal Leadership Training Education																											
Leadership Certificate Program																											
(1) Yes	3.85	0.68		4.03	0.63		4.18	0.60		3.99	0.59		4.01	0.58		3.79	0.46		3.84	0.71		3.84	0.52		3.92	0.52	
(2) No	3.99	0.52		4.14	0.52		4.30	0.44		4.12	0.45		4.10	0.45		3.83	0.46		4.04	0.56		3.85	0.49		4.02	0.41	
Leadership Capstone Experience																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.97	0.55		4.13	0.54		4.28	0.47		4.11	0.47		4.10	0.46		3.83	0.45		4.00	0.61		3.86	0.49		4.01	0.43	
Leadership Minor																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.95	0.56		4.10	0.54		4.26	0.48		4.09	0.47		4.08	0.48		3.82	0.46		3.99	0.60		3.84	0.50		3.99	0.44	

Significance: p < .01

Spring 2011

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Formal Leadership Training Education (continued)																											
Leadership Major																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.95	0.56		4.11	0.54		4.27	0.48		4.08	0.48		4.07	0.48		3.82	0.46		3.98	0.61		3.84	0.49		3.99	0.43	
Academic College Experiences																											
Study Abroad																											
(1) Yes	4.00	0.48		4.14	0.48		4.34	0.48		4.09	0.47		4.07	0.45		3.90	0.41	2	3.99	0.54	2	3.99	0.44	2	4.04	0.39	2
(2) No	3.84	0.56		4.07	0.53		4.21	0.50		3.97	0.49		3.94	0.48		3.74	0.44	1	3.73	0.59	1	3.74	0.49	1	3.88	0.42	1
Experienced Internship																											
(1) Yes	3.90	0.57		4.09	0.55		4.27	0.51		4.05	0.51	2	4.02	0.49	2	3.82	0.45	2	3.87	0.62	2	3.86	0.53	2	3.96	0.44	2
(2) No	3.83	0.55		4.07	0.52		4.20	0.49		3.94	0.48	1	3.91	0.47	1	3.72	0.44	1	3.69	0.57	1	3.71	0.46	1	3.85	0.40	1
Learning Community Participant																											
(1) Yes	3.99	0.59		4.19	0.57		4.34	0.51		4.11	0.54	2	4.04	0.55		3.85	0.51		3.98	0.59	2	3.93	0.49	2	4.03	0.46	2
(2) No	3.84	0.55		4.06	0.52		4.21	0.50		3.97	0.49	1	3.94	0.47		3.74	0.43		3.73	0.59	1	3.74	0.48	1	3.87	0.41	1
Living-Learning Program																											
(1) Yes	3.97	0.61		4.12	0.49		4.31	0.47		4.17	0.49		4.11	0.41		3.79	0.31		3.95	0.42		3.85	0.46		4.01	0.38	
(2) No	3.85	0.55		4.08	0.53		4.22	0.50		3.97	0.49		3.94	0.48		3.75	0.45		3.75	0.60		3.76	0.49		3.89	0.42	
Research with a Faculty Member																											
(1) Yes	3.88	0.65		4.11	0.57		4.24	0.56		4.03	0.54		4.01	0.50		3.76	0.46		3.86	0.67		3.86	0.53		3.94	0.46	
(2) No	3.85	0.54		4.07	0.52		4.22	0.49		3.97	0.49		3.94	0.48		3.75	0.44		3.74	0.58		3.75	0.48		3.88	0.41	
First-Year or Freshman Seminar Course																											
(1) Yes	3.84	0.54		4.07	0.52		4.20	0.45		3.99	0.46		3.96	0.43		3.75	0.39		3.81	0.53		3.73	0.45		3.89	0.38	
(2) No	3.87	0.57		4.09	0.54		4.24	0.53		3.98	0.51		3.95	0.51		3.76	0.47		3.73	0.63		3.78	0.51		3.89	0.44	
Senior Capstone Participant																											
(1) Yes	3.92	0.64		4.08	0.60		4.27	0.51		3.97	0.59		4.02	0.56		3.93	0.44	2	3.90	0.65		3.95	0.50	2	3.99	0.47	
(2) No	3.85	0.55		4.08	0.53		4.22	0.50		3.98	0.49		3.95	0.48		3.74	0.44	1	3.74	0.59		3.75	0.48	1	3.88	0.41	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Academic Major																											
Agriculture																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Architecture/Urban Planning																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.98	0.50		3.95	0.48		3.76	0.44		3.76	0.60		3.77	0.49		3.89	0.42	
Biological/Life Sciences																											
(1) Yes	3.79	0.49		4.05	0.47		4.16	0.45		3.97	0.45		3.94	0.42		3.73	0.40		3.80	0.51		3.71	0.44		3.87	0.38	
(2) No	3.87	0.57		4.09	0.54		4.24	0.51		3.99	0.50		3.96	0.49		3.76	0.45		3.75	0.61		3.78	0.50		3.90	0.43	
Business																											
(1) Yes	3.63	0.54	2	3.85	0.74	2	4.10	0.69		3.94	0.62		3.91	0.68		3.67	0.54		3.66	0.69		3.70	0.55		3.78	0.54	
(2) No	3.87	0.55	1	4.10	0.51	1	4.23	0.48		3.99	0.48		3.96	0.47		3.76	0.44		3.76	0.59		3.77	0.48		3.90	0.41	
Communication																											
(1) Yes	3.93	0.49		4.15	0.56		4.23	0.44		3.91	0.53		3.86	0.45		3.73	0.30		3.68	0.50		3.81	0.43		3.88	0.39	
(2) No	3.85	0.56		4.08	0.53		4.23	0.50		3.99	0.49		3.96	0.48		3.76	0.45		3.76	0.60		3.77	0.49		3.89	0.42	
Computer and Information Sciences																											
(1) Yes	3.82	0.62		4.10	0.59		4.30	0.59		3.96	0.57		3.95	0.52		3.77	0.50		3.57	0.82		3.82	0.62		3.87	0.49	
(2) No	3.86	0.55		4.08	0.53		4.22	0.49		3.99	0.49		3.96	0.48		3.76	0.44		3.77	0.58		3.76	0.48		3.89	0.41	
Education																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Engineering																											
(1) Yes	3.83	0.62		4.08	0.54		4.23	0.51		4.00	0.49		3.95	0.48		3.77	0.51		3.64	0.60	2	3.78	0.54		3.88	0.44	
(2) No	3.86	0.54		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.75	0.43		3.78	0.59	1	3.77	0.48		3.90	0.41	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Academic Major (continued)																											
Ethnics, Cultural Studies, and Area Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.85	0.55		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Foreign Languages and Literature																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Health-Related Fields																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.99	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Humanities																											
(1) Yes	3.85	0.68		4.07	0.57		4.12	0.67		3.75	0.70	2	3.81	0.79		3.80	0.44		3.77	0.72		3.75	0.47		3.85	0.50	
(2) No	3.86	0.55		4.08	0.53		4.23	0.49		4.00	0.48	1	3.96	0.46		3.75	0.44		3.76	0.59		3.77	0.49		3.90	0.41	
Liberal/General Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Mathematics																											
(1) Yes	3.78	0.46		3.99	0.39		4.24	0.41		3.90	0.28		3.92	0.32		3.64	0.54		3.51	0.44		3.68	0.42		3.79	0.29	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.99	0.50		3.96	0.48		3.76	0.44		3.76	0.60		3.77	0.49		3.90	0.42	
Multi/Interdisciplinary Studies																											
(1) Yes	3.86	0.52		4.01	0.54		4.17	0.46		4.01	0.45		4.00	0.43		3.78	0.33		3.79	0.51		3.78	0.45		3.90	0.37	
(2) No	3.86	0.56		4.08	0.53		4.23	0.50		3.98	0.49		3.95	0.48		3.76	0.45		3.76	0.60		3.77	0.49		3.89	0.42	
Parks, Recreation, Leisure Studies, Sports Management																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Physical Sciences																											
(1) Yes	3.77	0.64		4.05	0.43		4.15	0.40		3.89	0.40		3.87	0.31		3.71	0.32		3.67	0.47		3.73	0.44		3.83	0.30	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.99	0.50		3.96	0.49		3.76	0.45		3.76	0.60		3.77	0.49		3.90	0.42	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

University of California San Diego	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Academic Major (continued)																											
Pre-Professional																											
(1) Yes	3.79	0.51		4.05	0.56		4.31	0.46		4.03	0.45		3.98	0.39		3.75	0.40		3.92	0.46		3.73	0.59		3.91	0.39	
(2) No	3.86	0.56		4.08	0.53		4.22	0.50		3.98	0.50		3.95	0.48		3.76	0.44		3.75	0.60		3.77	0.48		3.89	0.42	
Public Administration																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.98	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.89	0.42	
Social Sciences																											
(1) Yes	4.03	0.51	2	4.19	0.50	2	4.32	0.45	2	4.08	0.47	2	4.06	0.47	2	3.80	0.45		3.91	0.63	2	3.85	0.47		4.00	0.40	2
(2) No	3.81	0.56	1	4.05	0.53	1	4.20	0.51	1	3.96	0.50	1	3.93	0.48	1	3.74	0.44		3.72	0.58	1	3.75	0.49		3.87	0.42	1
Visual and Performing Arts																											
(1) Yes	3.96	0.59		4.19	0.53		4.39	0.52		3.98	0.46		3.98	0.49		3.91	0.49		3.71	0.61		3.90	0.50		3.97	0.44	
(2) No	3.85	0.55		4.08	0.53		4.22	0.50		3.98	0.49		3.96	0.48		3.75	0.44		3.76	0.59		3.76	0.49		3.89	0.42	
Undecided																											
(1) Yes	3.69	0.60		3.98	0.47		4.03	0.52		3.88	0.50		3.86	0.41		3.64	0.48		3.53	0.50		3.63	0.38		3.75	0.43	
(2) No	3.86	0.55		4.08	0.53		4.23	0.50		3.99	0.49		3.96	0.48		3.76	0.44		3.76	0.59		3.77	0.49		3.90	0.42	

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Student Characteristics						*Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)*																					
Off-Campus Job																											
(1) Yes	4.03	0.54	2	4.18	0.54	2	4.33	0.50	2	4.06	0.50	2	4.01	0.49	2	3.85	0.45	2	3.79	0.64		3.87	0.52	2	3.98	0.42	2
(2) No	3.95	0.51	1	4.14	0.51	1	4.28	0.48	1	4.02	0.47	1	3.99	0.46	1	3.79	0.42	1	3.79	0.59		3.79	0.48	1	3.94	0.40	1
On Campus Job																											
(1) Yes	4.00	0.46	2	4.18	0.45	2	4.33	0.42	2	4.08	0.41	2	4.05	0.40	2	3.84	0.38	2	3.88	0.52	2	3.84	0.43	2	4.00	0.35	2
(2) No	3.97	0.55	1	4.14	0.55	1	4.29	0.51	1	4.02	0.51	1	3.98	0.49	1	3.80	0.45	1	3.76	0.63	1	3.82	0.52	1	3.94	0.43	1
Community Service																											
(1) Yes	4.06	0.48	2	4.24	0.48	2	4.37	0.45	2	4.14	0.44	2	4.12	0.43	2	3.86	0.41	2	4.08	0.50	2	3.88	0.47	2	4.07	0.38	2
(2) No	3.92	0.54	1	4.09	0.54	1	4.25	0.51	1	3.97	0.49	1	3.92	0.48	1	3.78	0.44	1	3.58	0.59	1	3.78	0.51	1	3.88	0.41	1
Residential Setting																											
(1) Off-Campus	4.00	0.59	2	4.16	0.59	2	4.30	0.55	2	4.04	0.54	2	4.00	0.54		3.83	0.49	2	3.77	0.69	2	3.85	0.57	2	3.96	0.46	2
(2) On-Campus	3.94	0.44	1	4.14	0.44	1	4.29	0.41	1	4.02	0.40	1	4.00	0.39		3.79	0.36	1	3.82	0.49	1	3.78	0.41	1	3.94	0.34	1
Involvement in College Organizations																											
(1) Never	3.91	0.61	2,3,4,5	4.07	0.62	2,3,4,5	4.24	0.58	2,3,4,5	3.93	0.57	3,4,5	3.87	0.55	2,3,4,5	3.77	0.50	2,3,4,5	3.56	0.69	2,3,4,5	3.77	0.58	2,3,4,5	3.86	0.48	3,4,5
(2) Once	3.88	0.56	1,3,4,5	4.05	0.56	1,3,4,5	4.20	0.53	1,3,4,5	3.93	0.50	3,4,5	3.89	0.48	1,3,4,5	3.73	0.46	1,3,4,5	3.62	0.59	1,3,4,5	3.75	0.52	1,3,4,5	3.85	0.43	3,4,5
(3) Sometimes	3.93	0.50	1,2,4,5	4.12	0.49	1,2,4,5	4.25	0.47	1,2,4,5	4.00	0.45	1,2,4,5	3.95	0.43	1,2,4,5	3.79	0.41	1,2,4,5	3.75	0.54	1,2,4,5	3.79	0.47	1,2,4,5	3.92	0.38	1,2,4,5
(4) Many times	4.01	0.46	1,2,3,5	4.19	0.45	1,2,3,5	4.33	0.43	1,2,3,5	4.09	0.41	1,2,3,5	4.06	0.39	1,2,3,5	3.83	0.39	1,2,3,5	3.93	0.50	1,2,3,5	3.85	0.44	1,2,3,5	4.01	0.34	1,2,3,5
(5) Much of the time	4.15	0.45	1,2,3,4	4.32	0.44	1,2,3,4	4.46	0.40	1,2,3,4	4.22	0.40	1,2,3,4	4.22	0.40	1,2,3,4	3.92	0.39	1,2,3,4	4.10	0.51	1,2,3,4	3.94	0.45	1,2,3,4	4.14	0.34	1,2,3,4
Leadership Positions in College Organizations																											
(1) Never	3.94	0.55	2,4,5	4.12	0.54	3,4,5	4.28	0.50	2,3,4,5	3.99	0.49	2,3,4,5	3.93	0.48	2,3,4,5	3.79	0.45	2,3,4,5	3.67	0.62	2,3,4,5	3.80	0.52	3,4,5	3.91	0.41	2,3,4,5
(2) Once	3.96	0.52	1,3,4,5	4.12	0.53	3,4,5	4.26	0.51	1,3,4,5	4.01	0.47	1,4,5	3.99	0.45	1,4,5	3.78	0.44	1,3,4,5	3.81	0.56	1,3,4,5	3.80	0.49	3,4,5	3.94	0.40	1,4,5
(3) Sometimes	3.94	0.49	2,4,5	4.10	0.51	1,2,4,5	4.22	0.51	1,2,4,5	4.01	0.46	1,4,5	3.98	0.45	1,4,5	3.76	0.42	1,2,4,5	3.85	0.53	1,2,4,5	3.77	0.47	1,2,4,5	3.93	0.40	1,4,5
(4) Many times	4.04	0.45	1,2,3,5	4.21	0.45	1,2,3,5	4.34	0.43	1,2,3,5	4.12	0.40	1,2,3,5	4.11	0.39	1,2,3,5	3.84	0.38	1,2,3,5	3.99	0.48	1,2,3,5	3.86	0.43	1,2,3,5	4.03	0.34	1,2,3,5
(5) Much of the time	4.19	0.44	1,2,3,4	4.36	0.44	1,2,3,4	4.50	0.40	1,2,3,4	4.27	0.41	1,2,3,4	4.29	0.40	1,2,3,4	3.96	0.39	1,2,3,4	4.19	0.50	1,2,3,4	4.19	0.50	1,2,3,4	4.19	0.34	1,2,3,4

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Involvement in Off-Campus Organizations																											
(1) Never	3.93	0.52	2,3,4,5	4.10	0.51	3,4,5	4.27	0.48	3,4,5	3.99	0.48	2,3,4,5	3.94	0.46	2,3,4,5	3.79	0.43	3,4,5	3.65	0.59	2,3,4,5	3.79	0.49	2,3,4,5	3.90	0.40	2,3,4,5
(2) Once	3.96	0.50	1,3,4,5	4.11	0.51	3,4,5	4.26	0.50	3,4,5	4.03	0.47	1,3,4,5	4.00	0.46	1,3,4,5	3.79	0.43	3,4,5	3.85	0.53	1,3,4,5	3.82	0.49	1,4,5	3.95	0.40	1,3,4,5
(3) Sometimes	4.01	0.51	1,2,4,5	4.16	0.52	1,2,4,5	4.30	0.50	1,2,4,5	4.06	0.47	1,2,4,5	4.03	0.46	1,2,4,5	3.82	0.43	1,2,4,5	3.92	0.54	1,2,4,5	3.84	0.50	1,4,5	3.99	0.40	1,2,4,5
(4) Many times	4.07	0.50	1,2,3,5	4.25	0.51	1,2,3,5	4.36	0.48	1,2,3,5	4.12	0.46	1,2,3,5	4.09	0.46	1,2,3,5	3.85	0.43	1,2,3,5	4.03	0.54	1,2,3,5	3.88	0.50	1,2,3,5	4.05	0.40	1,2,3,5
(5) Much of the time	4.19	0.51	1,2,3,4	4.43	0.49	1,2,3,4	4.50	0.45	1,2,3,4	4.25	0.47	1,2,3,4	4.25	0.47	1,2,3,4	3.92	0.46	1,2,3,4	4.21	0.56	1,2,3,4	3.95	0.54	1,2,3,4	4.18	0.40	1,2,3,4
Leadership Positions in Off-Campus Organizations																											
(1) Never	3.96	0.51	2,3,4,5	4.13	0.50	3,4,5	4.29	0.47	2,3,4,5	4.01	0.47	2,3,4,5	3.97	0.45	2,3,4,5	3.81	0.42	2,3,4,5	3.71	0.59	2,3,4,5	3.80	0.49	2,3,4,5	3.93	0.39	2,3,4,5
(2) Once	3.98	0.53	1,4,5	4.13	0.55	3,4,5	4.26	0.54	1,4,5	4.05	0.49	1,4,5	4.02	0.49	1,4,5	3.79	0.45	1,4,5	3.92	0.56	1,3,4,5	3.82	0.51	1,4,5	3.97	0.43	1,4,5
(3) Sometimes	3.99	0.54	1,4,5	4.15	0.56	1,2,4,5	4.25	0.55	1,4,5	4.04	0.51	1,4,5	4.02	0.50	1,4,5	3.79	0.47	1,4,5	3.96	0.56	1,2,4,5	3.82	0.52	1,4,5	3.98	0.45	1,4,5
(4) Many times	4.08	0.52	1,2,3,5	4.25	0.55	1,2,3,5	4.35	0.53	1,2,3,5	4.14	0.50	1,2,3,5	4.11	0.48	1,2,3,5	3.85	0.45	1,2,3,5	4.06	0.56	1,2,3,5	3.90	0.52	1,2,3,5	4.06	0.43	1,2,3,5
(5) Much of the time	4.23	0.51	1,2,3,4	4.44	0.51	1,2,3,4	4.52	0.48	1,2,3,4	4.29	0.50	1,2,3,4	4.31	0.49	1,2,3,4	3.96	0.47	1,2,3,4	4.29	0.58	1,2,3,4	4.02	0.55	1,2,3,4	4.23	0.42	1,2,3,4
Participation in Student Groups																											
Academic/Professional																											
(1) Yes	4.03	0.50	2	4.21	0.50	2	4.36	0.47	2	4.10	0.46	2	4.08	0.45	2	3.85	0.42	2	3.92	0.57	2	3.87	0.49	2	4.02	0.39	2
(2) No	3.95	0.53	1	4.12	0.53	1	4.27	0.49	1	4.00	0.49	1	3.96	0.47	1	3.79	0.43	1	3.72	0.61	1	3.80	0.50	1	3.92	0.41	1
Art/Theater/Music																											
(1) Yes	4.00	0.48	2	4.19	0.48	2	4.31	0.45	2	4.07	0.44	2	4.05	0.43	2	3.85	0.40	2	3.88	0.53	2	3.86	0.46	2	4.00	0.37	2
(2) No	3.98	0.53	1	4.15	0.53	1	4.30	0.49	1	4.03	0.49	1	3.99	0.48	1	3.80	0.44	1	3.77	0.61	1	3.82	0.51	1	3.95	0.41	1
Campus-Wide Programming																											
(1) Yes	4.04	0.47	2	4.20	0.49	2	4.34	0.47	2	4.13	0.45	2	4.11	0.45	2	3.87	0.41	2	4.05	0.52	2	3.91	0.46	2	4.06	0.39	2
(2) No	3.97	0.53	1	4.15	0.52	1	4.29	0.49	1	4.02	0.48	1	3.98	0.47	1	3.80	0.44	1	3.75	0.61	1	3.81	0.50	1	3.94	0.41	1
Identity-Based																											
(1) Yes	4.00	0.53	2	4.17	0.53	2	4.30	0.51		4.10	0.49	2	4.08	0.48	2	3.86	0.44	2	3.98	0.58	2	3.89	0.50	2	4.02	0.42	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.48		4.03	0.48	1	3.98	0.46	1	3.80	0.43	1	3.76	0.60	1	3.81	0.50	1	3.94	0.40	1

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Participation in Student Groups (continued)																											
International Interest																											
(1) Yes	3.99	0.51	2	4.16	0.51		4.29	0.49		4.06	0.48	2	4.04	0.47	2	3.85	0.43	2	3.93	0.56	2	3.89	0.48	2	4.00	0.41	2
(2) No	3.98	0.52	1	4.15	0.52		4.30	0.49		4.03	0.48	1	3.99	0.47	1	3.81	0.43	1	3.77	0.60	1	3.81	0.50	1	3.95	0.41	1
Honor Societies																											
(1) Yes	4.06	0.51	2	4.23	0.51	2	4.39	0.48	2	4.10	0.47	2	4.08	0.46	2	3.85	0.43	2	3.93	0.59	2	3.85	0.50	2	4.03	0.40	2
(2) No	3.96	0.52	1	4.13	0.52	1	4.27	0.49	1	4.02	0.48	1	3.98	0.47	1	3.80	0.43	1	3.75	0.60	1	3.81	0.50	1	3.93	0.41	1
Media																											
(1) Yes	4.01	0.49	2	4.16	0.50		4.29	0.49		4.06	0.47	2	4.04	0.46	2	3.85	0.41	2	3.90	0.56	2	3.88	0.47	2	4.00	0.40	2
(2) No	3.98	0.53	1	4.15	0.52		4.30	0.49		4.03	0.48	1	3.99	0.47	1	3.81	0.43	1	3.78	0.60	1	3.82	0.50	1	3.95	0.41	1
Military																											
(1) Yes	3.95	0.62	2	4.10	0.69	2	4.23	0.69	2	3.97	0.64	2	3.96	0.64	2	3.74	0.52	2	3.78	0.72		3.81	0.57		3.91	0.55	2
(2) No	3.98	0.52	1	4.15	0.51	1	4.30	0.48	1	4.04	0.47	1	4.00	0.46	1	3.81	0.43	1	3.79	0.60		3.82	0.50		3.96	0.40	1
New Student Transition																											
(1) Yes	4.04	0.48	2	4.20	0.49	2	4.34	0.48	2	4.12	0.46	2	4.10	0.45	2	3.85	0.41	2	4.01	0.53	2	3.88	0.47	2	4.04	0.40	2
(2) No	3.97	0.53	1	4.15	0.52	1	4.29	0.49	1	4.02	0.48	1	3.99	0.47	1	3.81	0.43	1	3.76	0.61	1	3.81	0.50	1	3.94	0.41	1
Resident Assistants																											
(1) Yes	3.98	0.52		4.15	0.55		4.27	0.54	2	4.06	0.51	2	4.04	0.50	2	3.82	0.44		3.96	0.57	2	3.84	0.48		3.99	0.44	2
(2) No	3.98	0.52		4.15	0.52		4.30	0.48	1	4.03	0.48	1	4.00	0.47	1	3.81	0.43		3.78	0.60	1	3.82	0.50		3.95	0.40	1
Peer Helper																											
(1) Yes	4.07	0.49	2	4.23	0.50	2	4.38	0.47	2	4.13	0.46	2	4.11	0.45	2	3.88	0.42	2	4.01	0.55	2	3.90	0.48	2	4.06	0.39	2
(2) No	3.96	0.53	1	4.14	0.52	1	4.28	0.49	1	4.02	0.48	1	3.98	0.47	1	3.80	0.43	1	3.75	0.60	1	3.81	0.50	1	3.93	0.41	1
Advocacy																											
(1) Yes	4.06	0.50	2	4.25	0.51	2	4.35	0.50	2	4.15	0.48	2	4.15	0.47	2	3.93	0.43	2	4.18	0.53	2	3.94	0.48	2	4.11	0.41	2
(2) No	3.97	0.52	1	4.14	0.52	1	4.29	0.49	1	4.03	0.48	1	3.99	0.47	1	3.80	0.43	1	3.76	0.60	1	3.81	0.50	1	3.94	0.40	1
Political																											
(1) Yes	4.09	0.50	2	4.25	0.51	2	4.35	0.50	2	4.11	0.48	2	4.10	0.47	2	3.89	0.45	2	4.03	0.57	2	3.90	0.48	2	4.07	0.41	2
(2) No	3.97	0.52	1	4.14	0.52	1	4.29	0.49	1	4.03	0.48	1	3.99	0.47	1	3.80	0.43	1	3.76	0.60	1	3.81	0.50	1	3.94	0.40	1

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Participation in Student Groups (continued)																											
Religious																											
(1) Yes	4.03	0.48	2	4.26	0.48	2	4.35	0.46	2	4.11	0.44	2	4.10	0.43	2	3.80	0.40	2	4.01	0.52	2	3.80	0.47	2	4.03	0.38	2
(2) No	3.97	0.53	1	4.13	0.52	1	4.29	0.49	1	4.02	0.48	1	3.98	0.47	1	3.81	0.44	1	3.74	0.61	1	3.83	0.50	1	3.94	0.41	1
Service																											
(1) Yes	4.06	0.47	2	4.25	0.46	2	4.38	0.44	2	4.15	0.42	2	4.13	0.42	2	3.88	0.40	2	4.10	0.49	2	3.89	0.46	2	4.08	0.37	2
(2) No	3.96	0.54	1	4.13	0.53	1	4.28	0.50	1	4.00	0.49	1	3.96	0.48	1	3.79	0.44	1	3.70	0.61	1	3.80	0.51	1	3.92	0.41	1
Multi-Cultural Fraternities and Sororities																											
(1) Yes	3.96	0.59	2	4.08	0.64	2	4.21	0.65	2	4.03	0.60		4.03	0.59	2	3.77	0.50	2	3.95	0.65	2	3.84	0.56	2	3.96	0.52	
(2) No	3.98	0.52	1	4.15	0.51	1	4.30	0.48	1	4.04	0.47		4.00	0.46	1	3.81	0.43	1	3.78	0.60	1	3.82	0.50	1	3.95	0.40	
Social Fraternities or Sororities																											
(1) Yes	4.03	0.48	2	4.17	0.49	2	4.31	0.48	2	4.08	0.45	2	4.07	0.45	2	3.81	0.41		3.91	0.54	2	3.83	0.47		4.00	0.39	2
(2) No	3.97	0.53	1	4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	3.99	0.47	1	3.81	0.44		3.77	0.61	1	3.82	0.50		3.95	0.41	1
Sports-Intercollegiate or Varsity																											
(1) Yes	3.99	0.43		4.12	0.46	2	4.26	0.45	2	4.03	0.42		3.99	0.41		3.76	0.36	2	3.79	0.48		3.80	0.41	2	3.94	0.36	2
(2) No	3.98	0.53		4.15	0.53	1	4.30	0.49	1	4.04	0.49		4.00	0.48		3.82	0.44	1	3.79	0.62		3.82	0.51	1	3.96	0.41	1
Sports-Club																											
(1) Yes	4.00	0.48	2	4.14	0.50	2	4.29	0.48	2	4.06	0.45	2	4.02	0.45	2	3.83	0.41	2	3.83	0.55	2	3.85	0.47	2	3.97	0.39	2
(2) No	3.98	0.53	1	4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	4.00	0.47	1	3.81	0.44	1	3.78	0.61	1	3.82	0.50	1	3.95	0.41	1
Sports-Intramural																											
(1) Yes	4.02	0.47	2	4.17	0.48	2	4.31	0.46	2	4.08	0.43	2	4.04	0.43	2	3.82	0.40	2	3.85	0.55	2	3.84	0.46	2	3.99	0.37	2
(2) No	3.96	0.54	1	4.14	0.54	1	4.29	0.50	1	4.01	0.50	1	3.98	0.49	1	3.81	0.45	1	3.76	0.62	1	3.81	0.52	1	3.94	0.42	1
Recreational																											
(1) Yes	4.04	0.49	2	4.19	0.50	2	4.32	0.48	2	4.09	0.46	2	4.05	0.45	2	3.85	0.43	2	3.90	0.57	2	3.89	0.48	2	4.01	0.40	2
(2) No	3.96	0.53	1	4.14	0.52	1	4.29	0.49	1	4.02	0.48	1	3.99	0.47	1	3.80	0.43	1	3.76	0.61	1	3.81	0.50	1	3.94	0.41	1
Social/Special Interest																											
(1) Yes	4.02	0.49	2	4.20	0.50	2	4.33	0.48	2	4.10	0.47	2	4.08	0.45	2	3.88	0.42	2	3.95	0.57	2	3.89	0.47	2	4.03	0.40	2
(2) No	3.97	0.53	1	4.14	0.52	1	4.29	0.49	1	4.03	0.48	1	3.99	0.47	1	3.80	0.43	1	3.76	0.60	1	3.81	0.50	1	3.94	0.41	1

Significance: p < .01

Spring 2011

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Participation in Student Groups (continued)																											
Student Governance																											
(1) Yes	4.09	0.49	2	4.24	0.51	2	4.36	0.49	2	4.15	0.48	2	4.14	0.47	2	3.89	0.43	2	4.07	0.54	2	3.92	0.48	2	4.08	0.40	2
(2) No	3.97	0.52	1	4.14	0.52	1	4.29	0.49	1	4.02	0.48	1	3.98	0.47	1	3.80	0.43	1	3.76	0.60	1	3.81	0.50	1	3.94	0.40	1
Social Change Behaviors																											
(1) Never	3.77	0.66	2,3,4	3.93	0.67	2,3,4	4.11	0.64	2,3,4	3.77	0.65	2,3,4	3.73	0.61	2,3,4	3.64	0.52	2,3,4	3.21	0.72	2,3,4	3.64	0.61	2,3,4	3.69	0.50	2,3,4
(2) Once	3.93	0.52	1,3,4	4.11	0.51	1,3,4	4.27	0.47	1,3,4	3.98	0.46	1,3,4	3.93	0.44	1,3,4	3.77	0.42	1,3,4	3.63	0.54	1,3,4	3.77	0.49	1,3,4	3.89	0.37	1,3,4
(3) Sometimes	4.03	0.48	1,2,4	4.20	0.48	1,2,4	4.33	0.47	1,2,4	4.10	0.43	1,2,4	4.08	0.42	1,2,4	3.85	0.41	1,2,4	4.01	0.46	1,2,4	3.88	0.46	1,2,4	4.03	0.37	1,2,4
(4) Often	4.22	0.47	1,2,3	4.40	0.46	1,2,3	4.49	0.43	1,2,3	4.31	0.44	1,2,3	4.32	0.43	1,2,3	4.04	0.41	1,2,3	4.41	0.45	1,2,3	4.08	0.47	1,2,3	4.27	0.37	1,2,3
Socio-Cultural Discussions																											
(1) Never	3.68	0.74	2,3,4	3.83	0.81	2,3,4	3.99	0.83	2,3,4	3.65	0.79	2,3,4	3.62	0.76	2,3,4	3.52	0.59	2,3,4	3.30	0.84	2,3,4	3.56	0.67	2,3,4	3.61	0.64	2,3,4
(2) Sometimes	3.80	0.53	1,3,4	3.99	0.53	1,3,4	4.16	0.51	1,3,4	3.88	0.48	1,3,4	3.84	0.46	1,3,4	3.64	0.41	1,3,4	3.55	0.57	1,3,4	3.65	0.48	1,3,4	3.78	0.39	1,3,4
(3) Often	3.96	0.48	1,2,4	4.14	0.47	1,2,4	4.28	0.45	1,2,4	4.02	0.42	1,2,4	3.99	0.41	1,2,4	3.79	0.38	1,2,4	3.78	0.54	1,2,4	3.79	0.45	1,2,4	3.94	0.35	1,2,4
(4) Very Often	4.20	0.49	1,2,3	4.36	0.48	1,2,3	4.49	0.43	1,2,3	4.24	0.45	1,2,3	4.21	0.45	1,2,3	4.04	0.41	1,2,3	4.08	0.58	1,2,3	4.06	0.48	1,2,3	4.18	0.37	1,2,3
Campus Climate																											
Belonging Climate																											
(1) Strongly Disagree	3.62	0.88	2,3,4,5	3.88	1.01	2,3,4,5	4.04	0.99	2,3,4,5	3.50	0.96	2,3,4,5	3.57	0.96	2,3,4,5	3.61	0.72	2,3,4,5	3.19	1.05	2,3,4,5	3.61	0.77	2,3,4,5	3.59	0.78	2,3,4,5
(2) Disagree	3.70	0.65	1,3,4,5	4.00	0.64	1,3,4,5	4.17	0.59	1,3,4,5	3.76	0.57	1,3,4,5	3.79	0.54	1,4,5	3.68	0.51	1,4,5	3.47	0.73	1,3,4,5	3.65	0.58	1,4,5	3.74	0.47	1,4,5
(3) Neutral	3.75	0.57	1,2,4,5	3.96	0.59	1,2,4,5	4.10	0.58	1,2,4,5	3.81	0.52	1,2,4,5	3.79	0.51	1,4,5	3.67	0.47	1,4,5	3.54	0.62	1,2,4,5	3.66	0.53	1,4,5	3.75	0.44	1,4,5
(4) Agree	3.98	0.45	1,2,3,5	4.14	0.44	1,2,3,5	4.29	0.41	1,2,3,5	4.04	0.38	1,2,3,5	3.99	0.38	1,2,3,5	3.81	0.38	1,2,3,5	3.79	0.51	1,2,3,5	3.81	0.44	1,2,3,5	3.95	0.32	1,2,3,5
(5) Strongly Agree	4.30	0.43	1,2,3,4	4.44	0.44	1,2,3,4	4.58	0.38	1,2,3,4	4.37	0.41	1,2,3,4	4.31	0.42	1,2,3,4	4.03	0.41	1,2,3,4	4.16	0.54	1,2,3,4	4.08	0.48	1,2,3,4	4.25	0.35	1,2,3,4
Non-Discriminatory Climate																											
(1) Strongly Disagree	4.08	0.58	2,3,4	4.44	0.68	2,3,4,5	4.50	0.66	2,3,4,5	4.28	0.72	2,3,4,5	4.30	0.75	2,3,4,5	3.83	0.53	2,3,5	4.20	0.86	2,3,4,5	3.88	0.55	2,3,4	4.15	0.56	2,3,4,5
(2) Disagree	3.95	0.58	1,3,5	4.18	0.57	1,3,4,5	4.26	0.56	1,3,5	4.02	0.56	1,3,5	4.04	0.55	1,3,4,5	3.77	0.49	1,3,4,5	3.95	0.66	1,3,4,5	3.80	0.55	1,3,5	3.97	0.47	1,3,4,5
(3) Neutral	3.85	0.57	1,2,4,5	4.01	0.59	1,2,4,5	4.14	0.58	1,2,4,5	3.90	0.54	1,2,4,5	3.90	0.53	1,2,4,5	3.70	0.48	1,2,4,5	3.75	0.61	1,2,4,5	3.72	0.53	1,2,4,5	3.85	0.47	1,2,4,5
(4) Agree	3.95	0.48	1,3,5	4.12	0.47	1,2,3,5	4.27	0.43	1,3,5	4.01	0.42	1,3,5	3.98	0.41	1,2,3,5	3.80	0.39	2,3,5	3.78	0.55	1,2,3	3.80	0.45	1,3,5	3.93	0.36	1,2,3,5
(5) Strongly Agree	4.07	0.52	2,3,4	4.25	0.51	1,2,3,4	4.41	0.46	1,2,3,4	4.12	0.48	1,2,3,4	4.06	0.47	1,2,3,4	3.89	0.43	1,2,3,4	3.79	0.63	1,2,3	3.89	0.51	2,3,4	4.02	0.40	1,2,3,4

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Mentor Relationships																											
Faculty/Instructor																											
(1) Never	3.74	0.65	2,3,4	3.88	0.77	2,3,4	4.01	0.83	2,3,4	3.74	0.74	2,3,4	3.73	0.71	2,3,4	3.60	0.55	2,3,4	3.53	0.77	2,3,4	3.64	0.60	2,3,4	3.71	0.61	2,3,4
(2) Once	3.91	0.54	1,3,4	4.09	0.54	1,3,4	4.24	0.50	1,3,4	3.98	0.47	1,3,4	3.94	0.47	1,3,4	3.76	0.44	1,3,4	3.72	0.58	1,3,4	3.76	0.50	1,3,4	3.89	0.40	1,3,4
(3) Sometimes	3.99	0.47	1,2,4	4.16	0.47	1,2,4	4.30	0.43	1,2,4	4.05	0.42	1,2,4	4.01	0.41	1,2,4	3.82	0.39	1,2,4	3.82	0.53	1,2,4	3.82	0.45	1,2,4	3.96	0.35	1,2,4
(4) Often	4.14	0.44	1,2,3	4.29	0.44	1,2,3	4.45	0.39	1,2,3	4.19	0.41	1,2,3	4.15	0.40	1,2,3	3.94	0.38	1,2,3	4.00	0.52	1,2,3	3.96	0.44	1,2,3	4.11	0.34	1,2,3
Student Affairs Professional Staff																											
(1) Never	3.94	0.57	2,3,4	4.08	0.61	2,3,4	4.23	0.62	2,3,4	3.99	0.59	2,3,4	3.96	0.58	2,3,4	3.76	0.46	2,3,4	3.79	0.65	2,3,4	3.79	0.53	2,3,4	3.92	0.49	2,3,4
(2) Once	3.98	0.47	1,3,4	4.15	0.47	1,3,4	4.30	0.45	1,3,4	4.05	0.42	1,3,4	4.01	0.41	1,3,4	3.81	0.39	1,3,4	3.83	0.52	1,3,4	3.83	0.45	1,3,4	3.97	0.36	1,3,4
(3) Sometimes	4.03	0.47	1,2,4	4.20	0.47	1,2,4	4.34	0.44	1,2,4	4.11	0.43	1,2,4	4.07	0.42	1,2,4	3.85	0.40	1,2,4	3.92	0.53	1,2,4	3.86	0.45	1,2,4	4.02	0.36	1,2,4
(4) Often	4.16	0.48	1,2,3	4.33	0.46	1,2,3	4.47	0.41	1,2,3	4.26	0.43	1,2,3	4.24	0.43	1,2,3	3.96	0.40	1,2,3	4.15	0.52	1,2,3	4.01	0.48	1,2,3	4.17	0.37	1,2,3
Employer																											
(1) Never	3.92	0.59	2,3,4	4.07	0.66	2,3,4	4.20	0.70	2,3,4	3.98	0.64	2,3,4	3.94	0.64	2,3,4	3.73	0.49	2,3,4	3.79	0.69	3,4	3.79	0.54	3,4	3.90	0.54	2,3,4
(2) Once	3.97	0.49	1,3,4	4.14	0.51	1,3,4	4.29	0.48	1,3,4	4.05	0.45	1,3,4	4.01	0.43	1,3,4	3.80	0.42	1,3,4	3.82	0.55	3,4	3.81	0.48	3,4	3.96	0.38	1,3,4
(3) Sometimes	4.03	0.47	1,2,4	4.19	0.47	1,2,4	4.34	0.44	1,2,4	4.10	0.42	1,2,4	4.05	0.42	1,2,4	3.85	0.40	1,2,4	3.87	0.54	1,2,4	3.87	0.46	1,2,4	4.01	0.37	1,2,4
(4) Often	4.15	0.49	1,2,3	4.30	0.49	1,2,3	4.45	0.45	1,2,3	4.22	0.46	1,2,3	4.17	0.46	1,2,3	3.94	0.43	1,2,3	4.01	0.59	1,2,3	3.98	0.51	1,2,3	4.12	0.40	1,2,3
Community Member																											
(1) Never	3.94	0.55	2,3,4	4.07	0.63	2,3,4	4.21	0.63	2,3,4	3.98	0.59	2,3,4	3.95	0.58	2,3,4	3.78	0.47	2,3,4	3.80	0.62	2,3,4	3.80	0.53	2,3,4	3.92	0.50	2,3,4
(2) Once	4.00	0.48	1,3,4	4.16	0.49	1,3,4	4.31	0.48	1,3,4	4.09	0.45	1,3,4	4.04	0.44	1,3,4	3.84	0.43	1,3,4	3.91	0.53	1,3,4	3.85	0.47	1,4	4.00	0.39	1,3,4
(3) Sometimes	4.05	0.49	1,2,4	4.23	0.48	1,2,4	4.36	0.46	1,2,4	4.12	0.45	1,2,4	4.09	0.43	1,2,4	3.86	0.41	1,2,4	4.00	0.53	1,2,4	3.87	0.48	1,4	4.04	0.38	1,2,4
(4) Often	4.19	0.48	1,2,3	4.39	0.48	1,2,3	4.49	0.43	1,2,3	4.25	0.44	1,2,3	4.23	0.44	1,2,3	3.96	0.43	1,2,3	4.18	0.55	1,2,3	3.97	0.51	1,2,3	4.18	0.38	1,2,3
Parent/Guardian																											
(1) Never	3.76	0.73	3,4	3.83	0.88	2,3,4	3.98	0.92	2,3,4	3.77	0.84	2,3,4	3.71	0.84	2,3,4	3.63	0.62	2,3,4	3.57	0.86	2,3,4	3.72	0.65	3,4	3.73	0.72	2,3,4
(2) Once	3.82	0.56	3,4	3.99	0.58	1,3,4	4.14	0.57	1,3,4	3.91	0.53	1,3,4	3.88	0.52	1,3,4	3.70	0.48	1,3,4	3.71	0.62	1,4	3.73	0.52	3,4	3.83	0.45	1,3,4
(3) Sometimes	3.92	0.50	1,2,4	4.09	0.49	1,2,4	4.24	0.46	1,2,4	3.99	0.44	1,2,4	3.96	0.43	1,2,4	3.78	0.41	1,2,4	3.74	0.56	1,4	3.74	0.47	1,2,4	3.91	0.38	1,2,4
(4) Often	4.07	0.47	1,2,3	4.24	0.46	1,2,3	4.38	0.42	1,2,3	4.12	0.43	1,2,3	4.07	0.42	1,2,3	3.86	0.40	1,2,3	3.89	0.55	1,2,3	3.86	0.47	1,2,3	4.03	0.36	1,2,3

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Mentor Relationships (continued)																											
Other Student																											
(1) Never	3.81	0.66	2,3,4	3.98	0.76	2,3,4	4.07	0.80	2,3,4	3.83	0.72	2,3,4	3.84	0.72	2,3,4	3.67	0.55	2,3,4	3.62	0.76	2,3,4	3.70	0.57	2,3,4	3.79	0.60	2,3,4
(2) Once	3.93	0.53	1,3,4	4.11	0.53	1,3,4	4.25	0.51	1,3,4	4.00	0.47	1,3,4	3.96	0.47	1,3,4	3.77	0.44	1,3,4	3.77	0.58	1,3,4	3.79	0.50	1,3,4	3.92	0.41	1,3,4
(3) Sometimes	3.97	0.48	1,2,4	4.13	0.48	1,2,4	4.28	0.45	1,2,4	4.04	0.42	1,2,4	4.00	0.42	1,2,4	3.80	0.40	1,2,4	3.81	0.53	1,2,4	3.81	0.46	1,2,4	3.95	0.36	1,2,4
(4) Often	4.09	0.47	1,2,3	4.26	0.46	1,2,3	4.41	0.42	1,2,3	4.18	0.42	1,2,3	4.14	0.42	1,2,3	3.91	0.40	1,2,3	3.98	0.53	1,2,3	3.91	0.47	1,2,3	4.08	0.36	1,2,3
Formal Leadership Training Experience																											
Leadership Conference																											
(1) Never	4.05	0.46	2,3,4	4.23	0.47	2,4	4.37	0.44	2,4	4.11	0.43	3,4	4.11	0.42	3,4	3.86	0.40	2,3,4	3.97	0.52	2,3,4	3.86	0.46	3,4	4.04	0.36	3,4
(2) Once	4.03	0.48	1,3,4	4.19	0.49	1,3,4	4.32	0.48	1,3,4	4.11	0.44	3,4	4.10	0.44	3,4	3.84	0.41	1,3,4	3.99	0.52	1,3,4	3.86	0.47	3,4	4.03	0.39	3,4
(3) Sometimes	4.10	0.48	1,2,4	4.24	0.49	2,4	4.37	0.47	2,4	4.17	0.45	1,2,4	4.18	0.44	1,2,4	3.88	0.42	1,2,4	4.11	0.52	1,2,4	3.92	0.47	1,2,4	4.10	0.39	1,2,4
(4) Often	4.29	0.46	1,2,3	4.45	0.46	1,2,3	4.54	0.43	1,2,3	4.37	0.46	1,2,3	4.39	0.44	1,2,3	4.04	0.43	1,2,3	4.37	0.50	1,2,3	4.11	0.49	1,2,3	4.30	0.38	1,2,3
Leadership Retreat																											
(1) Never	4.06	0.47	2,4	4.23	0.47	2,4	4.37	0.44	2,3,4	4.12	0.43	3,4	4.11	0.42	3,4	3.87	0.40	2,4	3.96	0.53	2,3,4	3.89	0.46	2,4	4.05	0.36	3,4
(2) Once	4.04	0.48	1,3,4	4.20	0.49	1,3,4	4.32	0.47	1,3,4	4.12	0.45	3,4	4.12	0.44	3,4	3.84	0.41	1,3,4	4.03	0.52	1,3,4	3.86	0.47	1,3,4	4.04	0.39	3,4
(3) Sometimes	4.08	0.49	2,4	4.25	0.48	2,4	4.35	0.48	1,2,4	4.17	0.45	1,2,4	4.18	0.44	1,2,4	3.87	0.43	2,4	4.12	0.51	1,2,4	3.89	0.47	2,4	4.09	0.39	1,2,4
(4) Often	4.28	0.48	1,2,3	4.46	0.47	1,2,3	4.54	0.45	1,2,3	4.37	0.48	1,2,3	4.40	0.45	1,2,3	4.04	0.46	1,2,3	4.39	0.51	1,2,3	4.09	0.51	1,2,3	4.30	0.39	1,2,3
Leadership Lecture/Workshop Series																											
(1) Never	4.03	0.47	3,4	4.21	0.48	2,3,4	4.34	0.45	3,4	4.10	0.44	3,4	4.09	0.42	3,4	3.84	0.41	3,4	3.94	0.53	2,3,4	3.84	0.46	3,4	4.02	0.37	3,4
(2) Once	4.02	0.47	3,4	4.19	0.48	1,3,4	4.32	0.47	3,4	4.10	0.43	3,4	4.09	0.43	3,4	3.83	0.40	3,4	3.97	0.52	1,3,4	3.85	0.46	3,4	4.02	0.37	3,4
(3) Sometimes	4.09	0.48	1,2,4	4.25	0.48	1,2,4	4.37	0.46	1,2,4	4.17	0.44	1,2,4	4.16	0.43	1,2,4	3.89	0.42	1,2,4	4.08	0.52	1,2,4	3.92	0.47	1,2,4	4.09	0.38	1,2,4
(4) Often	4.25	0.47	1,2,3	4.42	0.46	1,2,3	4.54	0.42	1,2,3	4.35	0.45	1,2,3	4.36	0.43	1,2,3	4.03	0.42	1,2,3	4.32	0.51	1,2,3	4.09	0.48	1,2,3	4.27	0.37	1,2,3
Positional Leader Training																											
(1) Never	4.06	0.48	2,4	4.23	0.48	2,4	4.36	0.45	2,4	4.13	0.44	2,3,4	4.11	0.43	3,4	3.86	0.41	2,4	3.96	0.54	2,3,4	3.88	0.47	3,4	4.04	0.37	3,4
(2) Once	4.03	0.48	1,3,4	4.20	0.49	1,3,4	4.32	0.48	1,3,4	4.11	0.46	1,3,4	4.11	0.45	3,4	3.83	0.41	1,3,4	4.03	0.52	1,3,4	3.86	0.47	3,4	4.03	0.39	3,4
(3) Sometimes	4.07	0.47	2,4	4.23	0.48	2,4	4.35	0.47	2,4	4.15	0.44	1,2,4	4.16	0.43	1,2,4	3.87	0.42	2,4	4.10	0.50	1,2,4	3.90	0.47	1,2,4	4.08	0.38	1,2,4
(4) Often	4.23	0.46	1,2,3	4.40	0.46	1,2,3	4.52	0.43	1,2,3	4.32	0.44	1,2,3	4.33	0.43	1,2,3	4.01	0.41	1,2,3	4.31	0.48	1,2,3	4.04	0.47	1,2,3	4.25	0.37	1,2,3

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Formal Leadership Training Experience (continued)																											
Leadership Course																											
(1) Never	4.06	0.46	2,3,4	4.23	0.46	2,4	4.37	0.43	2,3,4	4.14	0.42	2,4	4.14	0.41	2,4	3.87	0.40	2,4	4.02	0.51	2,3,4	3.87	0.45	3,4	4.06	0.36	2,3,4
(2) Once	4.04	0.48	1,3,4	4.20	0.49	1,3,4	4.33	0.48	1,4	4.10	0.45	1,3,4	4.09	0.44	1,3,4	3.84	0.41	1,3,4	3.97	0.53	1,3,4	3.87	0.47	3,4	4.03	0.39	1,3,4
(3) Sometimes	4.08	0.49	1,2,4	4.23	0.50	2,4	4.34	0.49	1,4	4.15	0.46	2,4	4.15	0.46	2,4	3.88	0.43	2,4	4.08	0.53	1,2,4	3.91	0.48	1,2,4	4.08	0.41	1,2,4
(4) Often	4.21	0.48	1,2,3	4.40	0.48	1,2,3	4.51	0.45	1,2,3	4.30	0.48	1,2,3	4.30	0.46	1,2,3	3.99	0.44	1,2,3	4.24	0.56	1,2,3	4.04	0.51	1,2,3	4.22	0.40	1,2,3
Short-Term Service Immersion																											
(1) Never	4.09	0.47	2,3,4	4.24	0.48	2,4	4.38	0.44	2,3,4	4.15	0.44	2,4	4.14	0.43	2,4	3.88	0.41	2,3,4	4.00	0.53	2,3,4	3.90	0.47	2,4	4.07	0.37	2,4
(2) Once	4.02	0.48	1,4	4.21	0.50	1,4	4.32	0.48	1,4	4.12	0.46	1,4	4.12	0.45	1,3,4	3.85	0.42	1,4	4.08	0.51	1,3,4	3.88	0.47	1,4	4.05	0.39	1,3,4
(3) Sometimes	4.05	0.50	1,4	4.23	0.51	4	4.31	0.52	1,4	4.15	0.47	4	4.15	0.47	2,4	3.84	0.44	1,4	4.17	0.51	1,2,4	3.89	0.49	4	4.08	0.42	2,4
(4) Often	4.22	0.47	1,2,3	4.45	0.44	1,2,3	4.52	0.45	1,2,3	4.37	0.43	1,2,3	4.39	0.42	1,2,3	4.02	0.41	1,2,3	4.44	0.45	1,2,3	4.05	0.47	1,2,3	4.29	0.37	1,2,3
Emerging or New leaders Program																											
(1) Never	4.08	0.47	2,4	4.25	0.47	2,3,4	4.38	0.44	2,3,4	4.15	0.43	2,3,4	4.15	0.42	2,4	3.88	0.41	2,4	4.02	0.53	3,4	3.89	0.47	4	4.07	0.37	2,4
(2) Once	4.04	0.48	1,4	4.19	0.51	1,3,4	4.31	0.48	1,4	4.11	0.46	1,3,4	4.10	0.46	1,3,4	3.85	0.42	1,4	4.02	0.52	3,4	3.89	0.46	4	4.04	0.40	1,3,4
(3) Sometimes	4.06	0.51	4	4.22	0.51	1,2,4	4.32	0.53	1,4	4.17	0.48	1,2,4	4.16	0.48	2,4	3.86	0.45	4	4.14	0.53	1,2,4	3.91	0.50	4	4.08	0.43	2,4
(4) Often	4.23	0.45	1,2,3	4.42	0.45	1,2,3	4.51	0.43	1,2,3	4.34	0.47	1,2,3	4.35	0.44	1,2,3	4.01	0.41	1,2,3	4.32	0.51	1,2,3	4.08	0.47	1,2,3	4.26	0.38	1,2,3
Living-Learning Leadership Program																											
(1) Never	4.09	0.47	2,3,4	4.26	0.46	2,3,4	4.39	0.43	2,3,4	4.16	0.43	2,3,4	4.15	0.42	2,3,4	3.89	0.40	2,3,4	4.03	0.53	3,4	3.90	0.46	2,3,4	4.08	0.36	2,3,4
(2) Once	3.99	0.51	1,4	4.14	0.56	1,4	4.25	0.54	1,4	4.09	0.50	1,4	4.07	0.51	1,4	3.83	0.45	1,3,4	4.03	0.55	3,4	3.87	0.50	1,4	4.01	0.44	1,4
(3) Sometimes	3.98	0.54	1,4	4.16	0.57	1,4	4.26	0.57	1,4	4.10	0.54	1,4	4.10	0.52	1,4	3.79	0.47	1,2,4	4.08	0.55	1,2,4	3.84	0.52	1,4	4.02	0.47	1,4
(4) Often	4.17	0.53	1,2,3	4.39	0.53	1,2,3	4.48	0.51	1,2,3	4.34	0.51	1,2,3	4.35	0.48	1,2,3	3.97	0.46	1,2,3	4.33	0.54	1,2,3	4.02	0.51	1,2,3	4.23	0.43	1,2,3
Peer Leadership Educator Program																											
(1) Never	4.08	0.46	2,4	4.25	0.46	2,3,4	4.38	0.43	2,3,4	4.15	0.43	2,4	4.15	0.41	2,4	3.88	0.40	2,4	4.02	0.52	3,4	3.90	0.46	2,4	4.07	0.36	2,4
(2) Once	4.00	0.51	1,3,4	4.14	0.54	1,3,4	4.27	0.53	1,3,4	4.07	0.50	1,3,4	4.05	0.50	1,3,4	3.81	0.43	1,3,4	4.00	0.55	3,4	3.85	0.48	1,3,4	4.00	0.44	1,3,4
(3) Sometimes	4.07	0.51	2,4	4.21	0.52	1,2,4	4.33	0.52	1,2,4	4.16	0.49	2,4	4.15	0.48	2,4	3.87	0.45	2,4	4.12	0.52	1,2,4	3.91	0.50	2,4	4.08	0.43	2,4
(4) Often	4.24	0.51	1,2,3	4.42	0.52	1,2,3	4.53	0.48	1,2,3	4.36	0.48	1,2,3	4.37	0.47	1,2,3	4.01	0.45	1,2,3	4.36	0.53	1,2,3	4.04	0.49	1,2,3	4.27	0.41	1,2,3

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Formal Leadership Training Experience (continued)																											
Outdoor Leadership Program																											
(1) Never	4.09	0.46	2,3,4	4.26	0.46	2,3,4	4.39	0.43	2,3,4	4.16	0.42	2,3,4	4.16	0.41	2,3,4	3.89	0.40	2,3	4.04	0.52	2,4	3.90	0.46	2,3,4	4.08	0.36	2,3,4
(2) Once	4.00	0.53	1,4	4.14	0.58	1,4	4.25	0.57	1,4	4.08	0.53	1,4	4.05	0.54	1,3,4	3.82	0.46	1,3,4	3.99	0.60	1,3,4	3.86	0.52	1,4	4.00	0.47	1,4
(3) Sometimes	3.99	0.56	1,4	4.12	0.60	1,4	4.21	0.60	1,4	4.08	0.56	1,4	4.08	0.55	1,2,4	3.78	0.49	1,2,4	4.07	0.58	2,4	3.85	0.55	1,4	4.00	0.50	1,4
(4) Often	4.14	0.54	1,2,3	4.40	0.52	1,2,3	4.45	0.54	1,2,3	4.30	0.51	1,2,3	4.32	0.51	1,2,3	3.93	0.49	2,3	4.30	0.57	1,2,3	4.01	0.51	1,2,3	4.21	0.45	1,2,3
Women's Leadership Program																											
(1) Never	4.09	0.47	2,3,4	4.25	0.47	2,3,4	4.39	0.44	2,3,4	4.16	0.43	2,3,4	4.15	0.42	2,3,4	3.89	0.41	2,3,4	4.03	0.53	2,3,4	3.91	0.47	2,3,4	4.08	0.37	2,3,4
(2) Once	4.02	0.51	1,3,4	4.17	0.53	1,4	4.29	0.54	1,3,4	4.10	0.50	1,4	4.09	0.49	1,4	3.83	0.43	1,3,4	4.07	0.53	1,4	3.86	0.48	1,3,4	4.03	0.44	1,3,4
(3) Sometimes	3.96	0.55	1,2,4	4.13	0.59	1,4	4.20	0.60	1,2,4	4.07	0.55	1,4	4.06	0.55	1,4	3.77	0.46	1,2,4	4.07	0.57	1,4	3.80	0.52	1,2,4	3.99	0.50	1,2,4
(4) Often	4.18	0.49	1,2,3	4.41	0.51	1,2,3	4.50	0.48	1,2,3	4.35	0.48	1,2,3	4.38	0.48	1,2,3	3.94	0.45	1,2,3	4.40	0.52	1,2,3	4.02	0.50	1,2,3	4.25	0.42	1,2,3
Multicultural Leadership Program																											
(1) Never	4.08	0.46	2,3,4	4.26	0.46	2,3,4	4.39	0.43	2,3,4	4.15	0.43	2,4	4.15	0.42	2,4	3.88	0.40	3,4	4.02	0.52	2,3,4	3.89	0.46	4	4.07	0.36	2,4
(2) Once	4.01	0.53	1,4	4.16	0.53	1,4	4.28	0.52	1,4	4.12	0.50	1,4	4.10	0.50	1,4	3.86	0.45	4	4.09	0.54	1,4	3.91	0.50	4	4.05	0.44	1,4
(3) Sometimes	4.02	0.56	1,4	4.18	0.58	1,4	4.26	0.59	1,4	4.13	0.55	4	4.13	0.54	4	3.85	0.49	1,4	4.12	0.58	1,4	3.90	0.54	4	4.06	0.49	4
(4) Often	4.20	0.52	1,2,3	4.34	0.57	1,2,3	4.46	0.55	1,2,3	4.35	0.53	1,2,3	4.35	0.52	1,2,3	3.98	0.49	1,2,3	4.37	0.56	1,2,3	4.06	0.52	1,2,3	4.24	0.46	1,2,3
Formal Leadership Training Education																											
Leadership Certificate Program																											
(1) Yes	4.09	0.51		4.24	0.53		4.37	0.51		4.16	0.49		4.16	0.48		3.89	0.45		4.09	0.56	2	3.93	0.50	2	4.09	0.42	2
(2) No	4.08	0.47		4.25	0.47		4.37	0.45		4.15	0.44		4.15	0.43		3.88	0.41		4.04	0.53	1	3.89	0.46	1	4.07	0.37	1
Leadership Capstone Experience																											
(1) Yes	4.06	0.52		4.23	0.56		4.35	0.54	2	4.16	0.53		4.15	0.51		3.87	0.46		4.07	0.59		3.91	0.51		4.08	0.45	
(2) No	4.08	0.47		4.25	0.48		4.37	0.45	1	4.15	0.44		4.15	0.43		3.88	0.41		4.04	0.53		3.90	0.47		4.08	0.38	
Leadership Minor																											
(1) Yes	4.03	0.53	2	4.20	0.58	2	4.32	0.58	2	4.12	0.56	2	4.12	0.54	2	3.83	0.48	2	4.05	0.61		3.89	0.54		4.04	0.47	2
(2) No	4.08	0.47	1	4.25	0.48	1	4.38	0.45	1	4.16	0.44	1	4.15	0.43	1	3.88	0.41	1	4.05	0.53		3.90	0.47		4.08	0.37	1

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Formal Leadership Training Education (continued)																											
Leadership Major																											
(1) Yes	4.03	0.55	2	4.16	0.61	2	4.29	0.60	2	4.09	0.58	2	4.09	0.57	2	3.82	0.49	2	3.99	0.63	2	3.86	0.56	2	4.02	0.50	2
(2) No	4.08	0.47	1	4.25	0.47	1	4.38	0.45	1	4.16	0.44	1	4.15	0.43	1	3.88	0.41	1	4.05	0.53	1	3.90	0.47	1	4.08	0.37	1
Academic College Experiences																											
Study Abroad																											
(1) Yes	4.02	0.45	2	4.17	0.45	2	4.31	0.43		4.07	0.41	2	4.04	0.40	2	3.85	0.38	2	3.91	0.51	2	3.87	0.43	2	4.00	0.35	2
(2) No	3.97	0.53	1	4.15	0.53	1	4.30	0.50		4.03	0.49	1	3.99	0.48	1	3.81	0.44	1	3.77	0.61	1	3.81	0.51	1	3.95	0.41	1
Experienced Internship																											
(1) Yes	4.06	0.48	2	4.21	0.48	2	4.36	0.45	2	4.11	0.44	2	4.08	0.44	2	3.86	0.41	2	3.92	0.56	2	3.88	0.47	2	4.03	0.38	2
(2) No	3.93	0.54	1	4.11	0.54	1	4.26	0.51	1	3.99	0.50	1	3.95	0.48	1	3.78	0.44	1	3.71	0.62	1	3.79	0.51	1	3.91	0.42	1
Learning Community Participant																											
(1) Yes	4.02	0.51	2	4.18	0.51	2	4.33	0.49	2	4.10	0.47	2	4.07	0.46	2	3.84	0.43	2	3.92	0.57	2	3.87	0.49	2	4.01	0.41	2
(2) No	3.97	0.52	1	4.14	0.52	1	4.29	0.49	1	4.02	0.48	1	3.98	0.47	1	3.80	0.43	1	3.75	0.60	1	3.81	0.50	1	3.94	0.41	1
Living-Learning Program																											
(1) Yes	4.01	0.50	2	4.20	0.50	2	4.33	0.48	2	4.10	0.47	2	4.09	0.45	2	3.85	0.42	2	3.96	0.56	2	3.86	0.48	2	4.02	0.39	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	3.99	0.47	1	3.81	0.43	1	3.77	0.60	1	3.82	0.50	1	3.95	0.41	1
Research with a Faculty Member																											
(1) Yes	4.05	0.51	2	4.21	0.50	2	4.36	0.47	2	4.10	0.47	2	4.07	0.46	2	3.87	0.43	2	3.93	0.59	2	3.90	0.49	2	4.03	0.40	2
(2) No	3.97	0.52	1	4.14	0.52	1	4.29	0.49	1	4.02	0.48	1	3.99	0.47	1	3.80	0.43	1	3.76	0.60	1	3.81	0.50	1	3.94	0.41	1
First-Year or Freshman Seminar Course																											
(1) Yes	3.99	0.47	2	4.16	0.46		4.31	0.43	2	4.05	0.43	2	4.02	0.41	2	3.82	0.39	2	3.83	0.53	2	3.83	0.45		3.97	0.36	2
(2) No	3.97	0.58	1	4.15	0.57		4.29	0.54	1	4.02	0.53	1	3.98	0.52	1	3.81	0.48	1	3.76	0.67	1	3.82	0.55		3.94	0.45	1
Senior Capstone Participant																											
(1) Yes	4.06	0.47	2	4.22	0.47	2	4.36	0.44	2	4.10	0.43	2	4.08	0.43	2	3.88	0.40	2	3.90	0.56	2	3.89	0.46	2	4.03	0.37	2
(2) No	3.97	0.53	1	4.14	0.53	1	4.29	0.50	1	4.02	0.49	1	3.99	0.47	1	3.80	0.44	1	3.77	0.61	1	3.81	0.50	1	3.94	0.41	1

Significance: p < .01

Spring 2011

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Academic Major																											
Agriculture																											
(1) Yes	3.94	0.76	2	4.15	0.85		4.27	0.83		3.99	0.80	2	3.96	0.78	2	3.69	0.66	2	3.74	0.90	2	3.73	0.69	2	3.90	0.66	2
(2) No	3.98	0.52	1	4.15	0.52		4.30	0.48		4.04	0.48	1	4.00	0.47	1	3.81	0.43	1	3.79	0.60	1	3.82	0.50	1	3.95	0.40	1
Architecture/Urban Planning																											
(1) Yes	4.03	0.59	2	4.16	0.60		4.32	0.55		4.04	0.55		4.01	0.53		3.83	0.49		3.79	0.71		3.88	0.54	2	3.98	0.45	
(2) No	3.98	0.52	1	4.15	0.52		4.30	0.49		4.04	0.48		4.00	0.47		3.81	0.43		3.79	0.60		3.82	0.50	1	3.95	0.41	
Biological/Life Sciences																											
(1) Yes	3.94	0.52	2	4.14	0.50	2	4.30	0.47		4.02	0.47	2	3.99	0.45	2	3.79	0.42	2	3.83	0.57	2	3.79	0.49	2	3.94	0.39	
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49		4.04	0.48	1	4.00	0.47	1	3.81	0.43	1	3.78	0.60	1	3.82	0.50	1	3.96	0.41	
Business																											
(1) Yes	3.98	0.52		4.13	0.52	2	4.28	0.50	2	4.04	0.47		4.01	0.47		3.78	0.44	2	3.72	0.59	2	3.82	0.50		3.94	0.41	2
(2) No	3.98	0.52		4.16	0.52	1	4.30	0.48	1	4.04	0.48		4.00	0.47		3.82	0.43	1	3.80	0.60	1	3.82	0.50		3.96	0.41	1
Communication																											
(1) Yes	4.03	0.49	2	4.16	0.48		4.32	0.46	2	4.06	0.45	2	4.04	0.45	2	3.82	0.41		3.80	0.57		3.84	0.48	2	3.98	0.38	2
(2) No	3.98	0.52	1	4.15	0.52		4.30	0.49	1	4.03	0.48	1	4.00	0.47	1	3.81	0.43		3.79	0.60		3.82	0.50		3.95	0.41	1
Computer and Information Sciences																											
(1) Yes	3.86	0.59	2	4.06	0.60	2	4.21	0.57	2	3.96	0.55	2	3.92	0.53	2	3.78	0.50	2	3.52	0.70	2	3.81	0.55		3.86	0.46	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49	1	4.04	0.48	1	4.00	0.47	1	3.81	0.43	1	3.79	0.60	1	3.82	0.50		3.96	0.40	1
Education																											
(1) Yes	4.02	0.47	2	4.21	0.46	2	4.34	0.43	2	4.10	0.42	2	4.02	0.42	2	3.81	0.38		3.90	0.52	2	3.80	0.46	2	3.99	0.36	2
(2) No	3.98	0.53	1	4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	4.00	0.47	1	3.81	0.44		3.78	0.61	1	3.82	0.50	1	3.95	0.41	1
Engineering																											
(1) Yes	3.91	0.62	2	4.12	0.62	2	4.26	0.58	2	4.03	0.56		3.99	0.54		3.79	0.51	2	3.70	0.69	2	3.82	0.56		3.92	0.47	2
(2) No	3.99	0.51	1	4.16	0.51	1	4.30	0.48	1	4.04	0.47		4.00	0.46		3.81	0.43	1	3.80	0.59	1	3.82	0.49		3.96	0.40	1

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Academic Major (continued)																											
Ethnics, Cultural Studies, and Area Studies																											
(1) Yes	4.01	0.53		4.20	0.56		4.35	0.49		4.04	0.49		4.06	0.49		3.80	0.44		3.92	0.66	2	3.84	0.49		4.00	0.41	
(2) No	3.98	0.52		4.15	0.52		4.30	0.49		4.04	0.48		4.00	0.47		3.81	0.43		3.79	0.60	1	3.82	0.50		3.95	0.41	
Foreign Languages and Literature																											
(1) Yes	3.98	0.51		4.17	0.52		4.29	0.47		3.99	0.48	2	3.97	0.46		3.85	0.40	2	3.77	0.60		3.84	0.47		3.95	0.39	
(2) No	3.98	0.52		4.15	0.52		4.30	0.49		4.04	0.48	1	4.00	0.47		3.81	0.43	1	3.79	0.60		3.82	0.50		3.95	0.41	
Health-Related Fields																											
(1) Yes	4.00	0.48	2	4.17	0.48	2	4.33	0.45	2	4.08	0.43	2	4.02	0.43	2	3.80	0.40	2	3.86	0.53	2	3.81	0.48		3.98	0.38	2
(2) No	3.98	0.53	1	4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	4.00	0.47	1	3.81	0.43	1	3.78	0.61	1	3.82	0.50		3.95	0.41	1
Humanities																											
(1) Yes	4.02	0.49	2	4.20	0.48	2	4.30	0.45		3.98	0.47	2	3.97	0.45	2	3.87	0.41	2	3.77	0.59		3.82	0.48		3.96	0.38	
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49		4.04	0.48	1	4.00	0.47	1	3.81	0.43	1	3.79	0.60		3.82	0.50		3.95	0.41	
Liberal/General Studies																											
(1) Yes	3.94	0.68	2	4.10	0.67	2	4.20	0.65	2	3.98	0.63	2	3.94	0.63	2	3.79	0.53		3.74	0.75	2	3.80	0.63		3.91	0.54	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.48	1	4.04	0.48	1	4.00	0.47	1	3.81	0.43		3.79	0.60	1	3.82	0.50		3.96	0.40	1
Mathematics																											
(1) Yes	3.87	0.52	2	4.07	0.51	2	4.22	0.48	2	3.94	0.45	2	3.92	0.44	2	3.76	0.42	2	3.63	0.59	2	3.73	0.47	2	3.86	0.39	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49	1	4.04	0.48	1	4.00	0.47	1	3.81	0.43	1	3.79	0.60	1	3.82	0.50	1	3.96	0.41	1
Multi/Interdisciplinary Studies																											
(1) Yes	4.01	0.49		4.21	0.45	2	4.34	0.42	2	4.10	0.42	2	4.07	0.41	2	3.90	0.39	2	3.99	0.54	2	3.90	0.45	2	4.04	0.35	2
(2) No	3.98	0.52		4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	4.00	0.47	1	3.81	0.43	1	3.78	0.60	1	3.82	0.50	1	3.95	0.41	1
Parks, Recreation, Leisure Studies, Sports Management																											
(1) Yes	3.95	0.56		4.10	0.61	2	4.23	0.61	2	4.05	0.53		3.99	0.57		3.73	0.47	2	3.77	0.64		3.78	0.54	2	3.92	0.47	2
(2) No	3.98	0.52		4.15	0.52	1	4.30	0.49	1	4.04	0.48		4.00	0.47		3.81	0.43	1	3.79	0.60		3.82	0.50	1	3.95	0.41	1
Physical Sciences																											
(1) Yes	3.90	0.54	2	4.11	0.50	2	4.24	0.48	2	3.96	0.49	2	3.92	0.46	2	3.79	0.44	2	3.66	0.61	2	3.78	0.50	2	3.89	0.40	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49	1	4.04	0.48	1	4.00	0.47	1	3.81	0.43	1	3.79	0.60	1	3.82	0.50	1	3.96	0.41	1

Significance: p < .01

Environments by Outcome Measures - SCM Leadership Outcomes

National	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SRLS		
	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig	M	SD	Sig
Academic Major (continued)																											
Pre-Professional																											
(1) Yes	4.01	0.50	2	4.18	0.51	2	4.37	0.48	2	4.07	0.47	2	4.04	0.46	2	3.81	0.42		3.92	0.56	2	3.82	0.50		4.00	0.40	2
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49	1	4.03	0.48	1	4.00	0.47	1	3.81	0.43		3.78	0.60	1	3.82	0.50		3.95	0.41	1
Public Administration																											
(1) Yes	4.04	0.57	2	4.17	0.60		4.33	0.55		4.05	0.54		4.00	0.54		3.84	0.49		3.86	0.67	2	3.88	0.58	2	3.99	0.47	2
(2) No	3.98	0.52	1	4.15	0.52		4.30	0.49		4.04	0.48		4.00	0.47		3.81	0.43		3.79	0.60	1	3.82	0.50	1	3.95	0.41	1
Social Sciences																											
(1) Yes	4.04	0.50	2	4.20	0.49	2	4.34	0.45	2	4.07	0.46	2	4.04	0.45	2	3.88	0.41	2	3.88	0.60	2	3.87	0.49	2	4.01	0.39	2
(2) No	3.97	0.52	1	4.14	0.52	1	4.29	0.49	1	4.03	0.48	1	3.99	0.47	1	3.80	0.43	1	3.77	0.60	1	3.81	0.50	1	3.95	0.41	1
Visual and Performing Arts																											
(1) Yes	4.00	0.50		4.18	0.47	2	4.33	0.44	2	4.03	0.45		4.00	0.43		3.86	0.42	2	3.74	0.57	2	3.87	0.47	2	3.97	0.37	
(2) No	3.98	0.52	1	4.15	0.52	1	4.30	0.49	1	4.04	0.48		4.00	0.47		3.81	0.43	1	3.79	0.60	1	3.82	0.50	1	3.95	0.41	
Undecided																											
(1) Yes	3.77	0.54	2	3.96	0.56	2	4.12	0.54	2	3.87	0.52	2	3.80	0.50	2	3.70	0.43	2	3.57	0.61	2	3.68	0.49	2	3.78	0.43	2
(2) No	3.99	0.52	1	4.16	0.52	1	4.30	0.48	1	4.04	0.48	1	4.00	0.47	1	3.82	0.43	1	3.79	0.60	1	3.83	0.50	1	3.96	0.40	1

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Student Characteristics							
Off-Campus Job							
(1) Yes	3.02	0.71			3.05	0.64	
(2) No	2.88	0.68			2.97	0.67	
On Campus Job							
(1) Yes	3.04	0.66	2		3.07	0.73	
(2) No	2.87	0.69	1		2.95	0.64	
Community Service							
(1) Yes	3.08	0.67	2		3.09	0.63	2
(2) No	2.81	0.68	1		2.92	0.68	1
Residential Setting							
(1) Off-Campus	3.00	0.73	2		3.08	0.71	2
(2) On-Campus	2.81	0.63	1		2.87	0.60	1
Involvement in College Organizations							
(1) Never	2.72	0.64	4,5		2.83	0.65	5
(2) Once	2.80	0.77	5		2.89	0.76	5
(3) Sometimes	2.82	0.67	5		2.97	0.63	5
(4) Many times	2.95	0.61	1,5		3.02	0.58	
(5) Much of the time	3.24	0.64	1,2,3,4		3.17	0.67	1,2,3
Leadership Positions in College Organizations							
(1) Never	2.79	0.66	4,5		2.94	0.64	5
(2) Once	2.87	0.78	5		2.92	0.78	5
(3) Sometimes	2.96	0.63	5		3.02	0.58	
(4) Many times	3.02	0.61	1,5		2.97	0.67	
(5) Much of the time	3.36	0.61	1,2,3,4		3.20	0.70	1,2

Significance: p < .01

Environments by Outcome Measures

University of California San Diego		Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)					Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig			M	SD	Sig	
Involvement in Off-Campus Organizations										
(1) Never		2.84	0.69	3,5			2.95	0.65	5	
(2) Once		2.88	0.71	5			2.87	0.66	5	
(3) Sometimes		3.08	0.67	1			3.05	0.73		
(4) Many times		2.84	0.62	5			2.89	0.60	5	
(5) Much of the time		3.22	0.60	1,2,4			3.26	0.65	1,2,4	
Leadership Positions in Off-Campus Organizations										
(1) Never		2.86	0.68	5			2.96	0.65		
(2) Once		2.86	0.81	5			2.92	0.82		
(3) Sometimes		3.10	0.67				3.01	0.73		
(4) Many times		3.15	0.50				3.24	0.67		
(5) Much of the time		3.37	0.59	1,2			3.26	0.56		
Participation in Student Groups										
Academic/Professional										
(1) Yes		2.98	0.71				3.03	0.63		
(2) No		2.87	0.67				2.96	0.68		
Art/Theater/Music										
(1) Yes		2.97	0.78				3.04	0.75		
(2) No		2.90	0.67				2.97	0.64		
Campus-Wide Programming										
(1) Yes		3.13	0.70	2			3.20	0.69	2	
(2) No		2.88	0.68	1			2.95	0.65	1	
Identity-Based										
(1) Yes		2.84	0.70				2.98	0.64		
(2) No		2.93	0.68				2.98	0.67		

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Participation in Student Groups (continued)								
International Interest								
(1) Yes	3.04	0.66			3.13	0.65		
(2) No	2.89	0.69			2.96	0.66		
Honor Societies								
(1) Yes	3.06	0.76			3.10	0.69		
(2) No	2.88	0.67			2.96	0.66		
Media								
(1) Yes	2.97	0.66			3.01	0.74		
(2) No	2.90	0.69			2.98	0.66		
Military								
(1) Yes	.	.			.	.		
(2) No	2.91	0.68			2.98	0.66		
New Student Transition								
(1) Yes	3.20	0.68	2		3.17	0.62	2	
(2) No	2.87	0.68	1		2.96	0.66	1	
Resident Assistants								
(1) Yes	2.76	0.73			2.89	0.64		
(2) No	2.91	0.68			2.98	0.66		
Peer Helper								
(1) Yes	3.07	0.69	2		3.20	0.63	2	
(2) No	2.88	0.68	1		2.94	0.66	1	
Advocacy								
(1) Yes	3.20	0.64	2		3.21	0.68	2	
(2) No	2.89	0.69	1		2.96	0.66	1	
Political								
(1) Yes	3.20	0.57	2		3.05	0.63		
(2) No	2.89	0.69	1		2.98	0.66		

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Participation in Student Groups (continued)							
Religious							
(1) Yes	2.87	0.69			3.04	0.60	
(2) No	2.92	0.69			2.97	0.68	
Service							
(1) Yes	3.04	0.66	2		3.12	0.58	2
(2) No	2.87	0.69	1		2.95	0.68	1
Multi-Cultural Fraternities and Sororities							
(1) Yes	2.71	0.65			2.91	0.64	
(2) No	2.92	0.69			2.99	0.66	
Social Fraternities or Sororities							
(1) Yes	3.16	0.64	2		2.99	0.66	
(2) No	2.89	0.69	1		2.98	0.66	
Sports-Intercollegiate or Varsity							
(1) Yes	3.06	0.66			3.01	0.74	
(2) No	2.90	0.69			2.98	0.66	
Sports-Club							
(1) Yes	2.99	0.69			2.90	0.70	
(2) No	2.90	0.69			2.99	0.66	
Sports-Intramural							
(1) Yes	3.02	0.67	2		2.96	0.63	
(2) No	2.87	0.69	1		2.99	0.67	
Recreational							
(1) Yes	3.06	0.67	2		3.03	0.63	
(2) No	2.86	0.68	1		2.97	0.67	
Social/Special Interest							
(1) Yes	2.97	0.71			3.05	0.62	
(2) No	2.90	0.68			2.97	0.67	

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Participation in Student Groups (continued)								
Student Governance								
(1) Yes	3.21	0.75	2		3.09	0.73		
(2) No	2.87	0.67	1		2.97	0.65		
Social Change Behaviors								
(1) Never	2.69	0.75	3,4		2.68	0.81	3,4	
(2) Once	2.72	0.65	3,4		2.89	0.65	3,4	
(3) Sometimes	3.07	0.63	1,2,4		3.09	0.57	1,2,4	
(4) Often	3.43	0.56	1,2,3		3.31	0.62	1,2,3	
Socio-Cultural Discussions								
(1) Never	2.89	0.98			2.46	0.86	3,4	
(2) Sometimes	2.60	0.69	3,4		2.71	0.69	3,4	
(3) Often	2.91	0.63	2,4		3.00	0.61	1,2,4	
(4) Very Often	3.22	0.60	2,3		3.27	0.57	1,2,3	
Campus Climate								
Belonging Climate								
(1) Strongly Disagree	.	.			.	.		
(2) Disagree	2.93	0.82	5		2.96	0.77	5	
(3) Neutral	2.67	0.72	4,5		2.74	0.70	4,5	
(4) Agree	2.92	0.60	3,5		2.99	0.57	3,5	
(5) Strongly Agree	3.33	0.57	2,3,4		3.40	0.52	2,3,4	
Non-Discriminatory Climate								
(1) Strongly Disagree	.	.			.	.		
(2) Disagree	3.34	0.55	3,4		3.27	0.69	4	
(3) Neutral	2.90	0.65	2		3.02	0.69		
(4) Agree	2.78	0.66	2,5		2.90	0.61	2	
(5) Strongly Agree	3.00	0.72	4		3.01	0.69		

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Mentor Relationships								
Faculty/Instructor								
(1) Never	.	.			.	.		
(2) Once	3.01	0.69			2.92	0.73	4	
(3) Sometimes	2.89	0.62	4		3.09	0.58	4	
(4) Often	3.25	0.61	3		3.38	0.73	2,3	
Student Affairs Professional Staff								
(1) Never	.	.			.	.		
(2) Once	2.89	0.64	4		3.06	0.73		
(3) Sometimes	3.08	0.65			3.21	0.60		
(4) Often	3.29	0.55	2		3.25	0.51		
Employer								
(1) Never	.	.			.	.		
(2) Once	3.01	0.58			3.06	0.66		
(3) Sometimes	2.97	0.61	4		3.01	0.65	4	
(4) Often	3.24	0.58	3		3.30	0.54	3	
Community Member								
(1) Never	.	.			.	.		
(2) Once	3.18	0.64			3.24	0.60		
(3) Sometimes	3.02	0.60			3.11	0.66		
(4) Often	3.22	0.61			3.35	0.54		
Parent/Guardian								
(1) Never	.	.			.	.		
(2) Once	.	.			.	.		
(3) Sometimes	2.92	0.66			2.90	0.64	4	
(4) Often	3.04	0.64			3.16	0.60	3	

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Mentor Relationships (continued)							
Other Student							
(1) Never	.	.			.	.	
(2) Once	2.77	0.79			2.90	0.70	
(3) Sometimes	2.90	0.65			3.08	0.61	
(4) Often	3.03	0.61			3.13	0.59	
Formal Leadership Training Experience							
Leadership Conference							
(1) Never	2.99	0.63	4		3.13	0.53	
(2) Once	3.13	0.67	4		3.05	0.73	
(3) Sometimes	3.14	0.73	4		3.09	0.64	
(4) Often	3.66	0.46	1,2,3		3.40	0.64	
Leadership Retreat							
(1) Never	3.04	0.68	4		3.13	0.67	
(2) Once	3.03	0.64	4		2.98	0.58	4
(3) Sometimes	3.22	0.67			3.07	0.62	
(4) Often	3.58	0.55	1,2		3.47	0.65	2
Leadership Lecture/Workshop Series							
(1) Never	3.01	0.62	4		3.02	0.65	4
(2) Once	2.91	0.67	4		2.95	0.57	4
(3) Sometimes	3.20	0.67			3.15	0.60	
(4) Often	3.53	0.63	1,2		3.41	0.70	1,2
Positional Leader Training							
(1) Never	3.06	0.65	4		3.05	0.67	4
(2) Once	2.91	0.79	4		2.93	0.53	4
(3) Sometimes	3.24	0.63			3.20	0.63	
(4) Often	3.60	0.47	1,2		3.48	0.55	1,2

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Formal Leadership Training Experience (continued)							
Leadership Course							
(1) Never	3.06	0.67			3.05	0.62	
(2) Once	3.06	0.71			3.07	0.72	
(3) Sometimes	3.37	0.58			3.24	0.59	
(4) Often	.	.			.	.	
Short-Term Service Immersion							
(1) Never	3.13	0.66			3.10	0.64	
(2) Once	2.99	0.72			3.10	0.67	
(3) Sometimes	3.27	0.75			3.22	0.59	
(4) Often	.	.			.	.	
Emerging or New leaders Program							
(1) Never	3.10	0.66			3.12	0.63	
(2) Once	3.18	0.79			2.95	0.72	
(3) Sometimes	.	.			.	.	
(4) Often	.	.			.	.	
Living-Learning Leadership Program							
(1) Never	3.13	0.66			3.13	0.62	
(2) Once	.	.			.	.	
(3) Sometimes	.	.			.	.	
(4) Often	.	.			.	.	
Peer Leadership Educator Program							
(1) Never	3.12	0.66			3.09	0.63	
(2) Once	3.19	0.71			3.21	0.66	
(3) Sometimes	.	.			.	.	
(4) Often	.	.			.	.	

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Formal Leadership Training Experience (continued)								
Outdoor Leadership Program								
(1) Never	3.15	0.66			3.11	0.63		
(2) Once	.	.			.	.		
(3) Sometimes	.	.			.	.		
(4) Often	.	.			.	.		
Women's Leadership Program								
(1) Never	3.12	0.66			3.10	0.63		
(2) Once	.	.			.	.		
(3) Sometimes	.	.			.	.		
(4) Often	.	.			.	.		
Multicultural Leadership Program								
(1) Never	3.07	0.65			3.06	0.63	2	
(2) Once	3.38	0.76			3.45	0.60	1	
(3) Sometimes	3.24	0.72			3.03	0.69		
(4) Often	.	.			.	.		
Formal Leadership Training Education								
Leadership Certificate Program								
(1) Yes	3.14	0.77			3.01	0.79		
(2) No	3.14	0.65			3.15	0.59		
Leadership Capstone Experience								
(1) Yes	.	.			.	.		
(2) No	3.15	0.66			3.13	0.64		
Leadership Minor								
(1) Yes	.	.			.	.		
(2) No	3.13	0.67			3.11	0.64		

Significance: p < .01

Environments by Outcome Measures

University of California San Diego		Leadership Efficacy — Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills — Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig			M	SD	Sig
Formal Leadership Training Education (continued)									
Leadership Major									
(1) Yes		.	.				.	.	
(2) No		3.13	0.67				3.12	0.65	
Academic College Experiences									
Study Abroad									
(1) Yes		3.18	0.62	2			3.17	0.51	2
(2) No		2.88	0.69	1			2.96	0.67	1
Experienced Internship									
(1) Yes		3.03	0.68	2			3.11	0.68	2
(2) No		2.84	0.68	1			2.91	0.64	1
Learning Community Participant									
(1) Yes		3.09	0.72	2			3.23	0.59	2
(2) No		2.88	0.68	1			2.95	0.66	1
Living-Learning Program									
(1) Yes		3.16	0.59				3.06	0.56	
(2) No		2.89	0.69				2.98	0.67	
Research with a Faculty Member									
(1) Yes		3.08	0.74	2			3.19	0.78	2
(2) No		2.88	0.67	1			2.94	0.64	1
First-Year or Freshman Seminar Course									
(1) Yes		2.86	0.65				2.97	0.60	
(2) No		2.94	0.71				2.99	0.70	
Senior Capstone Participant									
(1) Yes		3.26	0.73	2			3.26	0.73	2
(2) No		2.88	0.68	1			2.96	0.65	1

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Academic Major								
Agriculture								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Architecture/Urban Planning								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Biological/Life Sciences								
(1) Yes	2.81	0.65			2.91	0.65		
(2) No	2.93	0.70			3.00	0.67		
Business								
(1) Yes	2.82	0.76			2.89	0.69		
(2) No	2.92	0.68			2.99	0.66		
Communication								
(1) Yes	2.91	0.73			2.85	0.77		
(2) No	2.91	0.69			2.99	0.66		
Computer and Information Sciences								
(1) Yes	2.92	0.77			2.95	0.69		
(2) No	2.91	0.68			2.98	0.66		
Education								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Engineering								
(1) Yes	2.92	0.74			2.95	0.65		
(2) No	2.91	0.68			2.99	0.67		

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Academic Major (continued)								
Ethnics, Cultural Studies, and Area Studies								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Foreign Languages and Literature								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Health-Related Fields								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Humanities								
(1) Yes	3.10	0.51			3.19	0.69		
(2) No	2.90	0.69			2.97	0.66		
Liberal/General Studies								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Mathematics								
(1) Yes	2.82	0.50			3.05	0.58		
(2) No	2.91	0.69			2.98	0.66		
Multi/Interdisciplinary Studies								
(1) Yes	2.77	0.71			2.97	0.58		
(2) No	2.91	0.69			2.98	0.67		
Parks, Recreation, Leisure Studies, Sports Management								
(1) Yes	.	.			.	.		
(2) No	2.91	0.69			2.98	0.66		
Physical Sciences								
(1) Yes	2.67	0.57			2.80	0.66		
(2) No	2.92	0.69			2.99	0.66		

Significance: p < .01

Environments by Outcome Measures

University of California San Diego	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Academic Major (continued)							
Pre-Professional							
(1) Yes	2.93	0.68			2.98	0.64	
(2) No	2.91	0.69			2.98	0.66	
Public Administration							
(1) Yes	.	.			.	.	
(2) No	2.91	0.69			2.98	0.66	
Social Sciences							
(1) Yes	3.07	0.71	2		3.15	0.65	2
(2) No	2.87	0.68	1		2.94	0.66	1
Visual and Performing Arts							
(1) Yes	3.03	0.61			3.18	0.79	
(2) No	2.91	0.69			2.98	0.66	
Undecided							
(1) Yes	2.61	0.69			2.47	0.54	2
(2) No	2.92	0.69			2.99	0.66	1

Significance: p < .01

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig			M	SD	Sig
Student Characteristics								
Off-Campus Job								
(1) Yes	3.15	0.68	2			3.16	0.65	2
(2) No	3.05	0.63	1			3.08	0.60	1
On Campus Job								
(1) Yes	3.16	0.55	2			3.18	0.52	2
(2) No	3.06	0.68	1			3.09	0.65	1
Community Service								
(1) Yes	3.23	0.58	2			3.18	0.57	2
(2) No	2.99	0.68	1			3.06	0.65	1
Residential Setting								
(1) Off-Campus	3.11	0.74	2			3.16	0.69	2
(2) On-Campus	3.03	0.54	1			3.00	0.51	1
Involvement in College Organizations								
(1) Never	2.92	0.78	2,3,4,5			2.99	0.74	2,3,4,5
(2) Once	2.95	0.68	1,3,4,5			3.02	0.66	1,3,4,5
(3) Sometimes	3.02	0.60	1,2,4,5			3.09	0.59	1,2,4,5
(4) Many times	3.16	0.55	1,2,3,5			3.17	0.53	1,2,3,5
(5) Much of the time	3.37	0.52	1,2,3,4			3.27	0.52	1,2,3,4
Leadership Positions in College Organizations								
(1) Never	2.97	0.69	2,3,4,5			3.04	0.65	2,3,4,5
(2) Once	3.08	0.61	1,3,4,5			3.13	0.60	1,4,5
(3) Sometimes	3.14	0.55	1,2,4,5			3.14	0.55	1,4,5
(4) Many times	3.29	0.50	1,2,3,5			3.21	0.51	1,2,3,5
(5) Much of the time	3.52	0.48	1,2,3,4			3.34	0.51	1,2,3,4

Significance: p < .01

Spring 2011

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)					Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig			M	SD	Sig
Involvement in Off-Campus Organizations								
(1) Never	3.00	0.66	2,3,4,5			3.05	0.62	2,3,4,5
(2) Once	3.13	0.60	1,3,4,5			3.15	0.56	1,3,4,5
(3) Sometimes	3.17	0.61	1,2,4,5			3.17	0.58	1,2,4,5
(4) Many times	3.22	0.61	1,2,3,5			3.20	0.60	1,2,3,5
(5) Much of the time	3.34	0.62	1,2,3,4			3.28	0.62	1,2,3,4
Leadership Positions in Off-Campus Organizations								
(1) Never	3.02	0.65	2,3,4,5			3.08	0.61	2,3,4,5
(2) Once	3.19	0.60	1,3,4,5			3.17	0.58	1,4,5
(3) Sometimes	3.22	0.60	1,2,4,5			3.17	0.60	1,4,5
(4) Many times	3.32	0.59	1,2,3,5			3.21	0.61	1,2,3,5
(5) Much of the time	3.49	0.57	1,2,3,4			3.31	0.63	1,2,3,4
Participation in Student Groups								
Academic/Professional								
(1) Yes	3.21	0.60	2			3.20	0.57	2
(2) No	3.02	0.66	1			3.06	0.63	1
Art/Theater/Music								
(1) Yes	3.12	0.58	2			3.15	0.56	2
(2) No	3.08	0.66	1			3.10	0.63	1
Campus-Wide Programming								
(1) Yes	3.28	0.53	2			3.22	0.53	2
(2) No	3.06	0.66	1			3.09	0.63	1
Identity-Based								
(1) Yes	3.14	0.63	2			3.20	0.59	2
(2) No	3.07	0.65	1			3.09	0.62	1

Significance: p < .01

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Participation in Student Groups (continued)								
International Interest								
(1) Yes	3.15	0.59	2		3.19	0.56	2	
(2) No	3.08	0.66	1		3.10	0.62	1	
Honor Societies								
(1) Yes	3.21	0.62	2		3.23	0.58	2	
(2) No	3.05	0.65	1		3.08	0.62	1	
Media								
(1) Yes	3.20	0.57	2		3.19	0.55	2	
(2) No	3.07	0.66	1		3.10	0.62	1	
Military								
(1) Yes	3.27	0.69	2		3.07	0.71	2	
(2) No	3.08	0.65	1		3.11	0.61	1	
New Student Transition								
(1) Yes	3.28	0.55	2		3.21	0.54	2	
(2) No	3.06	0.66	1		3.09	0.63	1	
Resident Assistants								
(1) Yes	3.24	0.58	2		3.16	0.58	2	
(2) No	3.08	0.65	1		3.11	0.62	1	
Peer Helper								
(1) Yes	3.26	0.57	2		3.26	0.54	2	
(2) No	3.05	0.66	1		3.08	0.63	1	
Advocacy								
(1) Yes	3.27	0.56	2		3.28	0.56	2	
(2) No	3.07	0.65	1		3.10	0.62	1	
Political								
(1) Yes	3.29	0.58	2		3.23	0.57	2	
(2) No	3.06	0.65	1		3.10	0.62	1	

Significance: p < .01

Environments by Outcome Measures

National		Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig		M	SD	Sig	
Participation in Student Groups (continued)									
Religious									
(1) Yes		3.16	0.58	2		3.15	0.55	2	
(2) No		3.07	0.66	1		3.10	0.63	1	
Service									
(1) Yes		3.23	0.55	2		3.21	0.53	2	
(2) No		3.04	0.67	1		3.08	0.64	1	
Multi-Cultural Fraternities and Sororities									
(1) Yes		3.22	0.64	2		3.18	0.63	2	
(2) No		3.08	0.65	1		3.11	0.61	1	
Social Fraternities or Sororities									
(1) Yes		3.24	0.56	2		3.16	0.55	2	
(2) No		3.06	0.66	1		3.10	0.63	1	
Sports-Intercollegiate or Varsity									
(1) Yes		3.19	0.49	2		3.11	0.49		
(2) No		3.08	0.67	1		3.11	0.63		
Sports-Club									
(1) Yes		3.19	0.56	2		3.12	0.55		
(2) No		3.07	0.66	1		3.11	0.63		
Sports-Intramural									
(1) Yes		3.20	0.57	2		3.14	0.55	2	
(2) No		3.03	0.68	1		3.10	0.64	1	
Recreational									
(1) Yes		3.22	0.58	2		3.16	0.58	2	
(2) No		3.05	0.66	1		3.10	0.62	1	
Social/Special Interest									
(1) Yes		3.18	0.59	2		3.19	0.56	2	
(2) No		3.07	0.66	1		3.10	0.62	1	

Significance: p < .01

Spring 2011

Environments by Outcome Measures

National		Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig		M	SD	Sig	
Participation in Student Groups (continued)									
Student Governance									
(1) Yes		3.37	0.54	2		3.24	0.55	2	
(2) No		3.05	0.65	1		3.09	0.62	1	
Social Change Behaviors									
(1) Never		2.75	0.84	2,3,4		2.82	0.80	2,3,4	
(2) Once		2.98	0.65	1,3,4		3.04	0.62	1,3,4	
(3) Sometimes		3.22	0.55	1,2,4		3.21	0.54	1,2,4	
(4) Often		3.48	0.50	1,2,3		3.41	0.52	1,2,3	
Socio-Cultural Discussions									
(1) Never		2.76	0.92	2,3,4		2.69	0.89	2,3,4	
(2) Sometimes		2.86	0.69	1,3,4		2.90	0.64	1,3,4	
(3) Often		3.08	0.60	1,2,4		3.10	0.56	1,2,4	
(4) Very Often		3.34	0.58	1,2,3		3.36	0.56	1,2,3	
Campus Climate									
Belonging Climate									
(1) Strongly Disagree		2.67	1.03	2,3,4,5		2.53	1.03	2,3,4,5	
(2) Disagree		2.81	0.79	1,3,4,5		2.81	0.77	1,3,4,5	
(3) Neutral		2.86	0.71	1,2,4,5		2.91	0.68	1,2,4,5	
(4) Agree		3.07	0.58	1,2,3,5		3.11	0.55	1,2,3,5	
(5) Strongly Agree		3.46	0.52	1,2,3,4		3.43	0.50	1,2,3,4	
Non-Discriminatory Climate									
(1) Strongly Disagree		3.65	0.63	2,3,4,5		3.44	0.83	2,3,4,5	
(2) Disagree		3.23	0.65	1,3,4,5		3.14	0.69	1,3,4	
(3) Neutral		3.04	0.67	1,2,5		3.04	0.66	1,2,4,5	
(4) Agree		3.04	0.62	1,2,5		3.08	0.58	1,2,3,5	
(5) Strongly Agree		3.14	0.65	1,2,3,4		3.16	0.62	1,3,4	

Significance: p < .01

Spring 2011

Environments by Outcome Measures

National		Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig			M	SD	Sig	
Mentor Relationships										
Faculty/Instructor										
(1) Never		2.85	0.77	2,3,4			2.82	0.76	2,3,4	
(2) Once		3.02	0.65	1,3,4			3.03	0.61	1,3,4	
(3) Sometimes		3.09	0.59	1,2,4			3.12	0.54	1,2,4	
(4) Often		3.29	0.54	1,2,3			3.35	0.49	1,2,3	
Student Affairs Professional Staff										
(1) Never		3.06	0.68	2,3,4			3.08	0.65	2,3,4	
(2) Once		3.10	0.58	1,3,4			3.14	0.54	1,3,4	
(3) Sometimes		3.15	0.58	1,2,4			3.19	0.54	1,2,4	
(4) Often		3.38	0.56	1,2,3			3.37	0.52	1,2,3	
Employer										
(1) Never		3.07	0.69	2,3,4			3.04	0.68	2,3,4	
(2) Once		3.13	0.58	1,3,4			3.17	0.55	1,3,4	
(3) Sometimes		3.20	0.58	1,2,4			3.21	0.54	1,2,4	
(4) Often		3.36	0.59	1,2,3			3.34	0.57	1,2,3	
Community Member										
(1) Never		3.06	0.66	2,3,4			3.12	0.66	2,3,4	
(2) Once		3.18	0.57	1,4			3.18	0.55	1,3,4	
(3) Sometimes		3.20	0.59	1,4			3.22	0.55	1,2,4	
(4) Often		3.35	0.59	1,2,3			3.34	0.57	1,2,3	
Parent/Guardian										
(1) Never		2.92	0.87	2,3,4			2.95	0.82	2,3,4	
(2) Once		3.04	0.64	1,4			3.03	0.64	1,4	
(3) Sometimes		3.02	0.62	1,4			3.05	0.60	1,4	
(4) Often		3.16	0.59	1,2,3			3.19	0.54	1,2,3	

Significance: p < .01

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Mentor Relationships (continued)								
Other Student								
(1) Never	2.88	0.79	2,3,4		2.92	0.76	2,3,4	
(2) Once	3.06	0.65	1,4		3.09	0.60	1,3,4	
(3) Sometimes	3.07	0.60	1,4		3.11	0.56	1,2,4	
(4) Often	3.22	0.57	1,2,3		3.25	0.53	1,2,3	
Formal Leadership Training Experience								
Leadership Conference								
(1) Never	3.23	0.55	2,3,4		3.17	0.55	2,3,4	
(2) Once	3.27	0.55	1,3,4		3.21	0.54	1,3,4	
(3) Sometimes	3.40	0.52	1,2,4		3.27	0.53	1,2,4	
(4) Often	3.63	0.46	1,2,3		3.47	0.52	1,2,3	
Leadership Retreat								
(1) Never	3.26	0.55	2,3,4		3.20	0.55	3,4	
(2) Once	3.28	0.53	1,3,4		3.20	0.53	3,4	
(3) Sometimes	3.39	0.52	1,2,4		3.26	0.52	1,2,4	
(4) Often	3.64	0.47	1,2,3		3.48	0.52	1,2,3	
Leadership Lecture/Workshop Series								
(1) Never	3.21	0.55	2,3,4		3.16	0.55	2,3,4	
(2) Once	3.25	0.54	1,3,4		3.19	0.54	1,3,4	
(3) Sometimes	3.38	0.53	1,2,4		3.27	0.53	1,2,4	
(4) Often	3.58	0.49	1,2,3		3.43	0.53	1,2,3	
Positional Leader Training								
(1) Never	3.24	0.57	2,3,4		3.19	0.56	3,4	
(2) Once	3.28	0.54	1,3,4		3.20	0.55	3,4	
(3) Sometimes	3.40	0.50	1,2,4		3.25	0.51	1,2,4	
(4) Often	3.59	0.45	1,2,3		3.43	0.49	1,2,3	

Significance: p < .01

Environments by Outcome Measures

National	Leadership Efficacy				Complex Cognitive Skills			
	Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Formal Leadership Training Experience (continued)								
Leadership Course								
(1) Never	3.25	0.54	2,3,4		3.20	0.54	3,4	
(2) Once	3.28	0.55	1,3,4		3.21	0.55	3,4	
(3) Sometimes	3.40	0.52	1,2,4		3.27	0.53	1,2,4	
(4) Often	3.54	0.51	1,2,3		3.37	0.56	1,2,3	
Short-Term Service Immersion								
(1) Never	3.31	0.56	2,3,4		3.21	0.55	2,3,4	
(2) Once	3.28	0.53	1,3,4		3.24	0.52	1,3,4	
(3) Sometimes	3.35	0.51	1,2,4		3.28	0.51	1,2,4	
(4) Often	3.57	0.45	1,2,3		3.47	0.50	1,2,3	
Emerging or New leaders Program								
(1) Never	3.29	0.55	2,3,4		3.22	0.55	3,4	
(2) Once	3.32	0.53	1,3,4		3.21	0.53	3,4	
(3) Sometimes	3.41	0.52	1,2,4		3.31	0.52	1,2,4	
(4) Often	3.55	0.46	1,2,3		3.42	0.51	1,2,3	
Living-Learning Leadership Program								
(1) Never	3.31	0.55	3,4		3.23	0.54	3,4	
(2) Once	3.30	0.54	3,4		3.21	0.55	3,4	
(3) Sometimes	3.37	0.51	1,2,4		3.26	0.54	1,2,4	
(4) Often	3.54	0.53	1,2,3		3.41	0.56	1,2,3	
Peer Leadership Educator Program								
(1) Never	3.29	0.55	3,4		3.22	0.54	3,4	
(2) Once	3.30	0.54	3,4		3.21	0.54	3,4	
(3) Sometimes	3.42	0.51	1,2,4		3.31	0.52	1,2,4	
(4) Often	3.58	0.49	1,2,3		3.43	0.55	1,2,3	

Significance: p < .01

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Formal Leadership Training Experience (continued)								
Outdoor Leadership Program								
(1) Never	3.31	0.55	3,4		3.23	0.54	4	
(2) Once	3.31	0.56	3,4		3.23	0.55	4	
(3) Sometimes	3.38	0.53	1,2,4		3.25	0.55	4	
(4) Often	3.58	0.51	1,2,3		3.42	0.55	1,2,3	
Women's Leadership Program								
(1) Never	3.32	0.55	4		3.23	0.55	4	
(2) Once	3.30	0.52	4		3.22	0.53	4	
(3) Sometimes	3.33	0.53	4		3.25	0.54	4	
(4) Often	3.59	0.47	1,2,3		3.49	0.51	1,2,3	
Multicultural Leadership Program								
(1) Never	3.31	0.54	3,4		3.22	0.54	2,3,4	
(2) Once	3.30	0.57	3,4		3.25	0.55	1,4	
(3) Sometimes	3.36	0.55	1,2,4		3.27	0.57	1,4	
(4) Often	3.58	0.51	1,2,3		3.49	0.53	1,2,3	
Formal Leadership Training Education								
Leadership Certificate Program								
(1) Yes	3.38	0.55	2		3.28	0.56	2	
(2) No	3.31	0.54	1		3.23	0.54	1	
Leadership Capstone Experience								
(1) Yes	3.41	0.54	2		3.30	0.56	2	
(2) No	3.31	0.55	1		3.23	0.54	1	
Leadership Minor								
(1) Yes	3.36	0.57	2		3.25	0.59		
(2) No	3.32	0.54	1		3.23	0.54		

Significance: p < .01

Environments by Outcome Measures

National		Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig		M	SD	Sig	
Formal Leadership Training Education (continued)									
Leadership Major									
(1) Yes		3.35	0.57			3.26	0.60		
(2) No		3.32	0.54			3.23	0.54		
Academic College Experiences									
Study Abroad									
(1) Yes		3.16	0.54	2		3.23	0.50	2	
(2) No		3.07	0.66	1		3.09	0.63	1	
Experienced Internship									
(1) Yes		3.23	0.58	2		3.24	0.55	2	
(2) No		3.00	0.68	1		3.03	0.64	1	
Learning Community Participant									
(1) Yes		3.19	0.60	2		3.20	0.57	2	
(2) No		3.06	0.66	1		3.08	0.62	1	
Living-Learning Program									
(1) Yes		3.19	0.60	2		3.18	0.57	2	
(2) No		3.07	0.65	1		3.10	0.62	1	
Research with a Faculty Member									
(1) Yes		3.22	0.60	2		3.26	0.58	2	
(2) No		3.06	0.65	1		3.08	0.62	1	
First-Year or Freshman Seminar Course									
(1) Yes		3.10	0.57	2		3.12	0.54	2	
(2) No		3.07	0.72	1		3.10	0.69	1	
Senior Capstone Participant									
(1) Yes		3.26	0.56	2		3.31	0.53	2	
(2) No		3.06	0.66	1		3.08	0.62	1	

Significance: p < .01

Spring 2011

Environments by Outcome Measures

National		Leadership Efficacy				Complex Cognitive Skills			
		Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
		M	SD	Sig			M	SD	Sig
Academic Major									
Agriculture									
(1) Yes		3.13	0.88				3.06	0.88	2
(2) No		3.08	0.65				3.11	0.61	1
Architecture/Urban Planning									
(1) Yes		3.09	0.74				3.18	0.70	2
(2) No		3.08	0.65				3.11	0.61	1
Biological/Life Sciences									
(1) Yes		3.01	0.64	2			3.08	0.60	2
(2) No		3.09	0.65	1			3.11	0.62	1
Business									
(1) Yes		3.18	0.63	2			3.09	0.61	2
(2) No		3.07	0.65	1			3.11	0.62	1
Communication									
(1) Yes		3.17	0.61	2			3.16	0.58	2
(2) No		3.08	0.65	1			3.11	0.62	1
Computer and Information Sciences									
(1) Yes		2.95	0.76	2			3.00	0.74	2
(2) No		3.09	0.65	1			3.11	0.61	1
Education									
(1) Yes		3.14	0.59	2			3.11	0.55	
(2) No		3.08	0.65	1			3.11	0.62	
Engineering									
(1) Yes		3.11	0.73	2			3.06	0.74	2
(2) No		3.08	0.64	1			3.11	0.61	1

Significance: p < .01

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)		
	M	SD	Sig		M	SD	Sig
Academic Major (continued)							
Ethnics, Cultural Studies, and Area Studies							
(1) Yes	3.12	0.74			3.24	0.70	2
(2) No	3.08	0.65			3.11	0.62	1
Foreign Languages and Literature							
(1) Yes	2.95	0.67	2		3.07	0.62	2
(2) No	3.09	0.65	1		3.11	0.62	1
Health-Related Fields							
(1) Yes	3.06	0.62	2		3.14	0.57	2
(2) No	3.09	0.65	1		3.11	0.62	1
Humanities							
(1) Yes	3.03	0.62	2		3.18	0.59	2
(2) No	3.09	0.65	1		3.10	0.62	1
Liberal/General Studies							
(1) Yes	3.02	0.81	2		3.07	0.75	2
(2) No	3.09	0.65	1		3.11	0.61	1
Mathematics							
(1) Yes	2.98	0.63	2		3.02	0.59	2
(2) No	3.09	0.65	1		3.11	0.62	1
Multi/Interdisciplinary Studies							
(1) Yes	3.13	0.60	2		3.20	0.58	2
(2) No	3.08	0.65	1		3.11	0.62	1
Parks, Recreation, Leisure Studies, Sports Management							
(1) Yes	3.19	0.66	2		3.07	0.63	
(2) No	3.08	0.65	1		3.11	0.62	
Physical Sciences							
(1) Yes	2.96	0.66	2		3.06	0.63	2
(2) No	3.09	0.65	1		3.11	0.61	1

Significance: p < .01

Spring 2011

Environments by Outcome Measures

National	Leadership Efficacy Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)				Complex Cognitive Skills Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)			
	M	SD	Sig		M	SD	Sig	
Academic Major (continued)								
Pre-Professional								
(1) Yes	3.10	0.62			3.09	0.59		
(2) No	3.08	0.65			3.11	0.62		
Public Administration								
(1) Yes	3.21	0.69	2		3.12	0.70		
(2) No	3.08	0.65	1		3.11	0.61		
Social Sciences								
(1) Yes	3.10	0.64	2		3.19	0.59	2	
(2) No	3.08	0.65	1		3.09	0.62	1	
Visual and Performing Arts								
(1) Yes	3.04	0.62	2		3.14	0.57	2	
(2) No	3.09	0.65	1		3.11	0.62	1	
Undecided								
(1) Yes	2.75	0.67	2		2.78	0.63	2	
(2) No	3.09	0.65	1		3.12	0.61	1	

Significance: p < .01

Sub-Study Outcome Measure Scores and Comparisons

University of California San Diego	M	SD	MSL National Sample				Size Peers: Large				Control Peers: Public				Carnegie Peers: Very High Research				Selectivity Peers: Highly Competitive			
			M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																						
Mentoring Outcomes: Leadership Empowerment	**3.66**	**1.23**	3.71	0.82			3.70	1.17			3.70	1.07			3.71	1.09			3.71	0.92		
Mentoring Outcomes: Personal Development	**4.01**	**0.92**	4.09	0.60	S	○	4.08	0.85	S	○	4.08	0.78	S	○	4.08	0.79	S	○	4.07	0.65		
Scored on a 4-point scale ranging from Never (1) to Very Often (4)																						
Spirituality: Search for Meaning	**2.60**	**1.18**	2.60	0.80			2.60	1.12			2.59	1.03			2.60	1.06			2.58	0.90		
Scored on a 5-point scale ranging from Does Not Describe Me Well (1) to Describes Me																						
Social Perspective-Taking	**3.73**	**0.82**	3.71	0.60			3.71	0.85			3.72	0.78			3.70	0.80			3.68	0.68		
Scored on a 7-point scale ranging from Strongly Disagree (1) to Strongly Agree (7)																						
Private Collective Racial Esteem	**5.47**	**1.54**	5.53	1.09			5.53	1.54			5.53	1.41			5.53	1.45			5.52	1.22		
Public Collective Racial Esteem	**4.90**	**1.69**	4.99	1.14			4.99	1.61			4.98	1.47			5.02	1.53	S	▪	5.06	1.28	S	○
Membership Collective Racial Esteem	**4.91**	**1.53**	5.08	1.02	S	○	5.07	1.44	S	○	5.07	1.32	S	○	5.08	1.37	S	○	5.08	1.14	S	○
Importance to Identity	**3.94**	**2.16**	3.56	1.39	S	○	3.56	1.97	S	○	3.56	1.79	S	○	3.54	1.87	S	○	3.54	1.59	S	○

Significance: S = p < .01   **Effect Sizes:** Trivial -   Small ○   Moderate ◐   Large ●

Respondent Distributions Across Variables

University of California San Diego				
Student Characteristics	**N**	**Student Characteristics**		**N**
Gender		*Transfer Status*		
(1) Male	317	(1) Non-Transfer Student		591
(2) Female	460	(2) Transfer Student		190
Race		*Enrollment Status*		
(1) White	205	(1) Full-Time		772
(2) Middle Eastern	.	(2) Part-Time		.
(3) African American/Black	.	*Political Views*		
(4) American Indian	.	(1) Very Liberal		69
(5) Asian American	361	(2) Liberal		268
(6) Latino	59	(3) Moderate		330
(7) Multiracial	119	(4) Conservative		102
(8) Not Included	17	(5) Very Conservative		.
Class Standing		*GPA Estimate*		
(1) First-Year	207	(1) 3.50 - 4.00		258
(2) Sophomore	183	(2) 3.00 - 3.49		307
(3) Junior	232	(3) 2.50 - 2.99		165
(4) Senior+	157	(4) 2.00 - 2.49		42
Sexual Orientation		(5) 1.99 or less		.
(1) Heterosexual	698	(6) No college GPA		.
(2) Bisexual, Gay/Lesbian, Questioning	49	*Educational Generation Status*		
(3) Rather Not Say	30	(1) First Generation		175
Age		(2) Non-First Generation		582
(1) Traditional (Under 24)	707	*Disability Status*		
(2) Non-Traditional (24 or Older)	70	(1) Reported Disability		55
		(2) No Reported Disability		722

Respondent Distributions Across Variables

University of California San Diego				
Student Characteristics	**N**	**Student Characteristics**		**N**
Off-Campus Job		*Involvement in Off-Campus Organizations*		
(1) Yes	124	(1) Never		536
(2) No	657	(2) Once		47
On Campus Job		(3) Sometimes		95
(1) Yes	173	(4) Many times		39
(2) No	608	(5) Much of the time		64
Community Service		*Leadership Positions in Off-Campus Organizations*		
(1) Yes	289	(1) Never		637
(2) No	492	(2) Once		38
Residential Setting		(3) Sometimes		53
(1) Off-Campus	361	(4) Many times		25
(2) On-Campus	416	(5) Much of the time		28
Involvement in College Organizations				
(1) Never	160			
(2) Once	98			
(3) Sometimes	230			
(4) Many times	123			
(5) Much of the time	170			
Leadership Positions in College Organizations				
(1) Never	459			
(2) Once	78			
(3) Sometimes	94			
(4) Many times	58			
(5) Much of the time	92			

Respondent Distributions Across Variables

University of California San Diego

Student Characteristics	N	Student Characteristics	N
Participation in Student Groups		New Student Transition	
Academic/Professional		(1) Yes	82
(1) Yes	251	(2) No	699
(2) No	530	Resident Assistants	
Art/Theater/Music		(1) Yes	30
(1) Yes	126	(2) No	750
(2) No	655	Peer Helper	
Campus-Wide Programming		(1) Yes	118
(1) Yes	94	(2) No	663
(2) No	687	Advocacy	
Identity-Based		(1) Yes	50
(1) Yes	187	(2) No	731
(2) No	594	Political	
International Interest		(1) Yes	40
(1) Yes	107	(2) No	741
(2) No	674	Religious	
Honor Societies		(1) Yes	147
(1) Yes	98	(2) No	634
(2) No	683	Service	
Media		(1) Yes	162
(1) Yes	60	(2) No	619
(2) No	720	Multi-Cultural Fraternities and Sororities	
Military		(1) Yes	33
(1) Yes	.	(2) No	748
(2) No	772		

Respondent Distributions Across Variables

University of California San Diego

Student Characteristics	N
Participation in Student Groups (continued)	
Social Fraternities or Sororities	
(1) Yes	65
(2) No	716
Sports-Intercollegiate or Varsity	
(1) Yes	59
(2) No	722
Sports-Club	
(1) Yes	98
(2) No	683
Sports-Intramural	
(1) Yes	194
(2) No	587
Recreational	
(1) Yes	187
(2) No	594
Social/Special Interest	
(1) Yes	94
(2) No	687
Student Governance	
(1) Yes	73
(2) No	708
Social Change Behaviors	
(1) Never	67
(2) Once	391
(3) Sometimes	237
(4) Often	85

Student Characteristics	N
Socio-Cultural Discussions	
(1) Never	15
(3) Sometimes	203
(4) Often	362
(5) Very Often	200
Campus Climate	
Belonging Climate	
(1) Strongly Disagree	.
(2) Disagree	48
(3) Neutral	213
(4) Agree	404
(5) Strongly Agree	100
Non-Discriminatory Climate	
(1) Strongly Disagree	.
(2) Disagree	23
(3) Neutral	159
(4) Agree	323
(5) Strongly Agree	271
Mentor Relationships	
Faculty/Instructor	
(1) Never	.
(2) Once	60
(3) Sometimes	156
(4) Often	81

Respondent Distributions Across Variables

| University of California San Diego | | | | |

Student Characteristics	N		Student Characteristics	N
Mentor Relationships (continued)			*Formal Leadership Training Experience*	
Student Affairs Professional Staff			Leadership Conference	
(1) Never	.		(1) Never	63
(2) Once	54		(2) Once	69
(3) Sometimes	115		(3) Sometimes	39
(4) Often	38		(4) Often	18
Employer			Leadership Retreat	
(1) Never	.		(1) Never	79
(2) Once	23		(2) Once	51
(3) Sometimes	83		(3) Sometimes	39
(4) Often	58		(4) Often	20
Community Member			Leadership Lecture/Workshop Series	
(1) Never	.		(1) Never	63
(2) Once	26		(2) Once	38
(3) Sometimes	70		(3) Sometimes	56
(4) Often	47		(4) Often	32
Parent/Guardian			Positional Leader Training	
(1) Never	.		(1) Never	103
(2) Once	.		(2) Once	28
(3) Sometimes	165		(3) Sometimes	36
(4) Often	283		(4) Often	22
Other Student			Leadership Course	
(1) Never	.		(1) Never	111
(2) Once	36		(2) Once	34
(3) Sometimes	211		(3) Sometimes	34
(4) Often	189		(4) Often	.

Respondent Distributions Across Variables

University of California San Diego				
Student Characteristics	**N**		**Student Characteristics**	**N**
Formal Leadership Training Experience (continued)			Outdoor Leadership Program	
Short-Term Service Immersion			(1) Never	170
(1) Never	146		(2) Once	.
(2) Once	22		(3) Sometimes	.
(3) Sometimes	15		(4) Often	.
(4) Often	.		Women's Leadership Program	
Emerging or New leaders Program			(1) Never	168
(1) Never	141		(2) Once	.
(2) Once	24		(3) Sometimes	.
(3) Sometimes	.		(4) Often	.
(4) Often	.		Multicultural Leadership Program	
Living-Learning Leadership Program			(1) Never	146
(1) Never	166		(2) Once	20
(2) Once	.		(3) Sometimes	18
(3) Sometimes	.		(4) Often	.
(4) Often	.		*Formal Leadership Training Education*	
Peer Leadership Educator Program			Leadership Certificate Program	
(1) Never	149		(1) Yes	43
(2) Once	18		(2) No	146
(3) Sometimes	.		Leadership Capstone Experience	
(4) Often	.		(1) Yes	.
			(2) No	177

Respondent Distributions Across Variables

University of California San Diego				
Student Characteristics	**N**		**Student Characteristics**	**N**
Formal Leadership Training Education (continued)			First-Year or Freshman Seminar Course	
Leadership Minor			(1) Yes	294
(1) Yes	.		(2) No	487
(2) No	183		Senior Capstone Participant	
Leadership Major			(1) Yes	52
(1) Yes	.		(2) No	729
(2) No	183		*Academic Major*	
Academic College Experiences			Agriculture	
Study Abroad			(1) Yes	.
(1) Yes	68		(2) No	777
(2) No	713		Architecture/Urban Planning	
Experienced Internship			(1) Yes	.
(1) Yes	263		(2) No	769
(2) No	518		Biological/Life Sciences	
Learning Community Participant			(1) Yes	162
(1) Yes	88		(2) No	615
(2) No	693		Business	
Living-Learning Program			(1) Yes	46
(1) Yes	45		(2) No	731
(2) No	736		Communication	
Research with a Faculty Member			(1) Yes	28
(1) Yes	105		(2) No	749
(2) No	676			

Respondent Distributions Across Variables

University of California San Diego	
Student Characteristics	**N**
Academic Major (continued)	
Computer and Information Sciences	
(1) Yes	32
(2) No	745
Education	
(1) Yes	.
(2) No	774
Engineering	
(1) Yes	123
(2) No	654
Ethnics, Cultural Studies, and Area Studies	
(1) Yes	.
(2) No	771
Foreign Languages and Literature	
(1) Yes	.
(2) No	771
Health-Related Fields	
(1) Yes	.
(2) No	768
Humanities	
(1) Yes	36
(2) No	741
Liberal/General Studies	
(1) Yes	.
(2) No	777
Mathematics	
(1) Yes	21
(2) No	756

Student Characteristics	N
Multi/Interdisciplinary Studies	
(1) Yes	26
(2) No	751
Parks, Recreation, Leisure Studies, Sports Management	
(1) Yes	.
(2) No	777
Physical Sciences	
(1) Yes	32
(2) No	745
Pre-Professional	
(1) Yes	35
(2) No	742
Public Administration	
(1) Yes	.
(2) No	777
Social Sciences	
(1) Yes	161
(2) No	616
Visual and Performing Arts	
(1) Yes	22
(2) No	755
Undecided	
(1) Yes	21
(2) No	756

Spring 2011

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	First-year	being able to take initiative and having charisma
Male	First-year	The ability for others to trust an individual and follow them.
Male	First-year	Being able to direct a collective unit in cohesion in accomplishing a task.
Male	First-year	leading skill
Male	First-year	takes confidence
Male	First-year	A being that understands the environment well, survive rigorous obstacles, and make risks knowing it is worth the time and value.
Male	First-year	Ability to effectively lead a group of people to a common goal
Male	First-year	To take a control of a situation and lead a group of people to solve the problem.
Male	First-year	Good leadership means that someone can successfully lead other people.
Male	First-year	The person that takes the initiative to do something and has the ability to mobilize other people to agree with him/her and help with the project, cause, etc.
Male	First-year	Leadership is the ability to guide people to change the world for the better utilizing an individuals personal and moral belief or a common goal they are passionate about.
Male	First-year	Leadership means being able to have a group of people look up to you for structure and direction
Male	First-year	a position held by someone where the responsibility of that person is to lead the group towards the group's goals.
Male	First-year	Taking a stand for a cause or a project where others would not and accomplishing the goal set out before you.
Male	First-year	The ability to take charge, set an example, and coordinate and organize the efforts of a group of people working towards a specific goal or set of specific goals.
Male	First-year	Leadership is the ability to lead the others, help the others when they fall, accompany the others when they are down.
Male	First-year	serving.
Male	First-year	Leadership is when a person takes lead in projects and other activities
Male	First-year	The ability to motivate and inspire others.
Male	First-year	embodying a dedication to the well being of the greater community. maintaining a strong sense of values that can lead other people to a common goal.
Male	First-year	It means being a good role model to someone else. Taking the initiative and making sure everyone is on task
Male	First-year	added responsibility to make decisions for a group
Male	First-year	role model, take initiative, actions over words
Male	First-year	Leadership is the ability to get everyone to work together toward a common goal
Male	First-year	one being able to influence others
Male	First-year	directing the group in the right path
Male	First-year	The ability to bring positive change in your environment.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	First-year	Being a representative of the group you are a part of.
Male	First-year	leading people for a common good
Male	First-year	I find leadership to mean the ability to say yes to a collective decision even when it does not directly coincide with your outlook on the situation (but is not in conflict with your beliefs). Leadership stems from hardship and the capacity to face any struggle with a stable mind and strong spirit.
Male	First-year	to lead others for a common goal
Male	First-year	Serving the team to best propel the advancement of your group's goals.
Male	First-year	Leadership is something that everyone needs.
Male	First-year	The ability to unite a group so that it moves as a unit towards a singular goal. It means being a good ambassador for a group, whether it be an age group, race, club or school. It means leaving things better than how they were found.
Male	First-year	Leadership is the ability one has to help and influence others around him/her.
Male	First-year	Leading others appropriately; being the guiding light for those that need it.
Male	First-year	How well one can teach followers to do what he/she wants them to do
Male	First-year	When a person, the leader, is able to gain the respect of his peers through positive actions. In the end, this person is able to be trusted by his peers without second thoughts.
Male	First-year	Leadership is the ability to coerce others into following a specific path to complete a goal, either aforementioned or unmentioned, that one has set. It is the ability to make other want to follow you and your vision.
Male	First-year	Leadership is the act of organizing others for a common goal
Male	First-year	Achieving greatness, soemthing greater than sum of parts.
Male	First-year	Leading people. Being a role model
Male	First-year	Leadership means that one can rise above others lead a group of others with a common goal to success.
Male	First-year	To be encouraging and supporting. To be able to delegate a group of people and create new leaders. To create integrity and unity within a group of people.
Male	First-year	Leadership means being able to organize and direct others towards a common goal.
Male	First-year	Leaderships means the ability and skills to lead others in time of need.
Male	First-year	The ability to guide others and the ability to present yourself as someone who can be trusted to conduct an action in behalf of a group or an organization
Male	First-year	leadership is the ability to influence and show other people that you are a leader. Leadership requires sacrifice and it requires a lot of patience. Leadership is a skill that not a lot of people have.
Male	First-year	Being able to accept differences and work towards a common goal.
Male	First-year	Leadership is the ability to put aside individual desires and make a better judgment for a group as a whole.
Male	First-year	Leadership is the ability to direct and guide others towards accomplishing a goal in such a way that fosters respect, accountability, and efficiency.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	First-year	Lead a group to Finish a mission
Male	First-year	It means to provide a good example of going about things so that other can see that example and follow it.
Male	First-year	Guiding and commanding a group while being independent
Male	First-year	Leadership - when a person is able to collaborate with others on achieving a goal by giving direction.
Male	First-year	Leadership is being able to set yourself apart from others. Others look up to a leader, and strive to become like the leader. The leader is morally righteous and is bold.
Male	First-year	The ability to effective lead a group whilst maintaining group cohesion and boosting morale. Also to be able to have a clear goal and a way to get there.
Male	First-year	Leadership means organizing the collective talents of a group to produce the optimal and desired result.
Male	First-year	The ability to manage a group of people to cooperate and work together to create a friendly working environment.
Male	First-year	To me, leadership means bringing people together to focus on a common goal, and working towards achieving that goal.
Male	First-year	An individual who inspires and guides other people.
Male	First-year	Integral guidance to help others and a cause beyond one's own self.
Male	First-year	Leadership is like a pastor leading his sheeps
Male	First-year	Leadership is the ability to take control of a group of people and show them a path to their goal
Male	First-year	Leadership is to lead a group of individuals with confidence in the right direction and not letting them down. It means to keep on persuading them and not let them fall behind. It means to always take initative in whatever the project is and to make sure that project is complete well and on time.
Male	First-year	Having the trust of your peers.
Male	First-year	The capacity to gear others towards a common goal.
Male	First-year	Leadership is the ability to get others to do things they didn't originally want to or know how to do
Female	First-year	The action and ability to work with others and direct them towards a common goal.
Female	First-year	Leadership means being assertive while still being open to listen to other peoples' input in order to make the group grow.
Female	First-year	influencing others to accomplish a common goal while taking initiative to organize and instruct others
Female	First-year	Leadership is when someone is able to lead others because they strongly believe in something and are not afraid that others might disagree.
Female	First-year	Leadership taking action to create cohesion, involvement, and progress in a group.
Female	First-year	Taking initiative in a group and providing an example for others to follow.
Female	First-year	to lead others in such a way to provide guidance
Female	First-year	Being able to guide people without taking complete control over a project
Female	First-year	Leadership is the ability to set a direction while encouraging and inspiring others
Female	First-year	Leadership means the ability to encourage others to do better and be more efficient in everything, or whatever the common goal is.

Spring 2011

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	First-year	Leadership is committing oneself to a group of people and guiding them to a common path and at the same time inspire them to become better people.
Female	First-year	Leadership means being confident of who you are and heping those who need help. Being able to communicate effectively with others.
Female	First-year	Leadership encompasses a variety of ideals. I believe that one needs to have confidence in their own ability to lead before other will. This confidence, however, must be entwined with the acceptance of the abilites of others.
Female	First-year	Leadership seems to mean the ability of an individual to take an initiative and lead a group in expressing their ideas, goals, and aspirations. A leader gets people to come together and follow through on projects.
Female	First-year	leading a group of people taking action, making a difference in the community
Female	First-year	Leadership is an opportunity to give back to the community.
Female	First-year	Being able to guide a group of people to accomplish a greater cause.
Female	First-year	To me, leadership means offering a good role model to one's people and the ability to make decisions that will benefit the general public.
Female	First-year	Leadership is passion, drive, and initiative towards a goal.
Female	First-year	Taking action to guide others.
Female	First-year	Leading otheres
Female	First-year	Taking initiative to drive positive improvement.
Female	First-year	The ability to get others to work effectively together to reach a common goal.
Female	First-year	Leadership means the willingness to listen to other points of view and from this knowledge steer a group of people towards the direction of what needs to be accomplished in the most timely and cooperative manner.
Female	First-year	the ability to lead and guide a group of people to do something
Female	First-year	The idea of wanting to make a difference by leading others.
Female	First-year	Leadership does not mean just taking action and initiative; it means actively striving to be the change you want to see in the world.
Female	First-year	Team leadership means being involved within the community that you live. Whether that be in your school, neighborhood, or workplace. Being involved requires dedication and hard work. It requires that you initially want to be a leader rather than feeling like you are forced into such a duty.
Female	First-year	people can aid and support the group in the accomplishment of a common task.
Female	First-year	Leadership is the ability to utilize your individual strength, perseverance, responsibility and passion for life in the effort to lead individuals to a common goal.
Female	First-year	Leadership means that one is able to understand, empathize, and cooperative with those that one is leading. Leadership is more than just directing a collective group of individual, because being a leader also means that one has to bring the group together and respect each individual in of himself/herself.
Female	First-year	Leadership means to combine both personal and collective thoughts about community, service, and being a role model in order to better serve the surrounding community through projects, volunteer work, and outreach efforts.
Female	First-year	Leadership means that one is capable of organizing and putting together a group to aim towards a common goal.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	First-year	Leadership means being a model to a group. Leadership means owning up to responsibility, setting precedent through words and action, and guiding people who may hold different beliefs or perspectives.
Female	First-year	Leadership is the skill to lead others without taking advantage of power and fear.
Female	First-year	A person with leadership guides and supports other members of the community or organization.
Female	First-year	Being able to give instruction and motivation to others in order to pursue a common goal
Female	First-year	The ability to guide others in an organized manner
Female	First-year	leadership is a quality not many people have. one must have initiation, and be capable of telling people how to do things for a comon goal.
Female	First-year	Leadership means to have the ability to organize and initiate such things as projects, groups, organizations, etc..
Female	First-year	An individual's ability to aid and lead a group towards a common goal
Female	First-year	being in a postion to lead a group in order to accomplish something
Female	First-year	Leadership means taking on responsibility for not only yourself but of others as well. It also means leading and guiding others to the proper goal.
Female	First-year	Taking control and knowing what's best for group as a whole.
Female	First-year	leadership teach me how to be a better person. it will be really useful during my lifetime.
Female	First-year	It means being able to connect with others and work together for a common goal.
Female	First-year	Leadership means to have the capability of leading others in the right direction. Being able to positively influence others is the most significant quality a leader should have.
Female	First-year	leadership means the ability to initiate something
Female	First-year	Confidence in one's abilities to oversee and direct a group project, One who will listen to both sides but can make a hard decision when it comes down to it.
Female	First-year	leadership is a quality that can be acted out not only as a 'leader' of a group but also as a subordinate. It is a quality that helps the society up and running.
Female	First-year	Leadership is a characteristic that a leader would have if they are nice, open to all opinion and combining them to make something great, and someone who take initiative to get things done as well as creating a working environment for the group.
Female	First-year	The term leadership means responsibility and perserverance.
Female	First-year	being able to assert your opinions and listen to others' opinions as well in accomplishing a common goal
Female	First-year	taking responsibility
Female	First-year	Leadership is the ability to lead a group in a positive way and to accomplish a group's goals.
Female	First-year	Leadership means being able to get out of your comfort zone and help make the commmunity a better place, by engaging in activities and participating as much as possible.
Female	First-year	Leadership means the ability to govern others, take initiative in forming plans to reach a common goal, and dealing with conflicts that may arise.
Female	First-year	The ability to take charge of any situation and make the best out of any compromising or difficult endeavor

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	First-year	Someone who has leadership is able to take initiative and guide others in the right path in order to reach a goal, as well as assist them in reaching it.
Female	First-year	Leadership is being in charge of a group of people and directing their focus and energies toward a defined, common goal.
Female	First-year	leadership is the ability to direct a community of people in a certain direction
Female	First-year	the ability to guide and motivate others toward a common goal
Female	First-year	Leadership means being able to lead a group of people, and still be able to respect and listen to what others have to say. Leadership consists of motivating others and yourself to do whats right and help others grow as you grow with your surroundings
Female	First-year	Being able to collectively unite a group of people and aim to achieve one goal.
Female	First-year	Ability to gather forces together for a cause.
Female	First-year	A leader is someone who not only takes charge of a situation and/or a group, but also does the right thing by those they're leading. Leading by example is a huge part of being a leader.
Female	First-year	Leadership means the ability to pull people together and work towards a common effort or goal.
Female	First-year	Leadership is a role where one guides a group, either literally or figuratively, towards a goal or understanding.
Female	First-year	capable of leading others and taking initiative in important ideas. Able to answer questions when members ask and is nice and there for them
Female	First-year	Leadership means knowing and understanding other people and guiding them through.
Female	First-year	Leadership means a person who helps accomplish a common goal of a certain group.
Female	First-year	Leadership is recognizing a need, making a goal, and organizing a group to achieve it.
Female	First-year	setting an example for others to follow
Female	First-year	Leadership is when one acts to lead and take charge a group of people. A leader is respected, and he/she respects others. Leaders must be responsible, positive, and most importantly confident.
Female	First-year	Leadership is influencing others to do what needs to be done.
Female	First-year	Leadership means to be confident in who you are while leading others.
Female	First-year	Being at the head of a group or organization or having others look to you for direction and making wise decisions in that position
Female	First-year	The ability to guide others in tasks efficiently and effectively
Female	First-year	Leadership is leading by example.
Female	First-year	Leadership is the ability to meaningfully implement change in an organization or group, and the ability to help unite a group of people behind a certain issue.
Female	First-year	I think leadership is when you are able to lead a group of people to discuss and exchange ideas.
Female	First-year	Leadership means being able to unite a group towards a common goal while taking into account everyone's viewpoints and opinions,
Female	First-year	Having a position of power in an organization that exceeds that of its other members. This may be consensual, because one is good at influencing other members of the organization and therefore setting its agenda, or otherwise.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	First-year	Leadership is the virtue one has to willingly take full responsibility of directing a group to better improve every member of that group, with confidence and willingness to withstand failures and mistakes, no matter what.
Female	First-year	Leadership means leading by example and getting work done.
Female	First-year	Leadership means uniting a group of people towards a common goal.
Female	First-year	lead people and make them trust you.
Female	First-year	having confidence to organize a group of people towards a common goal
Female	First-year	putting others before you to lead and help others participate in the community
Female	First-year	Leadership is being organized and responsible, setting a good example and being respectable while at the same time respecting the opinions of others and being open to new ideas.
Female	First-year	Leadership is the ability to be a good example to others & influence them positively.
Female	First-year	The ability to not only lead others, but lead yourself when making decisions.
Female	First-year	The ability to rise to the occasion to lead others. A leader is not afraid to express his or her own opinions while compassionate and open to other varying beliefs.
Female	First-year	Guiding others in a task or thought process, whether in a group or individualized setting
Female	First-year	It means to be able to lead a group of people while striving for a common goal.
Female	First-year	To be strong and confident in your abilities to lead others towards a goal.
Female	First-year	to be able to take a stand for what you believe is important to you and be able to translate that passion toward others to follow in your footsteps.
Female	First-year	leadership means to take an active role in doing things that i an enthusiatic with, and being equipped wiht the ability to infuence others with my actions and opinions.
Female	First-year	Leadership is the ability to bring people together and maximize on their individual talents to achieve a common goal
Female	First-year	The ability to lead others in a group and the ability to work with others.
Female	First-year	Leadership is the ability of an individual to take initiative into completing/doing something without being asked to do so.
Female	First-year	The ability to make and execute sound decisions that are based on reason, logic, and rationality. And also the ability to be open to new or different ideas, opinions, and values.
Female	First-year	Leadership means to have a good sense of responsibility in order to coordinate a group objective or goal.
Female	First-year	A leader is someone who can organize, compromise, and inspire people to work towards a common goal. They delegate and use their skills in order to work more efficiently.
Female	First-year	The ability to guide people well.
Female	First-year	A skill of leading a group and cooperate together to achieve a common goal

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	First-year	Leadership is all about the consideration and effort that caring individuals put into making their community or the world in general a better place. Leadership is seen in society's role models like teachers or law enforcers, and it is also present among high school children who commit to volunteering or service group projects. In all, leadership can take many different forms, but when executed correctly, leadership is what makes the world better for all living creatures.
Female	First-year	leadership means to put yourself aside for the collective benefit of others.
Female	First-year	self-agency
Female	First-year	Allowing/showing everyone how to grow through orchestrated smaller tasks
Female	First-year	leadership is the act to assist others accomplish a goal, is courage and wisdom. leadership is only found in those who want change to be done.
Female	First-year	It means having the ability to make decisions that pertains to more than just yourself and to organize others without making anyone feel inferior.
Female	First-year	Leadership means being able to take initiative, accept and carry on a great amount of responsibility and help a group to work toward a common goal.
Female	First-year	Leadership means working together and team building for the better of society.
Female	First-year	leading by example
Female	First-year	peacefully and effectively cooperating with a team
Female	First-year	Being the leader of a team or group that has a common purpose
Female	First-year	being able to effectively take charge of a group of people without being forceful
Male	Sophomore	Respectfully leading a group of peers to complete a common goal
Male	Sophomore	Taking responsibility for a group of people and providing direction for that group
Male	Sophomore	Leadership is basically the ability to listen, learn, adapt and influence a group of people and guide them to obtaining a single goal.
Male	Sophomore	Leaders induce followers to act for certain goals that represent the values and motivations, the wants and needs, the apirations and expectations of both leaders and followers.
Male	Sophomore	Leadership is identifying goals and accomplishing them.
Male	Sophomore	The ability to bring out the best of everyone in the group
Male	Sophomore	Some people are natural leaders. They talk to people, they're interesting, and groups form around these people. This is different than a position of leadership that is formally bestowed upon a person, for example a job as an RA of a dorm. The RA may or may not be a natural leader, but he/she is in a position of leadership.
Male	Sophomore	Leadership-when someone take responsibility to bring a group of people toward a particular direction.
Male	Sophomore	Rising to the occasion out of a group of others. Having some form of command over a group of peers.
Male	Sophomore	every organization needs a leader. That doesn't mean it has to be me.
Male	Sophomore	being humble
Male	Sophomore	Leadership is doing the right thing, the right way, and not being afraid to expect the same level of effort from your peers.
Male	Sophomore	Gathering people toward accomplishing a common goal

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Sophomore	Being able to take the initiative whenever needed.
Male	Sophomore	leadership means being an example, serving, and guiding a community toward a vision that the community has. It also means sacrificing and caring for the good of a group and actively working towards it.
Male	Sophomore	being exceptional
Male	Sophomore	Leadership is the ability to step up as a person and nurture the qualities that each group member has to work together and effectively complete a task.
Male	Sophomore	Taking responsibility and doing extra work
Male	Sophomore	I believe if someone wants to lead, they must do so from the perspective of those they lead. We must reflect the model Jesus modeled for us. Mat 20:25 But Jesus called them [unto him], and said, Ye know that the princes of the Gentiles exercise dominion over them, and they that are great exercise authority upon them. Mat 20:26 But it shall not be so among you: but whosoever will be great among you, let him be your minister; Mat 20:27 And whosoever will be chief among
Male	Sophomore	Some who can see the needs of the people whom they need and is able to use that to create a team that works well together.
Male	Sophomore	Leadership means to guide people to success while taking into consideration their opinions.
Male	Sophomore	Being able to lead a group of people towards a common goal
Male	Sophomore	Means to teach others
Male	Sophomore	Leadership is the ability to lead people who truly believe that the direction you are leading them is the right way. Leadership isn't always used for good, but should be. Leadership is highly correlated to confidence. Leadership alone does not make a good leader.
Male	Sophomore	Leadership is significant for a better economy and a better world. We need a leader to guide the world into a better direction. Without leadership the world will be misguided and lost. To prosper and move forward we need the right kind of leadership. It will determine the outcome of all.
Male	Sophomore	Leadership to me means being able to instruct people to achieve a certain goal and to use your strengths, but to not let it go to your head and to become power hungry.
Male	Sophomore	A leader is someone who can: 1) take the ideas of a group and organize then towards the goal at hand, 2) a good communicator and listener, while at the same time being able to be forceful when needed
Male	Sophomore	Leadership is the ability to inspire others to help themselves. Leaders teach others to work independently. The leader of a group should not be the foundation of the group. The word leader in leadership is misleading to me because it makes it seem like one person bears the sole responsibility to make decisions when everyone has the potential to lead.
Male	Sophomore	Leadership is the ability to become who others need you to be.
Male	Sophomore	To be able to take action and to follow through with those actions
Male	Sophomore	Leadership means leading the sheep who don't know any better and making decisions that are the best for them even though they don't know it yet.
Male	Sophomore	Leadership means being able to get a group of people to refocus their goals into a single objective. It means being able to get differing ideas to work together.
Male	Sophomore	Leadership is setting an example for others so that they will follow you.
Male	Sophomore	Managing different ideas into one direction.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Sophomore	Leadership is never solely an action, but an attitude, a mindset, and a lifestyle. Leadership does not mean you're better than everybody else, but you're able to guide groups with greater efficacy than another person. Leadership is also having discernment to know when another person can serve the group better than you. But above all, leadership isn't restricted to the moment that you're called: it begins with preparation and the path one has taken to attain the position.
Male	Sophomore	Leading people.
Male	Sophomore	The ability to effectively direct groups of people.
Male	Sophomore	Leadership means taking action, knowing yourself, knowing others, and catalyzing change.
Male	Sophomore	Helping others find their way
Male	Sophomore	this survey takes the pseudo-ideal of TOLERANCE to a new, fictional level. that being said leadership is the ability to create community with a driven sense of purpose connected to a shared belief.
Male	Sophomore	someone who takes charge and responsibility
Male	Sophomore	Successfully facilitating the collection of everyone's ideas to achieve a greater good.
Male	Sophomore	the action of leading a group. taking initiative and action.
Male	Sophomore	Determining what is best for the people around you when everyone else is lost
Male	Sophomore	Leadership means being able to see where your team is lacking organization and fix it. Leadership means knowing if theres a problem in the group and if someones having difficulty with something to help them out.
Male	Sophomore	Helping others find the right direction through showing and caring.
Male	Sophomore	Being able to make a difference to someone else.
Male	Sophomore	Leadership means being able to work in a group setting and bring the best out of everyone to work towards a common goal.
Male	Sophomore	Person whom is good a directing a group of people toward a common goal and keeping them together.
Male	Sophomore	Guides a group of members toward a common goal
Male	Sophomore	the ability to lead others to the equally-shared goal
Male	Sophomore	I would describe leadership as being able to positively direct people in a beneficial direction, being able to make your own decisions, and help to do the same work load as those your trying to lead.
Male	Sophomore	Leadership means providing an example and guiding others to follow in a way that is more productive than any individual work.
Male	Sophomore	Leadership is defined as servanthood. Leaders are called to serve their general body, to put their interest above others, and ultimately encourage the body to grow into their potential and lead them to do the same as you have done.
Male	Sophomore	Leadership means being a good example to people who look up to you.
Male	Sophomore	The ability to lead others, to be looked up to by others in tough times and take on decision and responsibilities that others cannot. A leader has to see things in a different way and know how to achieve success for the group he or she leads.
Male	Sophomore	Leadership: Helping guide a group of people towards creating a better future.
Male	Sophomore	Leadership is someone people can depend on no matter what the circumstance.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Sophomore	Leadership means guiding others.
Male	Sophomore	The ability and interest of guiding a person or a group of people toward an idea or a goal.
Male	Sophomore	Means being able to take a chaotic situation and introduce a degree of calm and progress to make the situation less stressful. Leadership means delegating authority appropriately while realizing the lives of your fellow workers may hinder their progress.
Male	Sophomore	Able to do what needs to be done, for anybody who needs it.
Male	Sophomore	The qualities in an individual, such as charisma, composure, confidence, maybe something else with a c, and responsibility, that help them to get people organized to take care of the [expletive] they gotta do.
Female	Sophomore	Leadership means being outgoing and taking initiative to direct, organize, and motivate other people.
Female	Sophomore	Leadership means the ability to command respect from your peers in a way that is not condescending but encouraging and motivational.
Female	Sophomore	Leadership does not only mean to take a leadership role as in being in charge of something, but also including the aspects of how one chooses to lead the event, how one encourages people under his supervision, how one mentors them depending on the type of personality that person entails. Find out what type of leader on is first, and then try to work around it to become a better leader. I have taken a few leadership tests that really helped me figure out what type of leader I am and what I want t
Female	Sophomore	Being able to direct others in matters or concerns that you have knowledge about.
Female	Sophomore	Being able to guide others toward a common goal.
Female	Sophomore	Guiding others
Female	Sophomore	Leadership means taking charge of a group of people or particular aspect of a task. It means communicating with others to create the best solution or product. However, it often requires deciding on a final decision or leading/directing others to do necessary tasks.
Female	Sophomore	The ability to make decisions while getting the support of everyone.
Female	Sophomore	Leadership is the ability to guide a group of people with similar goals towards a productive outcome.
Female	Sophomore	being an active member and leader of anything you do
Female	Sophomore	Leadership is the ability to convince others that your intended view is the best way to resolve a problem. It is the ability to persuade and rationalize a situation; the ability to to appease the masses.
Female	Sophomore	Leadership means providing support and confidence to a group of a people so that they can make a collaborative effeort to accomplish a goal that will prove to be beneficial for everyone.
Female	Sophomore	Leading to make a difference, good or bad. It is about taking initiative for a purpose/goal.
Female	Sophomore	Leadership is a position granted to an individual who is not afraid to voice their opinion but can also take in the opinions of others to form a new perspective, outside of their usual mindset.
Female	Sophomore	I love being a leader because I can help motivate and facilitate programs that will help others to rise to levels of leadership. As a leader, I feel that I know myself better and how to deal with others better.
Female	Sophomore	The ability to persuade others to do what you want them to do.
Female	Sophomore	Leadership means helping others make a different in the community by guiding other peers towards the similar direction

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Sophomore	leadership is having the confidence and ability to gain peoples respect and thus their attention, and make their time worthwhile while working on a team based project or towards a goal
Female	Sophomore	being able to lead others.
Female	Sophomore	The earning of the trust and confidence of others in order to be able to inspire them to be the best they can be. Turning others into leaders themselves; harmoniously managing a pool of differing skills, personalities and work ethics for a common goal.
Female	Sophomore	It means the ability to guide/mentor/lead others in order to achieve some type of goal.
Female	Sophomore	Being able to lead a group in the right direction with integrity and kindness.
Female	Sophomore	Leadership means earning followers and the respect of others without necessarily trying. Leaders are born, they have a natural tendency to separate themselves from the heard and are comfortable voicing their ideas while taking criticism and reaming open to others
Female	Sophomore	Leadership: The persons who take the forefront of the group have it.
Female	Sophomore	being able to make decisions based on the shared interest of the group, and likewise make sacrifices for the shared interest of the group and the common goals of the group. lead the group to reach objectives that will fulfill the end goals of the group. The person that displays leadership is able responsibility for his or her actions, holds accountability, and is able to follow through with his or her words and actions. Also, has the ability to see the bigger picture and is able to make quick de
Female	Sophomore	leading others
Female	Sophomore	To have leadership is to have the competence of finding the balance between commanding and guiding. It also means taking responsibility over a group's actions and knowing how to delegate effectively.
Female	Sophomore	The ability to lead a group of people, while keeping the best interests of the group in mind.
Female	Sophomore	guiding others towards a common goal
Female	Sophomore	Having extraordinary passion and commitment to a cause, gravitating people towards you for the common goal. Being able to follow others when necessary.
Female	Sophomore	Being decisive and taking action.
Female	Sophomore	Being able to take control of the situation to get something done and have people respect you in the process.
Female	Sophomore	Be self confident in any situation
Female	Sophomore	Serving as an example and a means to organize, unify, and direct people to a common goal.
Female	Sophomore	Leadership is my life. I love every aspect of leadership andam constantly trying to improve myself as one.
Female	Sophomore	Leadership means overseeing and guiding a group of people that share similar values towards achieving one specific goal.
Female	Sophomore	Working well with others towards a common goal.
Female	Sophomore	To be able to guide a group of people in the right direction. To know what to do with people.
Female	Sophomore	Inspiring others to do their best and enjoy doing it.
Female	Sophomore	Ability to guild and direct a group of people towards a common goal.
Female	Sophomore	Having confidence in your ability to provide a positive example which others will follow

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Sophomore	Leading by example and inspiring people to do the same.
Female	Sophomore	authority, initiating, setting examples
Female	Sophomore	having the ability to take others with you on a path to success or towards a specific goal- both a leader and a follower are needed. One cannot exist without the other.
Female	Sophomore	Leadership is the action of taking the initiative, or exerting influence over a group of others.
Female	Sophomore	being able to direct and guide a group of people
Female	Sophomore	Being able to effectively organize a group and cooperate with others in a group to achieve a common goal
Female	Sophomore	Leading others in a group or activity that you are passionate about.
Female	Sophomore	It means guiding others while working towards a common goal
Female	Sophomore	Leadership is connecting different groups of people towards a common goal. Leaders usually do not receive thank yous but do their work anyways.
Female	Sophomore	Bringing people together and leading them toward a common goal.
Female	Sophomore	It means portraying the acts of leading and guiding others harmoniously with confidence.
Female	Sophomore	The communication to bring together a common goal successfully.
Female	Sophomore	The abilty to take initiative to lead a group toward a common goal.
Female	Sophomore	presiding over others to reach a common goal
Female	Sophomore	Ability to lead others towards a goal.
Female	Sophomore	leadership means someone that can take control of the situation and can help others
Female	Sophomore	Leadership implies setting a goal for a group and helping them to achieve it by providing a final authority.
Female	Sophomore	Leading
Female	Sophomore	caring about others in community, being passionate about something and not being afraid to do something about it to improve
Female	Sophomore	Help guide others in order to accomplish something.
Female	Sophomore	Being able to lead and guide your peers, at the same time, making a difference and pushing them and yourself in a positive direction. To work with them towards similar goals to produce a positive collective outcome.
Female	Sophomore	The ability to collaborate successfully with a group of people.
Female	Sophomore	the ability to be a role model or go before others to show them the way or to guide them in a general direction, action, or course.
Female	Sophomore	To help rally a group for a common cause- whether it be for something as simple as a project, or something more intense like being the Editor of a Newspaper. Helping organize an event/project and making sure everyone is doing their best job at their responsibility.
Female	Sophomore	How one person or a group of people can take their own opinions and others to work towards a common goal
Female	Sophomore	Taking initiative to lead others through actions and words
Female	Sophomore	Leadership means being able to understand the people whom you are leading, including what they want and need out of a person who can represent them in front of others outside of the group, and be able to mediate between group conflicts over what it is that the group wants to set as a goal.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Sophomore	Guiding others to a common goal.
Female	Sophomore	It means that you have to be able to take charge and control over what needs to be done. People look up to you and come to you for questions.
Female	Sophomore	Leadership means taking the responsibility to direct an individual or a group to a common goal by settling conflicts, distributing tasks and picking up slack when necessary. This person does not necessarily volunteer or even know that they are in this position, but others look up to them for guidance when they need help.
Female	Sophomore	leadership is something that leaders must have. To me it is the will and power to make a difference.
Female	Sophomore	Leadership is having qualities such as being able to cooperate with others, being a good listener, confidence in yourself, ability to take initiative, being open-minded, respectfulness etc. Leadership is taking control of something in a positive way which allows you to grow as well as that something you have control over.
Female	Sophomore	the ability to direct, inspire, and motivate others.
Female	Sophomore	Leadership means taking the initiative and getting things done while working with a group of people. This may include leading others in the group and planning ahead of time.
Female	Sophomore	Being able to lead a number of people toward some collective action, whether or not there is an unanimous consensus among the individuals of said group, and achieve that goal through some means acceptable to the group
Female	Sophomore	Leadership means carrying across and idea or mission to other people and making a difference.
Female	Sophomore	The ability to bring people with different ideas and opinions together in order to reach a common goal.
Female	Sophomore	To organize students in such a way that provides unity for a common goal, cause, or identity.
Female	Sophomore	Leadership is being able to bring people together and make them comfortable. Leadership is inspiring people to work towards a common goal.
Female	Sophomore	Taking control of a situation while respecting the opinions and values of those you're leading.
Female	Sophomore	Leadership means working efficiently and effectively with other student leaders to achieve a common goal.
Female	Sophomore	Leading your group to a common goal.
Female	Sophomore	I view leadership as the ability to bring multiple people together under a common goal. The leader must be able to handle conflicts in the group, bring the members into an understanding of each other, and unite the members to reach their goals.
Female	Sophomore	Leadership means a group of people uniting and organizing to make a difference
Female	Sophomore	Being able to efficiently affect positive change in a group of people with your words, actions, and passions.
Female	Sophomore	Leadership means having the ability, passion, and effort to lead a group or community to achieve a common public or academic goal.
Female	Sophomore	leading but also teaching others how to lead
Female	Sophomore	Leadership is the ability of one person to encourage, mentor, guide the rest of a team.
Female	Sophomore	Leadership is the ability to be agents of change as well as a source of empowerment for others. Leaders are able to communicate well with others as well as work and listen as a group member from different perspectives.
Female	Sophomore	showing initiative and helping others
Female	Sophomore	To appreciate the ideas of others and use those to lead them. To also elicit respect from those around you and work for their confidence in you.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Sophomore	Guidance, direction, and the ability to follow before leading.
Male	Junior	Leadership is the ability to act like one knows what is best for those around one. It is the ability to accept being followed and the ability to accept disagreement. It is shaped by confidence in one's individuality and by one's faculty. It is given life through those who listen.
Male	Junior	Leadership is best when its a good example. In my eyes, the best leaders are able to quietly show others the right way of doing things, and at the same time don't discourage others from thinking that they could behave in the same manner. I'm naturally inclined to follow and trust those who are confident in what they do and whose motives are as purely for the good of others.
Male	Junior	Leadership is gained through failures and mistakes and those who are afraid to make them will never be good leaders.
Male	Junior	To be able to initiate action, support others, and humbly guide.
Male	Junior	Leadership is the ability to inspire others to bring out their best qualities in themselves for the good of the group.
Male	Junior	Leadership implies the ability to finish a task as fast as possible with the least amount of resources, while bringing out the best amongst the people in your group.
Male	Junior	The ability of helping the group to find common goal and leading the group to achieve the goal.
Male	Junior	Leadership is the ability to understand, empathize with, and help a group of people reach a common goal.
Male	Junior	Leadership is having a vision of your destination, and guiding others there.
Male	Junior	the act of leading a group of people
Male	Junior	Leadership is very important, because it will help you success in life. Leadership will make you famous in the good and bad terms that depend which side you choose. Leadership will define you.
Male	Junior	The ability to take charge of a situation where required while remaining open to all relevant ideas and suggestions for improvement. Being able to combine a wide variety of viewpoints into a single functional goal while continuing to move forward. Making the tough decisions regarding the altering or pruning of unsatisfactory contributions while refraining from offending any group member. In short, leadership is all about balance: swift progress versus ethical considerations and how both can b
Male	Junior	Leadership means getting all the blame if it goes wrong, and all the glory if it goes right. The best leaders lead by example and don't give an order they would not complete themselves. They also do not give orders that they know will not be obeyed. Bad leadership can ruin an entire enterprise. Leadership means organizing others to some task.
Male	Junior	Being able to work well with others and make the best decisions possible.
Male	Junior	The guy that tells everyone what needs to be done because they're incapable of acting on their own opinions.
Male	Junior	Leading others and taking responsibility.
Male	Junior	Ability to understand, consider, and gather information, in order to lead different ideas and compromise with different people in order to define common goals for them, and make the decision based on the common interest.
Male	Junior	Having the ability to excite people to follow you and trust you. Someone who people look to for direction especially in times of crisis. A wholesome person who does not lack integrity.
Male	Junior	To me true leadership starts with setting the right example with your own actions for others to follow.
Male	Junior	A person who is able to guide others to success

Spring 2011

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Junior	Capable of guiding different members of a group toward a common goal, bringing together the capabilities of every member of that group.
Male	Junior	The ability to bring unity among members of a group and being able to effectively work them towards a common goal.
Male	Junior	ability to direct a group towards a common goal
Male	Junior	Leading people and making them believe your message and intuitions.
Male	Junior	Leadership is such a broad term, I would say it can be the ability of a group or individual to lead a group of people towards a stated goal or the qualities associated with a person possibly in a position to lead.
Male	Junior	The ability to encourage others to work towards their own, and the group's goals.
Male	Junior	Being in the position of effectively managing people and resources to meet a goal.
Male	Junior	the one who can bring the group appolish the goal.
Male	Junior	Being able to organize and conduct a groups operations
Male	Junior	Making ethical, beneficial and authoritative decisions on behalf of a group who has elected the leader
Male	Junior	Being the person that those you lead wish they could be themselves.
Male	Junior	-the action of leading a group of people or an organization -one who convinces others to share one's vision
Male	Junior	Ability to effectively be in charge of something and give direction to that something.
Male	Junior	The ability to gather people and work towards a common goal while garnering trust from your peers.
Male	Junior	Leadership means providing a good example for others in both good and bad times, it means doing the right thing even when nobody is watching, and it means providing passion and support to a group while taking the groups interest to heart.
Male	Junior	Being able to utilize a group of people to a common goal. This involves putting them past individual differences to achieve something they care about.
Male	Junior	Leadership means the ability to recognize, articulate, and carry out the goals of a group or an organization through communication with other members of the group.
Male	Junior	Leadership means leadership. Ability to lead others by example.
Male	Junior	Leadership is a characteristic one develops over time. It encompasses many different areas that are woven together to become each individual leader. This may include integrity, honesty, strength, organization, loyalty, creativity, adaptivity, and much more.
Male	Junior	leadership - is the ability to lead others to a common goal
Male	Junior	Without leadership, a group will not succeed.
Male	Junior	Being able to lead a group to a common goal through the conflicts to find a resolution
Male	Junior	Having the confidence to command a group, but also having the insight to know when it's better to let another lead
Male	Junior	The ability to guide others.
Male	Junior	someone who brings the best and most out of people in order to accomplish a task
Male	Junior	Leadership means being able to develop and enact a plan to accomplish a set task.
Male	Junior	Promoting awareness of better opportunities and providing a drive to success.

Spring 2011

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Junior	Being able to lead in the sense that you can listen to others and direct the values of a group
Male	Junior	Leadership is the ability to focus a group of people in a certain direction. This responsibility is not always left up to one person, but can be the entire group.
Male	Junior	The ability to lead...
Male	Junior	Assuming responsibility for the actions of yourself and others when involved in projects and services. It means being an example for others to follow and being genuine with actions and deeds.
Male	Junior	Leadership is having the ability to motivate people to pursue a certain gaol, even though the leader might not know what the correct way to go about it is.
Male	Junior	serving the community from the lowest place and leading them into the right direction.
Male	Junior	Catering to the constituents and fighting for the rights and needs of the constituents.
Male	Junior	Having others follow
Male	Junior	The ability to give others the freedom to what they want to achieve, but at the same time those who have the freedom would be willing wholeheartedly to listen to what I want them to do. In other words commanding people without using threats or force, instead by simply asking to execute a plan.
Male	Junior	The ability to bring people of all different groups and backgrounds together in working towards a common goal, addressing conflicting issues and beliefs along the way.
Male	Junior	working together for a greater cause. one must be able to amass others and advise
Male	Junior	Being fully responsible of a group's goal and driving the people of the group to achieve that goal.
Male	Junior	Leadership consists in serving the needy, providing care and direction for those who you serve, and making hard decisions when needed.
Male	Junior	leadership is the ability to make good decisions and understand the wants, needs, and desires of others so that the group can function better as a whole. By understanding these things, leadership is the ability to focus and motivate others towards a goal
Male	Junior	Leadership is the comprehensive understanding of group strengths and weaknesses utilized to achieve a common goal.
Male	Junior	leading a group for a goal
Male	Junior	Being a leader is having the ability to influence others and direct their actions towards the completion of a common task. A leader is one who has earned the trust of others. To be a leader does not give one the right to exert control over others, or give orders. A leader is one who simply guides his/her group toward achieving a common goal.
Male	Junior	Leadership is providing the support to help a group or individual attain their goal.
Male	Junior	The ability to understand and use your resources properly.
Male	Junior	Being able to help people other than yourself achieve some goal.
Male	Junior	Being able to stand your ground and lead your peers in the midst of many pressures. Leadership means to be a good role model and have a consistent effort in improving yourself and others.
Male	Junior	Leadership means to provide direction and collaborate with those around you while using characteristics of order and command skillfully.
Male	Junior	the action of leading a group of people or organization

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Junior	Means respect.
Male	Junior	leadership means to be a role-model and lead others positively in tasks, groups and activities.
Male	Junior	Leadership is the quality given to an individal who is able to accomodate a majority of his or her members without overlooking the voices of the minority. Leadership defines the ability to follow through with one's responsibilites and promises for the betterment of society which means disregarding personal gains many times.
Male	Junior	the ability to make others respect you as a role model.
Male	Junior	Leadership is a set of skills that is gained through proper training.
Male	Junior	Leadership is the ability to lead a group.
Male	Junior	moving the group forward
Male	Junior	Leadership is the ability to inspire and work with a diverse group of people in order to achieve a common goal. Mediating, finding common ground between differing groups, encouraging creativity, bringing the best out of the group.
Male	Junior	Leadership is the ability to bring people together and guide people to a single purpose, even if that purpose is not your own.
Male	Junior	Ability to motivate and orient the environment to promote others' function, success, and growth, all to accomplish a greater task.
Male	Junior	Leadership is the directing of human effort into a meaningful and productive purpose. Leadership includes having an understanding of individual motivations, group dynamics, and the nature of the task on hand, and using this knowledge to accomplish the group's goals.
Male	Junior	Taking matters into your own hands to accomplish a common goal with people who share it.
Male	Junior	the ability to inpire others to act positively by your example, speech and countance.
Male	Junior	Organizing and guiding others to reach a common goal
Male	Junior	Leadership is the ability to promote the cohesive advancement of a group towards a common objective.
Male	Junior	To be able to unite individuals without undermining each person's will, spirit and well-being.
Male	Junior	Being proactive and striving to guide others toward a common goal.
Female	Junior	Leadership means that you have the ability to lead a group toward a common goal, resolve any conflict that might arise, create new ideas and/or listen to the ideas of others, and provide the group with the tools necessary to be successful.
Female	Junior	Power, used in moderation.
Female	Junior	Taking initiative with others by providing positive obtainable goals, and being organized.
Female	Junior	Organizing team members to accomplish one or several common goals (preferably in an efficient way)
Female	Junior	Leadership is the ability to organize a collective as well as give that collective a goal or purpose and be a forerunner in the process of seeing the goal completed.
Female	Junior	Being able to take charge in a situation to help those involved with getting things done in a timely manner.
Female	Junior	leadership is being an example for others to follow and helping those other get/achieve a goal.
Female	Junior	To me leadership means being recognized as a person who is responsible.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Junior	Leadership is the ability to organize other people to accomplish a common goal.
Female	Junior	Leadership is taking a stand on what you believe in and teaching others. Being a leader involves responsibility, ambition, and character. Your purpose is to lead others and guide them to a common goal.
Female	Junior	Lots of responsibilities, lead group of people to accomplish a collective goal
Female	Junior	provide organizational skills and motivation for a group of people to carry out a common goal
Female	Junior	Leadership is the ability to guide others towards a common goal under their own consent.
Female	Junior	A person leads a group of people for achieving something.
Female	Junior	Leadership means to act in such a way to make the community better and for someone to look up to. Leaders must be well rounded and learn time management.
Female	Junior	You don't necessarily have to have a position on the committee or board, but you work with other members of an organization and volunteering time. It might mean that you do have a position in a club and you need to be one of the leaders pushing for something to happen, having initiative that general members might not have, and influencing others. Leadership outside of organizations (for example, within friends) would be being able to make decisions while taking into consideration of other's
Female	Junior	taking charge of a group's project; putting together group members' ideas
Female	Junior	Organizing different ideas and comeing up with the best one.
Female	Junior	Giving a voice to those who are silenced.
Female	Junior	Having leadership means having the ability to correctly asses the skills of those around you and to collectively use them in order to accomplish a certain task. It also means that the person is able to form relationships with those around them, and bring people together.
Female	Junior	Leadership is taking the incentive to help others, by mentoring or guiding a group of people into a positive direction.
Female	Junior	To promote cohesion and direction in a group of 2 or more individuals.
Female	Junior	One person (or even a group of people) leading others toward the successful completion of a common goal.
Female	Junior	Leadership means organizing functions and activities. I think being a leader requires a lot of time, energy, and charisma.
Female	Junior	responsibility, innovation, compromise, confidence
Female	Junior	Can lead a group of people to acheive their final goal in a organised, responsible and toughtful way.
Female	Junior	Being able to influence and inspire others, taking initiative to accomplish a goal, mediate between others if needed, great communication and organizational skills, a goal for yourself to challenge yourself, good self confidence, having respect for other and being respected yourself (a leader should be respected), have a support system behind you of others who are willing to help you...
Female	Junior	The ability to organize a group of people the most effectively.
Female	Junior	getting a bunch of people to believe in you and also do things for you.
Female	Junior	Directing the group by influencing their views, behavior, and strategies and taking an active part in keeping them coordinated and motivated.
Female	Junior	effectively taking control of a group with common goals and leading them in the right direction to achieve those goals
Female	Junior	service

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Junior	being a role model who can lead a group to make decisions beneficial to all
Female	Junior	It meas being a role model to those who need it. It means being the mediator when an issue arises. It means being open minded and willing to do what is necessary for the group. A leader is courageous, intelligent, and most importantly respectful.
Female	Junior	A value that describes a person or group that can guide, support, and lead others toward a common goal.
Female	Junior	Organizing people together toward a common goal
Female	Junior	Leadership means taking into account the needs of a group while effectively taking charge of a group of people.
Female	Junior	able to lead others effectively and collectively
Female	Junior	Leadership to me means the ability to engage others in a particular task or goal for the benefit of the common good of others. To lead is to be the person who directs others into the pathway that eventually provides beneficial outcomes in the long run.
Female	Junior	Leadership is the ability to organize and lead a group with similar interests in achieving the goals and expectations of the group. An individual in leadership is mainly responsible for the actions of the group.
Female	Junior	able to control and lead all the people inside and outside
Female	Junior	Leadership means the ability to organize a group of peers and motivate the group to work together to achieve common goals.
Female	Junior	The ability to serve the needs of those in your community, uniting them on one common ground.
Female	Junior	Leaderships means motivating others while keeping everyone focused on your groups common goal. As a leader you delegate and often act as a peer conflict manager all awhile respecting everyone and their views within the group (as well as their interaction with others outside of group).
Female	Junior	Leadership means being in charge of a group. However, leadership does not indicate complete control, but rather ensuring things run smoothly and mediating any conflicts.
Female	Junior	Being in a position that influences a group for the better.
Female	Junior	Leadership means being attuned to the feelings and opinions of a group and taking that knowledge as a means to help achieve the goals of the group.
Female	Junior	To be able to lead a group of people to obtain a common goal.
Female	Junior	A person who can take on the position to lead, guide, or give direction to others.
Female	Junior	taking control
Female	Junior	Taking charge and working with other peoples' ideas and opinions.
Female	Junior	being able to help a group reach a common goal.
Female	Junior	To me leadership is being able to take charge in any situation, no matter how uncomfortable and disalarming it may be. Taking leadership and doing the morally correct deed
Female	Junior	Taking control of a task or situation and leading others to work together in order to complete the objective.
Female	Junior	Leadership means being able to lead oneself as well as being able to lead a group to a common goal. It means being open to others' ideas and opinions and keeping your ego in check--pursuing a goal for the common good and not for reasons of self-advancement. Furthermore, it means having integrity with your word, in other words, doing what you say you will do.
Female	Junior	Being able to keep others focused and motivated toward achieving a common goal.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Junior	leadership is initiative, cooperation, focus, welcoming/bringing ppl into a group, innovation, fairness, patience, responsibility, dependablity, respect.
Female	Junior	Taking a group of people and leading them into a particular direction towards a goal.
Female	Junior	Leadership means to be the biggest servant.
Female	Junior	The ability to take charge and perform accordingly when necessay
Female	Junior	Being able to lead others and possibly inspire them, taking on a great deal of responsibility, and handling stressful situations well.
Female	Junior	The ability to see from a broad perspective, to work with others in cooperation and respect and living your life by example ("being the change you wish to see in the world")
Female	Junior	Leadership is a skill that requires confidence and the ability to work well in groups.
Female	Junior	Leading people, being open minded to everyone's views and opinion
Female	Junior	leadership is everything
Female	Junior	Demonstrating a clear, grounded, spiritual way of doing things.
Female	Junior	It means sacrifice, to do the right thing even if it's against your personal beliefs, for the greater good or be able to motivate others to listen to you. It is the ability to handle a situation with a calm and confident attitude despite hardships and challenges.
Female	Junior	The ability to lead others within a group
Female	Junior	It can mean a lot of things.
Female	Junior	Leadership means not only to work towards the same goal with your group members but also helping people out.
Female	Junior	Leadership means being able to inspire people to come together and accomplish a common goal. You become the organizer and mentor and instructor of those in your club, group, etc.
Female	Junior	being capable to take charge, bring people together, and settle conflicts within a group.
Female	Junior	Being able and feeling comfortable with having the initiative to take the role of leader and express your ideas as well as set a plan for what to do.
Female	Junior	Good leadership is the ability to put the goals of a group over one's own need for power and achievement.
Female	Junior	The ability to educate, teach, and lead someone
Female	Junior	Leadership means having integrity and being able to assist a group of people to achieve their maximum potential.
Female	Junior	Leadership is the ability to guide others towards a goal while accepting, implementing, and sharing opinions on the means to achieve that goal.
Female	Junior	Leadership means to be a driving force behind a groups to help them establish, carry out, and accomplish their goals. I see a leader as someone who facilitates to make sure that everyone is informed of their expectations and to help people to accomplish their takes by giving direction or resources.
Female	Junior	Leadership is the ability to guide a group of people and help to make a best choice upon some decisions.
Female	Junior	Leadership means providing a service as a leader to a group of people. As a leader, you would be an example role model, someone everyone in the group can look up too, and you would act on the best interests of the group, while leading them strongly through both the easy and the tough times.
Female	Junior	Someone who is respected and can lead others.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Junior	Ultimately, leadership is servanthood. Also, you must also know and practice self-leadership before you can lead others. If leadership is influence, EVERYONE holds some sort of leadership in an area in their lives. Loving and caring for others is wholly and necessarily involved in the process of leadership.
Female	Junior	who is in charge, the people that take lead and caree
Female	Junior	being responsible for the outcome of a group effort.
Female	Junior	Being responsible for not just tasks but others as well.
Female	Junior	Leadership is the ability to work with others, delegating, and learning with them as well. To listen, and do what is best for the team, to have loyalty and respect
Female	Junior	for me, leadership is meant to play an important role in the community or society that helps to lead the whole group to improve.
Female	Junior	Leadership is being able to take control of a situation and do what is right for the group/community/etc
Female	Junior	Directing others towards a goal and providing the resources and support in order to reach that goal.
Female	Junior	taking on a task you feel you are best fit for and needed for and organizing others to accomplish a task
Female	Junior	the ability to provide direction and purpose.
Female	Junior	Leadership means rising above others through means of respect, responsibility, and honor, in order to help others around you
Female	Junior	working within a group of people and guiding them toward their common goal.
Female	Junior	Being able to lead a group to successfully achieve their goals in a way that is efficient and motivating.
Female	Junior	Being able to guide successfully a group of persons towards a common goal.
Female	Junior	Leadership means the ability to lead others in an effective manner towards a common goal.
Female	Junior	Leaders integrate group members' ideas to create a product or an effective collaborative team.
Female	Junior	Leadership is the ability to use your given qualities to move a group in a positive direction toward a goal.
Female	Junior	leadership is courage. it incorporates the integrity to do what is right when everyone else is doing the wrong. leadership is different from independence. it actually leans more toward cooperation in that a leader must respect the followers/team members and listen to their concerns instead of planning everything on his own. leadership takes great trust, skill, and charisma.
Female	Junior	Acting as a good role model for others in your actions and words. Leading/guiding others in a certain direction for some greater purpose. Unifying others. Providing direction in the lives of others. Taking the initiative to act or be an active member of a community.
Female	Junior	Leadership means taking initiative and working towards a goal to progress the well-being of a community.
Female	Junior	Leading people
Female	Junior	To take a role in a group and guide people to work together towards a common goal.
Female	Junior	Leadership means that you do what you think is best and showing the best example of yourself by influencing yourself and others around you to be the best they can be in an activity and/or in life.
Female	Junior	Being able to motivate a group of people to reach a common goal.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Junior	The ability to have a broad perspective of what needs to be done in order to accomplish a goal and to be able to lead others into those actions. Also important is the flexibility to adapt to situations as well as different perspectives and changing plans appropriately.
Female	Junior	Leading people.
Female	Junior	Leadership is a way to not only be the head of a group organization but to be able to participate in something that one is passionate about.
Female	Junior	Leadership means the power to work together with others towards a common goal.
Female	Junior	Being able to influence others by one's actions and words
Female	Junior	Leadership: Be able to uphold the moral and ethical standards to lead others and help others become leaders.
Female	Junior	leadership is the ability to motivate people into becoming better when dealing with a certain idea, or action in the world.
Female	Junior	lead or guide a group of people to achieve common goals
Female	Junior	Being an effective, important, and necessary contributor in carrying out a common goal among a group of people.
Female	Junior	Leadership- a role of someone who provides guidance, support and advices for the team; someone who is willing to commit time, effort, and care to people on the team.
Female	Junior	taking charge of a group to lead them to be the best that they can be
Male	Senior+	Being able to lead a group succelsfully and being able to make the final decisions in situations where no one else would want to make a decision.
Male	Senior+	Guiding others toward a goal.
Male	Senior+	Having the capacity to and willingness to do what is needed in order to direct a group toward success.
Male	Senior+	A multiply realized concept faithfully deified by the milieu of idiots at the University of California San Diego.
Male	Senior+	Lead other individuals toward success/completing a goal.
Male	Senior+	Being able to guide others to a good end.
Male	Senior+	working hard for what you get
Male	Senior+	the ability to hold your beliefs and spread them towards others. the ability to be proactive about your beliefs. having others look up to you and following your words.
Male	Senior+	The ability to guide others toward a common goal efficiently.
Male	Senior+	leadership is the way to get people togeother to finish a work
Male	Senior+	Leadership is a trait which one has to acheive a goal or goals with a group of people.
Male	Senior+	Delegating tasks to group members to create an efficient way of completing a task or goal
Male	Senior+	Leadership is being able to influence your confidence into those who follow, even when going into situations that do not seem feasible.
Male	Senior+	Leadership to me is the ability to inspire others with a passion to the point that individuals follow you, as well as working for the benefit of others. Also taking on the responsibility to guide others down a certain path.
Male	Senior+	Inspiring passion's pursuit.
Male	Senior+	Providing others with more opportunity.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Senior+	possessing qualities that make people want to follow and believe in you
Male	Senior+	Leadership is more than leading others.
Male	Senior+	One who has learned to follow and can now inspire others to act towards a specific goal.
Male	Senior+	Leadership is a trait that a person has who is capable of holding themselves to the purest selflessness. A person who has leadership will put other people before himself and sacrifice their needs or wants for other people's needs. True leadership is a trait found in those who can put others first.
Male	Senior+	Leadership is doing what must be done, through demonstration and participation with others, in the spirit of cooperation and common purpose. A leader leads by example.
Male	Senior+	Making thoughtful decisions in order to achieve a common goal. Being able to work in a group and value each individual's talent. Good leadership happens when everyone in the group is happy that they made an impact to achieve their goal.
Male	Senior+	The ability to convince others to achieve a common goal
Male	Senior+	To have the strength to lead others. To lead others in the beneficial direction
Male	Senior+	Having the knowledge and the hability to direct a group towards the achievement of a common goal.
Male	Senior+	Somehow, it is more important than what you learned in class.
Male	Senior+	To see a need to provide for a group's direction and take responsibility for it.
Male	Senior+	Responsibility. Integrity. Making things happen.
Male	Senior+	Leadership is evoking a sense of trust to the ones you are leading so they know that whatever you are leading is a safe place for new ideas, innovations, concepts and so on. A leader listens rather than makes decisions on their own.
Male	Senior+	Being able to guide a group of people towards a goal.
Male	Senior+	motivating others towards effective action, overcoming obstacles towards that action
Male	Senior+	The ability to lead others towards the goals of the group.
Male	Senior+	Leadership simply means having the initiative and will to guide others in a certain direction, often by setting examples and precedents.
Male	Senior+	To lead others by positive example and demonstrate integrity and passion in those things essential to one's own prosperity and happiness.
Male	Senior+	The ability to inspire others to action.
Male	Senior+	To be able to guide someone or a group of people into achieving a common goal. This leader takes responsibility for the actions of the people being led.
Male	Senior+	Taking control and effectively achieving the goal.
Male	Senior+	Leadership is the initiative and responsibility taken upon ourselves to think and act in the interest of improving the future of what we are passionate for.
Male	Senior+	I personally define leadership as my ability to influence, and enlist the aid and support of others to accomplish a common task. Being a strong leader means being attentive to others skills and desires in order to maximize the efficiency of the group being led.
Male	Senior+	Directing people towards success by setting an example and actively participating in the task at hand, as in leading from the front.
Male	Senior+	Aiding a group to reach specific goals, either theirs or not.
Male	Senior+	Being able to bring people together to work towards a common goal

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Male	Senior+	encourage other people to think and act
Male	Senior+	Leadership is the ability to bring people together and instigate productivity.
Male	Senior+	Drawing others to behave in an orderly and goal-orientated fashion.
Male	Senior+	Guiding a group of members in the right path towards a goal by any means necessary
Male	Senior+	Being able to bring out the best in others for a common good.
Male	Senior+	Leadership is the ability to provide unity and organization to a group. Not only is leadership the organizational bond within an institution needed for sustainability, but it also incorporates the charismatic and confidence needed to motivate and draw those working with you to continue performing to their best abilities. Having leadership doesn't necessarily mean you're the best at something, in fact it's better when you're not. That way the relationship between the leader and those who follow c
Male	Senior+	initiative, drive, cooperation, willingness to work with others
Male	Senior+	To take charge of a group and with the intention of taking it to some controlled destination.
Male	Senior+	Leadership is influencing others positively towards a common respectable goal.
Male	Senior+	If you can direct a group of people to complete a goal
Male	Senior+	Leadership means to analyze the goals and needs of a group of peoples and implement the given and potential resources to obtain the most efficient, fair, and feasible outcome for the group without infringing on the few.
Male	Senior+	Leading by example
Male	Senior+	The ability to take control of a group/task/class/situation and create learning/organization/common goals and see them through
Male	Senior+	Like he always said, leadership is recognizing changes that need be implemented and having the gusto to brings others together to accomplish the needed changes. Being a changer as opposed to one who is comfortable with stagnancy and having a strong ability to communicate with and to others what that change could be.
Male	Senior+	Leadership is the ability to direct one or more persons toward a common goal.
Male	Senior+	Someone who respects and deals with people tactfully. Someone who is responsible for his or her actions. But perhaps more inclusive, someone who brings people together for a common goal.
Male	Senior+	having others look up to you for guidance
Male	Senior+	It means taking the lead among other people. Do something and let the other to follow you.
Male	Senior+	the ability to acquire real tangible work now, for possibility of future benefits.
Male	Senior+	A leader is one who; knows the way, goes the way, and shows the way. To be strong, but not rude. To be kind, but not weak. to be bold, but not a bully. to be thoughtful, but not lazy. to be humble, but not timid. to be proud. but not arrogant.
Male	Senior+	knowing what you are talking about, being able to admit when someone else is right. generally not being a [expletive].
Male	Senior+	Leadership is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.
Female	Senior+	To love my followers
Female	Senior+	Leadership means to be confident and to be able to work with and lead a group of people to accomplish something.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Senior+	Being able to lead a group of people effectively, with compassion, aim, and respect.
Female	Senior+	Working together and taking charge
Female	Senior+	Leadership is to be in charge or a group of people and guide the actions of the group and the growth of the people in the group.
Female	Senior+	Being true to yourself and setting a good example for others to learn from.
Female	Senior+	Being able to conduct others through a path that will benefit all
Female	Senior+	taking responsibility for your actions and those of people under your guidance guiding others and helping to coordinate their efforts taking action and encouraging others to do the same using your actions and behaviors as an example for others (leading by example) more than management- leadership is inspirational managment: management that promotes others growth and opinions and helps everyone to grow individually and as an active member of the whole
Female	Senior+	Taking initiative to made a difference
Female	Senior+	Having charisma and the ability to inspire people to follow
Female	Senior+	guiding others to complete a goal.
Female	Senior+	Uniting people toward a common goal, helping to work through differences in order to attain that goal.
Female	Senior+	Leadership- taking a stand and helping others
Female	Senior+	Personal quality which generates a sense of belonging to either a group or mission and serves to direct efforts, corrdinate resources, and achieve goals.
Female	Senior+	Being both a follower and a leader who takes initiative. Encouraging those around you to believe in themselves and help them find self-worth/appreciation.
Female	Senior+	Being able to understand diversity and bring awareness to those you lead. Working hard to achieve a common goal and change social injustice. Being able to follow and listen to everyone before making decisions. Taking everyone into account with every action made.
Female	Senior+	Being the facilitator for a group of people and has the responsibility of helping everyone work together for a common goal.
Female	Senior+	Taking the initiative and helping the group progress with its goals. Perhaps help the group communicate and establish its own goals.
Female	Senior+	Having the ability to lead others.
Female	Senior+	leave me alone
Female	Senior+	someone who knows how to relate respectfully to people and get the job done with minimal problems and good organization
Female	Senior+	Leadership means the ability to lead a group of people to achieve a certain goal and set a good example for others to follow. A leader is able to think calmly and rationally during a crisis and handle the situation properly taking into consideration all aspects of the issue.
Female	Senior+	Leadership is predicated on a desire to serve others. While I think that leadership is often defined as guiding or maintaining control over a group or person I think that it all comes back to service. In leadership the leader and the receiver of instruction can both benefit if the leader is fair, professional, and makes clear what his/her goal is.
Female	Senior+	Person with vision, charisma, and drive. Very different than manager
Female	Senior+	leadership means being able to be an example for others, understanding everyone's opinions, considering them, and then making a definite decision
Female	Senior+	Leading others, being the major supporter in a group, spiritual leader

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Senior+	Having the ability to be responsible, versatile, knowledgeable, and aggressive to lead others.
Female	Senior+	Not being afraid to be the only one standing up for what you believe in.
Female	Senior+	Guiding others to a common goal
Female	Senior+	Leadership to me means holding a guiding role for a group with a common goal which help people contribute to something amazing to be accomplished.
Female	Senior+	Leadership is being an example to others and helping to guide others to reaching their goals (or a group goal).
Female	Senior+	Ability to lead others with patience & understanding of cultural differences & boundaries.
Female	Senior+	Inspiring others to activity, taking care of those they are in charge of, & setting goals/having a vision of the future for a group
Female	Senior+	Leadership means embodying the goals of an organization and guiding its members towards a collective and agreed upon goal. Leaders should be able to relate to the people they work with, and should have a respected reputation.
Female	Senior+	To be a point of guidance by example.
Female	Senior+	Taking into account the opinions and desires of those you are leading, cooperatively deciding on the best course of action, and then ensuring that what has been decided on is accomplished.
Female	Senior+	Leadership is a characteristic that someone exudes in their actions and not just with their words.
Female	Senior+	Leadership is the ability to organize a group with common interests and direct them in achieving goals set by the group.
Female	Senior+	To me, leadership means being able to communicate effectively with others, able to be organized and plan with a group, settle conflicts rationally yet with compassion, and able to look at the bigger picture, not just focusing on the small details. Being a leader is not just about 'leading' others, to me, it's about helping the group working collectively towards a goal, and being the one that others can look to in times of need.
Female	Senior+	Being able to set a positive example for others and guiding them in the right direction
Female	Senior+	Leadership is a quality that is demonstrated by one's ability to inspire others to work together for a common purpose. A leader lives by example and upholds their integrity.
Female	Senior+	Leadership is working well with others, accepting others, and always keeping in mind that you are working toward something that is bigger than yourself. Leadership is selflessness.
Female	Senior+	Leadership is supporting other people's opinions and ideas and being able to work well with others, and leading them to a common goal.
Female	Senior+	The ability to coordinate and motivate others to work toward a common goal.
Female	Senior+	The ability to effectively motivate others to achieve a common goal.
Female	Senior+	Knowing when to lead and when to step aside.
Female	Senior+	The ability to collaborate with individuals to develop a single team capable of succeeding at assigned tasks; pursuing and acheiving common goals; and managing them as a unit capable of providing a positive impact within the community or work place.
Female	Senior+	Leadership, means taking on the responsibility to organize and guide others towards a collective goal.
Female	Senior+	Leadership means someone who is able to listen and improve things for the organization or group, not just because of their own ideas, but also the ideas of other members. Leadership is building up the group and individuals in order to make a positive change in the group and the individuals' lives.

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Senior+	Leadership means being able to take charge of any situation, educational or social. It means being effective, reasonable, and responsible all at the same time.
Female	Senior+	Knowing that your friends, family or peers will come to you in a time of need. That's leadership.
Female	Senior+	TO BE ABLE TO LEAD AND UNDERSTRAND WHAT A ROLE MODEL MUST BE
Female	Senior+	The ability to lead a group with common goals, while keeping the moral of a group in a positive light. Having the ability to get the members to trust and confide in you so they feel confident you are a compitent leader
Female	Senior+	A leader is the person who rallies people together and is in charge of group activities. Leadership is the ability to be inspiring to a diverse group, and work with people different from oneself.
Female	Senior+	Leadership means taking the initiative to get things done, to lead effectively, give constructive feed back and ideas that benefit the well being of the majority
Female	Senior+	It is an ability to work effectively with others. A good leader will know how to bring out the best qualities in his team, and how to direct and coordinate the particular talents of individuals so that the team functions as an efficient organism
Female	Senior+	ability to motivate others & get things done
Female	Senior+	Guidance and motivation of others in a particular direction to achieve a common goal.
Female	Senior+	Someone who can command a group, but know when to delegate and is respected, perhaps even admired by others.
Female	Senior+	someone who listens to the group's ideas and takes into account their personal feelings and other priorities such as family, work, school, outside activities, etc. also, someone who is considerate of others outside of his/ her group
Female	Senior+	Leading a group of people to a common goal or as close as possible to that goal.
Female	Senior+	Leadership means being able to recognize your own strengths and the strengths of those around, and being able to effectively put those together to achieve a common goal.
Female	Senior+	responsibility honesty and tough love
Female	Senior+	leadership is the ability to guide and mentor people.
Female	Senior+	Something that people need to learn in order for them to be successful in life.
Female	Senior+	Leadership involves one or more individuals working towards a common goal, which usually benefits a significant number of people.
Female	Senior+	the quality of a person who takes initiative and heads the responsibility required in working toward a goal.
Female	Senior+	ability to positively direct a group of people by utilizing collaborative techniques that instills a strong sense of individual contribution.
Female	Senior+	leadership means to have an ability where others trust you to lead them sucessfully.
Female	Senior+	Leadership is the ability to listen to diverse opinions and act in the best way possible for the continued success of the group one is leading.
Female	Senior+	Well psychology defines many types of leadership, with basis in many different motivations. Ultimately it comes down to the ability to communicate your goals and influence others to work towards the same result. A leader should not be self serving, should have integrity, and should exude excellence.
Female	Senior+	to lead

Spring 2011

Verbatim Responses

University of California San Diego

Please provide a brief definition of what the term leadership means to you.

Sex	Class Rank	Response
Female	Senior+	Leadership is the ability to take initiative and guide others in whatever the specific leadership opportunity might be. A good leader must be able to look at the effect different decisions will have on the group, listen to and take into consideration the opinions of the group being led, and make decisions based on that.
Male	Graduate	Necessary to harness the power of multiple individuals to accomplish a common goal. Democracy is integrated, however there needs to be a common direction, which leadership helps form.
Male	Unclassified	Leadership means being able to effectively direct/drive the purpose of a group of individuals toward a collective goal.
Female	Unclassified	Being able to take initiative and having others trust the direction you are steering them in.