

M | S | L
**MULTI-INSTITUTIONAL STUDY OF
LEADERSHIP**



MSL 2009 School Report
Texas Christian University

2009

A project of the National Clearinghouse for Leadership Programs
in conjunction with the Center for Student Studies

Table of Contents

Welcome

Letter from Co-Principal Investigators.....	1
Letter from the Center for Student Studies.....	2

Using this Report

What's Inside.....	3
Terminology.....	4
Reading the Tables	5
Response Rate Table.....	6
Respondent Characteristics Table	7
General Outcome Measure Scores & Sub-Study Outcome Measure Scores Tables.....	8
Outcome Measures Change Over Time Table.....	9
Inputs by Outcome Measures & Environments by Outcome Measures Tables.....	10
Where to Get More.....	10

Data Use and Acknowledgement Policy

IRB Considerations.....	11
National Data Issues.....	11
Publications & Presentations.....	11

Study Overview

Purpose	12
History.....	12
Rationale.....	12
Theoretical Frame.....	13
Conceptual Frame.....	14
Sample	14
Instrument	14
Data Collection.....	14
Responses.....	16
Selected References	18

Table of Contents

Psychometrics & Design Considerations

Validity and Reliability	19
Accuracy of Self-Report Data	19
Cross-Sectional Designs	20
Weighting of Data.....	20
Non-Response Weights	20
Post-Stratification Weights	20
Selected References.....	21
Selected References (continued)	22

2009 Participating School Profiles

School Profile Tables.....	23
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Data Tables

Response Rates.....	27
Respondent Characteristics	28
General Outcome Measure Scores and Comparisons.....	30
General Outcome Measure Scores and Comparisons - Change Over Time.....	31
Inputs by Outcome Measures - SCM Leadership Outcomes	33
Inputs by Outcome Measures.....	42
Environments by Outcome Measures - SCM Leadership Outcomes.....	51
Environments by Outcome Measures.....	90
Sub-Study Outcome Measure Scores and Comparisons.....	132
Respondent Distributions Across Variables.....	133
Verbatim Responses.....	149

Welcome

Letter from Co-Principal Investigators

July 2009

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 2009 MSL was conducted at over 100 colleges and universities across the United States as well as in Canada and Mexico. 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 iteration of the study was taken into account in generating the templates for these reports. We think you will be excited by the greater level of statistical analysis and complexity present in the 2009 reports. 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,

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Letter from the Center for Student Studies

July 2009

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 – the true heart of this project. None of us would be involved in this study if we felt this report and the accompanying dataset were not valuable to leadership educators, institutional researchers, graduate students, university administration, and many academic and functional units within the university. We are committed to providing assistance to you in using the data.

We look forward to talking with each and every one of you in the coming weeks and months as we brief you on this report and provide you with a level of comfort in how to navigate the various results and the dataset. This standardized report provides a wealth of information that can be immediately useful. We can also customize and tailor the analyses and results in ways that go beyond these standard reports. We are available to you as a resource to assist with future efforts.

We will appreciate 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 – input from 2006 was instrumental in creating the service in 2009, and we expect that input now will have just as much of an effect on 2010.

And finally, in 2010, we are already exploring several new features, including optional question modules, more reporting about institutional programming, and the development of a pilot longitudinal study.

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

Sincerely,

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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. Should you wish to do more with your data, the full data file can be downloaded from your www.mysl.net site. Schools are encouraged to mine this data in whatever way makes most sense to institutional goals. Should you have any questions about the information presented here or possible interpretations of this material, please do not hesitate to contact your MSL liaison.

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 **Change Over Time Table** provides you with an analysis of outcome achievement for seniors in your sample. Statistical difference tests are then calculated on these data to determine if their perceived capacity across outcomes measures *prior to college* is significantly different than capacity during the *spring semester of their senior year*. These data provided critical information on how your students are different and the ways that your 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, 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.

Sample

A sample is a part of the population for which data are collected. The sample is used since it is not possible to collect data from the entire population (note that some smaller institutions did sample their entire undergraduate population). Using randomly selected participants allows us to generalize the results to the population.

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 significant. 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 sample tables with detailed notes on the meaning of various elements. The tables can be classified into three groups. First, descriptive statistics about your sample respondents, the MSL National Sample, and your pre-selected comparison groups (e.g., Carnegie class) is presented. The second group of tables present results of statistical tests on the outcome measures comparing your institutional sample to the MSL National Sample and the pre-selected comparison groups. The third class of tables presents the results of statistical tests seeking to identify differences within your sample on several input and environmental characteristics. Please remember the following when reviewing tables:

- Please note that only a portion of a table and sample data is presented here. The numbers within each table are not your institution's results. Please refer to your actual report tables for findings.
- The social change model outcomes are measured on a 5-point scale. Leadership efficacy and complex cognitive skills are measured on 4-point scales. Additional sub-study outcome scales range from 4- to 7-points. You will want to consult the header for each major variable to determine the scaling. This information is also provided in the MSL codebook, which can be downloaded from your www.mysl.net site.
- The blue column in each table represents the results for your institutional sample respondents. This is either your random or full population sample and does not contain any comparative sample data if you collected it.
- 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.
- The data presented in these tables include respondents who answered at least 90% of items associated with the core outcome measures.
- Cells populated with a period indicate an insufficient number, less than 15, of respondents answered that particular question for analyses to be conducted.

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 are the data that you provided to us along with student contact information prior to data collection; these are not student-reported data. Data in the blue columns represent your institution's general population sample. This column does not include comparative sample data. The percentages are based on all those invited to complete the survey, and include only complete and partial surveys. The table breaks out response rates by gender, race, and class standing. No statistical testing is included in this table.

Variable being measured in table

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

Results for selected comparison

Response Rates			Results for selected comparison									
School or 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	47.25	792	38.25	42,539	38.25	42,539	38.25	42,539	38.25	42,539	38.25	42,539
Female	34.42	725	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 completed the MSL survey. This is their self-reported demographic information as indicated in the survey questionnaire. Data represent your general population sample, the MSL National Sample, and other comparison groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent your institution's general population sample. This column does not include comparative sample data. No statistical testing is included in this table. These data are useful for:

- Understanding who responded to the survey and is represented in the findings, and
- How your respondents compare compositionally with your comparison groups.

Variable being measured

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

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		
Student Characteristics												
Gender												
Male	51.31	762	49.72	42539	51.90	7696	0.50	912	0.50	240	0.50	60
Female	48.69	723	50.27	52479	48.10	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	3234	3.40	816	3.40	6204	3.40	1634	3.40	408
American Indian	7.82	116	1.23	1172	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	4.79	70	2.42	2302	2.42	581	2.42	4415	2.42	1103	2.42	290
Multiracial	2.37	50	0.13	124	0.13	31	0.13	237	0.13	62	0.13	16
Not Included	5.38	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 subsequent 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 general population sample, the MSL National Sample, and other comparison groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent your institution's general population sample. This column does not include comparative sample data. 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 general population sample with that of students in selected comparison 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		
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			3.95	0.51			3.95	0.51			3.95	0.51				
Congruence	3.94	0.52	3.94	0.52			3.94	0.52			3.94	0.52			3.94	0.52				
Commitment	3.97	0.51	3.97	0.51			3.97	0.51			3.97	0.51			3.97	0.51				
Collaboration	3.98	0.54	3.98	0.54			3.98	0.54			3.98	0.54			3.98	0.54				
Common Purpose	3.99	0.52	3.99	0.52			3.99	0.52			3.99	0.52			3.99	0.52				
Controversy with Civility	4.00	0.56	4.00	0.56			4.00	0.56			4.00	0.56			4.00	0.56				
Citizenship	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			4.02	0.58			4.02	0.58			4.02	0.58				
Omnibus SRLS	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			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			3.95	0.51			3.95	0.51			3.95	0.51				

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

Outcome Measures Change Over Time Table

This table describes changes in students' perceived capacities across core outcomes in the MSL. Participants are asked to retrospectively report on their capacities prior to college as well as present capacities. This table uses only data provided by students that indicate they are in their senior year. Data represent seniors in your general population sample, the MSL National Sample, and other comparison groups pre-selected by your institution for inclusion in this report. Data in the blue columns represent seniors from your institution's general population sample. This column does not include comparative sample data. 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.

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 a paired samples t-test to determine whether the reported mean prior to college is significantly different from the reported mean during spring of senior year; 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 – Change Over Time

School of Survey Sciences

	MSL National Sample				Carnegie Peers: Masters				Campus-Sitting Peers: Urban				Control Peers: Public				Affiliation Peers: Religious			
	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																				
Prior to College	3.96	0.53			3.96	0.52			3.96	0.52			3.96	0.52			3.96	0.52		
Senior Year	3.97	0.53			3.97	0.53			3.97	0.53			3.97	0.53			3.97	0.53		
Congruence																				
Prior to College	3.99	0.55			3.99	0.55			3.99	0.55			3.99	0.55			3.99	0.55		
Senior Year	4.00	0.56			4.00	0.56			4.00	0.56			4.00	0.56			4.00	0.56		
Commitment																				
Prior to College	4.01	0.58			4.02	0.58			4.02	0.58			4.02	0.58			4.02	0.58		
Senior Year	4.03	0.59			4.03	0.59			4.03	0.59			4.03	0.59			4.03	0.59		

Seniors' perceived capacity on outcome measure prior to college

Seniors' perceived capacity on outcome measure during spring semester senior year

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 the "prior to college mean" and the "senior year" mean is statistically significant

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 general population sample and do not include comparative sample data. Statistical tests in this table examine significant differences between categories of input and environmental variables across core MSL outcomes. Note that no mean scores or significance tests are provided for variables with less than 15 participants. If a variable is significant, the 'SIG' column will indicate the category number with which the significant difference exists. 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	Consciousness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Civility			Change			Overall 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																													
Scaled on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)																													
Gender																													
(a) Male	3.12	0.49		3.12	0.49	5	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		3.12	0.49
(a) 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		4.05	0.35
Race																													
(a) 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		3.12	0.49
(a) 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		3.12	0.49
(a) 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		4.05	0.35
(a) 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		3.12	0.49
(a) 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		3.12	0.49
(a) 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		3.12	0.49
(a) 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		4.05	0.35
(a) 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		3.12	0.49
(a) 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		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

Beyond participating in the MSL and receiving this report, the Center for Student Studies and the MSL research team is providing a variety of additional services. These range from printing and binding copies of your custom report to special analyses that allow for more detailed comparisons between your students and possibly those attending other institutions. More detailed information can be found here: www.mysml.net/msldata/yourcustomreport.html

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. This proposal should include your specific research question(s), timeline for investigation, and the specific variables you would like access to from the national data set. Proposals will be reviewed on a rotating basis and permission for use is at the sole discretion of the Co-Principal Investigators.

Publications & Presentations

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

Data used in this article were collected as part of the Multi-Institutional Study of Leadership 2009. 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 2009. 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 and included more than 60,000 participants across 52 institutions of higher education. MSL is one of the largest studies of college student leadership to date and is further significant for its use of theoretically grounded measures. A number of organizations have contributed to the development of the study. The National Clearinghouse of Leadership Programs plays a central role as the sponsor of the MSL. The Center for Student Studies, a division of Survey Sciences Group, continues to partner with this project as the primary coordinators of the research. Further support for the 2006 MSL was provided by the C. Charles Jackson Foundation, ACPA: College Educators International Educational Leadership Foundation, National Association of Student Personnel Administrators, University of Maryland, and LeaderShape, Inc. The current 2009 MSL is supported in part by the C. Charles Jackson Foundation 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-elapsd 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.

Sample

A total of 101 U.S. colleges and universities participated in the 2009 MSL. Institutions from Canada and Mexico participated as well, although their data is not included in the U.S. national data set. 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 size was determined based on a desired 95% confidence interval with a margin of error of +3. Institutions with undergraduate enrollments of less than 4,000 students conducted full population samples. The total sample size for the study was over 338,732 cases. Schools were also invited to submit comparison samples of up to 500 cases to examine relationships between this data and the school's general population data. Data collected as part of comparison samples are not included in the national data reported here.

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 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. The emails were derived from templates that schools were able to individually alter based on unique institutional requirements and specific incentive programs offered. 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 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.

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 sample lines provided from the school to the study staff. In some cases students were removed from the sample during or after data collection if they were deemed to be ineligible for the study (i.e., they were no longer a student, they were not 18 years of age).
Completed Surveys (C)	The count of students who reached the last question in the base questionnaire and submitted it. This count does not take into account any missing data.
Partial Surveys (P)	The count of students who started the survey, and consented, but did not finish the instrument.
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)

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
2/9/2009	Invitation	3996	0
2/13/2009	Reminder 1	3538	0
2/19/2009	Reminder 2	3280	0
2/24/2009	Reminder 3	3084	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 30.07% and the total number of completed cases was 92,573. The response and completion rates for the overall study and Texas Christian University are shown in Table 3. Chart 1 and Chart 2 show how your institution's rates compare to the entire MSL. The numbers shown in Table 3, Chart 1 and Chart 2 represent those who completed 90% 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 %
Texas Christian University	34	1005	26.00%	96.73%
Total Sample	2,875	92,573	30.07%	97.01%

Chart 1

Response Rate: Texas Christian University ■

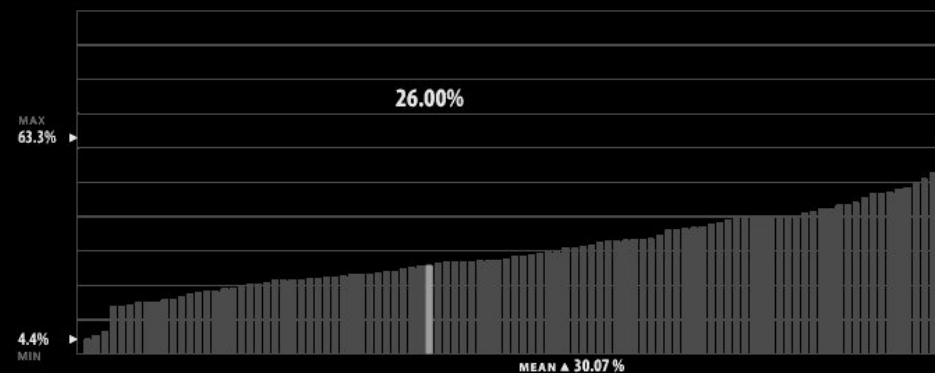
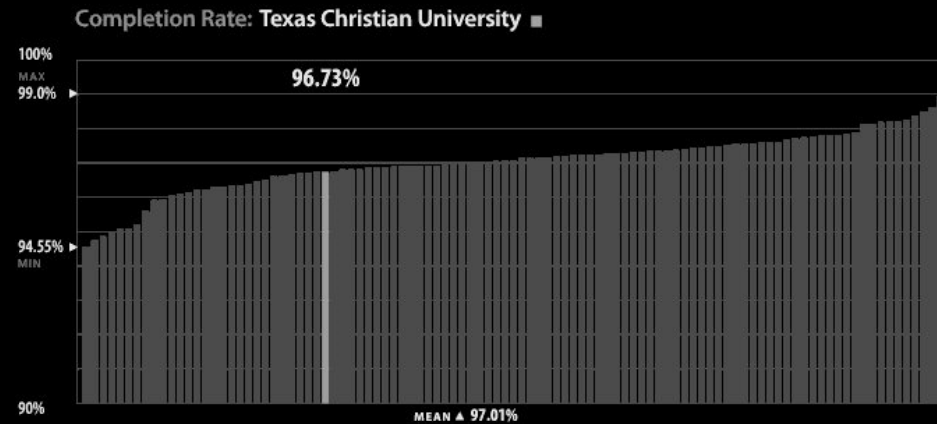


Chart 2



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 %
Texas Christian University	3996	16	0.40%
Total	338,732	1,681	0.50%

Nationally, the average completion time for surveys was 28.39 minutes and the median was 24.4 minutes. Students at Texas Christian University took an average of 27.88 minutes and a median of 24 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 120 minutes from these calculations.

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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/le-library-reports-publications.html.

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 examined for the SRLS in early pilot studies of the MSL instrument as well as with the 2006 iteration 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 2009 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; Ricketts, Bruce, & Ewing, 2008; Rubin, 2000) as well as multiple pilot studies. Additionally, the Crown-Marlowe measure of social desirability was employed as a means to remove items in which the responses appeared to be biased. Furthermore, a study of self and peer-reported leadership behaviors and the quality of those behaviors found self-reports of leadership to be generally accurate (Turrentine, 2001).

Cross-Sectional Designs

This study employs a cross-sectional research design in which students were asked to reflect retrospectively on past knowledge and experiences as a means to capture input data. Researchers indicate that when measuring leadership development as an educational outcome, retrospective questions may provide a stronger indication of student gains due to concerns associated with response-shift bias that emerge in traditional time elapsed studies (Howard, 1980; Howard & Dailey, 1979; Rohs, 1999, 2002; Rohs & Langone, 1997). The inherent assumption in measurement of change is a common metric at each point in time and that:

A person's standard for measurement of the dimension being assessed will not change from pretest to posttest. If the standard of measurement were to change, the posttest ratings would reflect this shift in addition to the actual changes in the person's level of functioning. Consequently, comparisons of pretest with posttest ratings would be confounded by this distortion of the internalized scale. (Rohs & Langone, p. 51)

Researchers suggest cognitive dimensions associated with understanding leadership may cause a shift in the standards of measurement and as such cross-sectional designs offer an appropriate approach in addressing the effect (Howard; Howard & Dailey; Rohs, 1999, 2002; Rohs & Langone).

Weighting of Data

When surveying any population it is not uncommon to have a less than a perfect response rate. As with most surveys, the MSL 2009 survey was no exception. A given response rate value is not in itself a concern. Rather, it is the situation where respondents differ systematically in one way or another from non-respondents which poses a risk. When such differences occur, biases may result when drawing conclusions from the data.

Non-Response Weights

To minimize this potential for bias, a non-response weight was constructed; labeled FINAL_NRWEIGHT in your analytic data file. Weighting for non-response involves applying a weight to each individual respondent so that he or she represents a certain number of non-respondents that are similar in terms of selected demographic characteristics. The size of the weights depends on the level of under- or over-representation of the respondents in predetermined groups known as 'weighting classes'.

Post-Stratification Weights

Each school was asked to provide a random sample of 4000 students from their undergraduate population. With smaller schools this sample may have been their entire population and only a proportion of the population for larger schools. This type of sampling allows for a bias – where smaller schools are over-represented and larger schools under-represented in the total sample. To account for this over- and under-representation bias, a post-stratification adjustment was calculated. A post-stratification adjustment causes the sum of the weighted survey respondents to equal the number of cases in the sampling frame. This adjustment is to be used for specific data tables that compare each institution's responses against the entire sample. You can find the weight labeled FINAL_PSWEIGHT in your analytic data file.

A detailed description of the weighting classes and the construction of non-response & post-stratification weights for your institution are provided in separate documentation on the MSL Exchange: www.mysl.net

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2009 Participating School Profiles

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Consortium	Comparative
Alfred University	Small	Private	Masters	Very Competitive	Secular	Town		
Baylor University	Large	Private	Research (Very high)	Highly Competitive	Religious	City		Y
Berry College	Small	Private	Baccalaureate- A&S	Very Competitive	Secular	Rural		
Binghamton University	Large	Public	Research (Very high)	Highly Competitive	Secular	Suburb		
Bridgewater State College	Medium	Public	Masters	Competitive	Secular	Suburb		Y
Brigham Young University Hawaii	Small	Private	Baccalaureate- A&S	Very Competitive	Religious	Town		Y
Bryant University	Medium	Private	Masters	Very Competitive	Secular	Rural		
Bucknell University	Medium	Private	Baccalaureate- A&S	Most Competitive	Secular	Rural		Y
California Lutheran	Small	Private	Masters	Competitive	Religious	City		Y
California State University, Sacramento	Large	Public	Masters	Competitive	Secular	City		Y
Clemson University	Large	Public	Research (Very high)	Highly Competitive	Secular	Town		Y
Colgate University	Small	Private	Baccalaureate- A&S	Most Competitive	Secular	Town		
Colorado State University-Ft. Collins	Large	Public	Research (Very high)	Competitive	Secular	City		Y
Columbia College	Small	Private	Masters	Less Competitive	Religious	City		Y
Concordia College	Small	Private	Baccalaureate- A&S	Non Competitive	Religious	Suburb		Y
Cornell College	Small	Private	Baccalaureate- A&S	Very Competitive	Religious	Town		
CUNY Baruch College	Large	Public	Masters	Very Competitive	Secular	City		Y
CUNY Lehman College	Medium	Public	Masters	Less Competitive	Secular	City		Y
DePaul University	Large	Private	Doctoral/Research	Very Competitive	Religious	City	■	Y
Drake University	Medium	Private	Masters	Very Competitive	Secular	City		
Drexel University	Large	Private	Research (Very high)	Very Competitive	Secular	City		Y
Duke University	Medium	Private	Research (Very high)	Most Competitive	Religious	City		Y
Elmhurst College	Small	Private	Masters	Competitive	Religious	Suburb		
Elon University	Medium	Private	Masters	Highly Competitive	Religious	Suburb		
Furman University	Small	Private	Baccalaureate- A&S	Highly Competitive	Secular	Suburb		Y
Gallaudet University	Small	Private	Masters	Special	Secular	City		
George Mason University	Large	Public	Research (Very high)	Very Competitive	Secular	Suburb		
Georgia Southern University	Large	Public	Doctoral/Research	Very Competitive	Secular	Town		Y
Gettysburg College	Small	Private	Baccalaureate- A&S	Highly Competitive	Religious	Town		
Guilford College	Small	Private	Baccalaureate- A&S	Very Competitive	Religious	City		Y
Hamline University	Small	Private	Masters	Very Competitive	Religious	City		Y
Harvard University	Medium	Private	Research (Very high)	Most Competitive	Secular	City		Y

2009 Participating School Profiles (continued)

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Consortium	Comparative
Houghton College	Small	Private	Baccalaureate- A&S	Very Competitive	Religious	Rural		
Indiana University-Bloomington	Large	Public	Research (Very high)	Very Competitive	Secular	City		Y
Jackson State University	Medium	Public	Research (Very high)	Competitive	Secular	City		
John Carroll University	Medium	Private	Masters	Competitive	Religious	Suburb	■	Y
Kansas State University	Large	Public	Research (Very high)	Non Competitive	Secular	Town		Y
Loyola Marymount University	Medium	Private	Masters	Very Competitive	Religious	City	■	Y
Loyola University Chicago	Medium	Private	Research (Very high)	Highly Competitive	Religious	City	■	Y
Mansfield University	Small	Public	Masters	Competitive	Secular	Rural		
Marquette University	Medium	Private	Research (Very high)	Highly Competitive	Religious	City	■	Y
Meredith College	Small	Private	Baccalaureate- A&S	Competitive	Secular	City		
Metro State College Denver	Large	Public	Baccalaureate- A&S	Less Competitive	Secular	City		Y
Millikin University	Small	Private	Baccalaureate- A&S	Competitive	Religious	City		Y
Missouri Western State University	Medium	Public	Baccalaureate- A&S	Non Competitive	Secular	City		Y
Monroe Community College	Large	Public	Associates	Not Available	Secular	Suburb		
Montgomery College, Maryland	Large	Public	Associates	Not Available	Secular	City		Y
Moravian College	Small	Private	Baccalaureate- A&S	Competitive	Religious	City		Y
North Carolina Central University	Medium	Public	Masters	Less Competitive	Secular	City		
North Carolina State University	Large	Public	Research (Very high)	Very Competitive	Secular	City		Y
Northeastern Illinois University	Large	Public	Masters	Competitive	Secular	City		Y
Northeastern State University	Medium	Public	Masters	Less Competitive	Secular	Town		
Northwestern University	Medium	Private	Research (Very high)	Most Competitive	Secular	City		Y
Ohio University	Large	Public	Research (Very high)	Competitive	Secular	Rural		
Pacific Lutheran University	Medium	Private	Masters	Very Competitive	Religious	Suburb		Y
Regis University	Medium	Private	Masters	Competitive	Religious	City	■	Y
Roger Williams University	Medium	Private	Baccalaureate- A&S	Competitive	Secular	Suburb		
Rollins College	Small	Private	Masters	Highly Competitive	Secular	Suburb		
Saint Joseph's University	Medium	Private	Masters	Very Competitive	Religious	City	■	Y

2009 Participating School Profiles (continued)

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Consortium	Comparative
Saint Mary's University of Minnesota	Small	Private	Doctoral/Research	Very Competitive	Religious	Town		
Samford University	Small	Private	Doctoral/Research	Very Competitive	Religious	Suburb		
Seattle University	Medium	Private	Masters	Very Competitive	Religious	City	■	Y
Sonoma State University	Medium	Public	Masters	Competitive	Secular	Suburb		
Southern Methodist University	Medium	Private	Doctoral/Research	Highly Competitive	Religious	City		Y
SUNY Geneseo	Medium	Public	Masters	Highly Competitive	Secular	Town		Y
SUNY Potsdam	Medium	Public	Masters	Competitive	Secular	Town		
Temple University	Large	Public	Research (Very high)	Competitive	Secular	City		Y
Texas A & M University	Large	Public	Research (Very high)	Highly Competitive	Secular	Rural		Y
Texas Christian University	Medium	Private	Doctoral/Research	Highly Competitive	Religious	City		Y
University of Arizona	Large	Public	Research (Very high)	Very Competitive	Secular	City		Y
University of Buffalo	Large	Public	Research (Very high)	Very Competitive	Secular	City		
University of California, Berkeley	Large	Public	Research (Very high)	Highly Competitive	Secular	City		Y
University of Central Florida	Large	Public	Research (Very high)	Very Competitive	Secular	Suburb		Y
University of Central Oklahoma	Large	Public	Masters	Competitive	Secular	Suburb		Y
University of Colorado at Boulder	Large	Public	Research (Very high)	Very Competitive	Secular	City		
University of Detroit Mercy	Medium	Private	Masters	Competitive	Religious	City	■	Y
University of Illinois, Urbana-Champaign	Large	Public	Research (Very high)	Highly Competitive	Secular	City		Y
University of Iowa	Large	Public	Research (Very high)	Very Competitive	Secular	City		Y
University of Kansas	Large	Public	Research (Very high)	Very Competitive	Secular	City		Y
University of Louisville	Large	Public	Research (Very high)	Very Competitive	Secular	City		
University of Maryland, College Park	Large	Public	Research (Very high)	Highly Competitive	Secular	Suburb		Y
University of Massachusetts, Lowell	Medium	Public	Doctoral/Research	Competitive	Secular	Suburb		
University of Minnesota	Large	Public	Research (Very high)	Highly Competitive	Secular	City		Y
University of Monterrey	Medium	Private	Masters	Very Competitive	Religious	City		
University of Nevada, Las Vegas	Large	Public	Research (Very high)	Competitive	Secular	City		Y
University of North Carolina, Chapel Hill	Large	Public	Research (Very high)	Most Competitive	Secular	Suburb		Y

2009 Participating School Profiles (continued)

School	Size	Control	Carnegie	Selectivity	Affiliation	Setting	Consortium	Comparative
University of North Carolina, Greensboro	Large	Public	Research (Very high)	Competitive	Secular	City		Y
University of North Carolina, Wilmington	Large	Public	Masters	Very Competitive	Secular	City		Y
University of Richmond	Medium	Private	Baccalaureate- A&S	Most Competitive	Secular	City		Y
University of Rochester	Medium	Private	Research (Very high)	Most Competitive	Secular	City		
University of San Diego	Medium	Private	Doctoral/Research	Highly Competitive	Religious	City	■	Y
University of San Francisco	Medium	Private	Doctoral/Research	Very Competitive	Religious	City	■	Y
University of Scranton	Medium	Private	Masters	Very Competitive	Religious	City	■	Y
University of South Florida	Large	Public	Research (Very high)	Very Competitive	Secular	City		
University of Tampa	Medium	Private	Masters	Competitive	Secular	City		Y
University of Toronto	Large	Public	Doctoral/Research	Highly Competitive	Secular	City		Y
University of Wisconsin, Madison	Large	Public	Research (Very high)	Highly Competitive	Secular	City		Y
University of Wisconsin, Oshkosh	Large	Public	Masters	Less Competitive	Secular	City		Y
University of Wisconsin, Stevens Point	Medium	Public	Masters	Competitive	Secular	Town		Y
University of Wisconsin, La Crosse	Medium	Public	Masters	Very Competitive	Secular	City		
Wartburg College	Small	Private	Baccalaureate- A&S	Very Competitive	Religious	Town		Y
Wilson College	Small	Private	Baccalaureate- A&S	Competitive	Religious	Town		Y
Youngstown State University	Large	Public	Masters	Non Competitive	Secular	City		Y

Response Rates

Texas Christian University			MSL National Sample		Size Peers: Medium		Control Peers: Private		Affiliation Peers: Religious		Comparative: Texas Christian University	
	%	N	%	N	%	N	%	N	%	N	%	N
Response Rate by Demographics												
Gender												
Male	22.03	356	22.95	29410	24.86	13415	28.91	15934	28.36	10090	36.94	41
Female	28.7	683	32.93	52083	34.9	24012	39.78	28794	38.98	18861	41.44	92
Race												
Hispanic/Latino	28.49	104	24.18	4320	25.88	2184	31.4	2501	31.14	1897	30.61	15
White	25.09	800	29.72	55619	32.62	24229	35.66	30875	34.73	19619	40.17	92
African American/Black	24.48	59	19.62	5106	17.52	2343	30.03	2217	28.56	1438	.	.
American Indian or Alaskan	.	.	24.59	729	26.4	473	29.97	181	30.18	137	.	.
Asian	39.41	67	28.8	5142	34.16	2119	35.88	3011	36.12	2049	.	.
Hawaiian or Pacific Islander	.	.	37.4	411	27.04	106	39.77	379	40.15	373	.	.
Other/Missing	.	.	27.99	24001	36.59	10819	39.33	11957	41.24	6931	.	.
Class Standing												
First-Year	23.95	211	28.03	21959	30.24	10537	35.27	12531	34.92	8040	39.66	23
Sophomore	24.71	237	29.46	20283	32.12	9387	35.42	11277	34.69	7054	42.39	39
Junior	26.55	253	29.65	21481	32.03	9643	36.26	11283	36.33	7199	34.12	29
Senior	28.1	338	29.34	23972	31.81	10939	37.26	12906	37	8388	42.86	42
Graduate Student	.	.	19.82	1063	22.77	488	32.45	439	31.56	350	.	.
Unclassified	.	.	20.52	6570	38.35	1279	34.38	2685	31.19	1413	.	.

Respondent Characteristics

Texas Christian University			MSL National Sample		Size Peers: Medium		Control Peers: Private		Affiliation Peers: Religious		Comparative: Texas Christian University	
	%	N	%	N	%	N	%	N	%	N	%	N
Student Characteristics												
<i>Gender</i>												
Male	34.36	346	35.45	32853	35.01	14409	34.95	17397	33.47	10575	31.01	40
Female	65.64	661	64.55	59824	64.99	26743	65.05	32376	66.53	21021	68.99	89
<i>Race</i>												
White	74.73	751	72.7	67353	72.37	29764	74.1	36873	73.17	23112	66.41	85
Middle Eastern	.	.	0.64	590	0.67	277	0.64	317	0.69	218	.	.
African American/Black	4.28	43	5.38	4988	5.09	2095	4.08	2031	4.15	1312	.	.
American Indian	.	.	0.43	401	0.62	257	0.13	66	0.17	53	.	.
Asian American	5.17	52	7.72	7153	7.74	3183	7.83	3898	7.58	2393	.	.
Latino	6.67	67	4.13	3824	4.24	1745	3.95	1966	4.48	1415	.	.
Multiracial	8.36	84	7.61	7051	8.03	3302	7.74	3851	8.09	2555	.	.
Not Included	.	.	1.38	1279	1.23	505	1.52	758	1.67	528	.	.
<i>Class Standing</i>												
First-Year	21.4	220	22.66	21419	24.28	10206	25.25	12839	25.34	8169	18.94	25
Sophomore	20.23	208	21.99	20794	22.15	9312	22.78	11587	21.96	7078	25.76	34
Junior	26.17	269	25.36	23972	24.86	10450	24.5	12459	24.6	7931	29.55	39
Senior +	32.2	331	29.99	28357	28.71	12071	27.47	13970	28.1	9057	25.76	34
<i>Sexual Orientation</i>												
Heterosexual	95.14	959	92.98	86263	93.31	38440	93.15	46423	93.47	29565	96.9	125
Bisexual, Gay/Lesbian, Questioning	2.78	28	4.63	4299	4.57	1882	4.62	2303	4.17	1318	.	.
Rather Not Say	2.08	21	2.39	2217	2.12	874	2.23	1111	2.36	747	.	.

Respondent Characteristics

Texas Christian University			MSL National Sample		Size Peers: Medium		Control Peers: Private		Affiliation Peers: Religious		Comparative: Texas Christian University	
	%	N	%	N	%	N	%	N	%	N	%	N
<i>Age</i>												
Traditional (Under 24)	94.13	946	88.66	82234	92.25	37995	93.86	46773	92.62	29292	96.88	124
Non-Traditional (24 or Older)	5.87	59	11.34	10523	7.75	3191	6.14	3060	7.38	2335	.	.
<i>Residence</i>												
On Campus	47.81	480	49.46	45816	56.93	23418	64.42	32061	58.59	18504	57.36	74
Off Campus	52.19	524	50.54	46811	43.07	17715	35.58	17705	41.41	13079	42.64	55
<i>Educational Generation Status</i>												
First Generation	9.52	95	14.89	13621	13.79	5607	11.4	5611	12.38	3867	14.96	19
Non-First Generation	90.48	903	85.11	77854	86.21	35044	88.6	43624	87.62	27368	85.04	108
<i>Enrollment Status</i>												
Part Time	.	.	4.48	4274	2.91	1229	2.41	1230	2.7	877	.	.
Full Time	98.94	1028	95.52	91049	97.09	41043	97.59	49889	97.3	31565	100	133
<i>Transfer Status</i>												
Transfer Student	17.71	184	21.19	20198	16.81	7108	13.98	7146	16.37	5311	.	.
Non-Transfer Student	82.29	855	78.81	75127	83.19	35165	86.02	43974	83.63	27132	91.73	122

General Outcome Measure Scores and Comparisons

Texas Christian University			MSL National Sample				Size Peers: Medium				Control Peers: Private				Affiliation Peers: Religious				Comparative: Texas Christian University			
	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																						
<i>Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)</i>																						
Consciousness of Self	4.05	0.90	3.98	0.85	S	—	3.97	0.86	S	—	3.98	0.85	S	—	3.98	0.85	S	—	4.16	0.88		
Congruence	4.25	0.84	4.15	0.85	S	○	4.15	0.86	S	○	4.16	0.84	S	○	4.17	0.85	S	○	4.34	0.86		
Commitment	4.40	0.79	4.30	0.80	S	○	4.30	0.81	S	○	4.31	0.79	S	○	4.31	0.80	S	○	4.48	0.82		
Collaboration	4.10	0.79	4.04	0.78	S	—	4.04	0.78	S	—	4.04	0.77	S	—	4.05	0.78	S	—	4.21	0.78		
Common Purpose	4.08	0.79	4.00	0.76	S	○	4.00	0.77	S	○	4.02	0.75	S	—	4.02	0.75	S	—	4.21	0.78		
Controversy with Civility	3.82	0.74	3.81	0.71			3.81	0.71			3.81	0.71			3.80	0.72			3.91	0.69		
Citizenship	3.90	0.98	3.82	0.97	S	○	3.83	0.97	S	—	3.85	0.95	S	—	3.86	0.96			4.20	0.85	S	○
Change	3.82	0.89	3.81	0.81			3.80	0.82			3.79	0.81			3.79	0.82			3.88	0.89		
Omnibus SRLS	4.02	0.67	3.95	0.66	S	○	3.96	0.66	S	○	3.97	0.65	S	—	3.97	0.66	S	—	4.15	0.67		
<i>Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)</i>																						
Leadership Efficacy	3.20	1.03	3.08	1.05	S	○	3.09	1.05	S	○	3.09	1.04	S	○	3.09	1.05	S	○	3.41	1.00		
<i>Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)</i>																						
Complex Cognitive Skills	3.15	0.98	3.10	1.00	S	—	3.09	1.01	S	—	3.11	0.99			3.11	0.99			3.26	0.81		

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

General Outcome Measure Scores and Comparisons - Change Over Time

Texas Christian University					MSL National Sample				Size Peers: Medium				Control Peers: Private				Affiliation Peers: Religious				Comparative: Texas Christian University			
	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)																								
Consciousness of Self																								
Prior to College	3.66	1.80	S	●	3.49	1.97	S	●	3.50	1.97	S	●	3.50	1.93	S	●	3.49	1.95	S	●	3.97	1.63	.	.
Senior Year	4.09	0.87			4.04	0.83			4.03	0.84			4.04	0.82			4.05	0.82			4.21	0.97		
Congruence																								
Prior to College	4.07	1.38	S	○	3.99	1.38	S	○	3.99	1.37	S	○	4.01	1.35	S	○	4.01	1.37	S	○	4.19	1.64	.	.
Senior Year	4.26	0.81			4.19	0.83			4.18	0.83			4.20	0.81			4.21	0.81			4.30	1.06		
Commitment																								
Prior to College	4.31	1.26	S	○	4.22	1.28	S	○	4.24	1.28	S	—	4.24	1.25	S	—	4.23	1.27	S	○	4.30	1.68	.	.
Senior Year	4.42	0.74			4.33	0.78			4.33	0.79			4.34	0.77			4.34	0.77			4.40	1.14		
Collaboration																								
Prior to College	3.95	1.31	S	○	3.91	1.33	S	○	3.91	1.33	S	○	3.93	1.30	S	○	3.93	1.30	S	○	3.94	1.56	.	.
Senior Year	4.15	0.78			4.08	0.76			4.08	0.77			4.09	0.75			4.10	0.75			4.19	1.07		
Common Purpose																								
Prior to College	4.01	1.20	S	○	3.97	1.19	S	—	3.97	1.21	S	—	3.98	1.17	S	—	3.99	1.18	S	—	4.00	1.69	.	.
Senior Year	4.12	0.76			4.04	0.75			4.04	0.76			4.06	0.74			4.06	0.73			4.19	1.09		
Controversy with Civility																								
Prior to College	3.86	1.37	.	.	3.89	1.37	S	—	3.91	1.36	S	—	3.92	1.35	S	—	3.91	1.36	S	—	3.85	1.53	.	.
Senior Year	3.85	0.71			3.85	0.70			3.85	0.70			3.86	0.70			3.86	0.70			3.93	0.79		
Citizenship																								
Prior to College	3.88	1.35	.	.	3.76	1.44	S	—	3.79	1.43	S	—	3.81	1.40	S	—	3.81	1.40	S	—	4.03	1.65	.	.
Senior Year	3.93	0.99			3.86	0.98			3.87	0.98			3.90	0.96			3.91	0.95			4.18	1.15		
Significance: S = p < .01 Effect Sizes: Trivial — Small ○ Moderate ● Large ●																								

General Outcome Measure Scores and Comparisons - Change Over Time

Texas Christian University					MSL National Sample				Size Peers: Medium				Control Peers: Private				Affiliation Peers: Religious				Comparative: Texas Christian University			
	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect	M	SD	Sig	Effect
<i>Change</i>																								
Prior to College	3.62	1.56	S	○	3.61	1.50	S	○	3.59	1.51	S	○	3.59	1.51	S	○	3.58	1.51	S	○	3.66	1.58	.	.
Senior Year	3.85	0.82			3.86	0.81			3.85	0.81			3.84	0.80			3.85	0.80			3.94	0.85		
<i>Omnibus SRLS</i>																								
Prior to College	3.92	0.84	S	○	3.85	0.86	S	○	3.86	0.86	S	○	3.87	0.84	S	○	3.87	0.85	S	○	3.99	1.12	.	.
Senior Year	4.05	0.65			4.00	0.65			4.00	0.65			4.01	0.63			4.02	0.63			4.14	0.91		
Leadership Efficacy												Scored on a 4-point scale ranging from Not At All Confident (1) to Very Confident (4)												
Prior to College	2.98	1.13	S	○	2.85	1.22	S	○	2.86	1.21	S	○	2.87	1.19	S	○	2.87	1.20	S	○	3.05	1.02	S	○
Senior Year	3.30	1.01			3.21	1.01			3.22	1.02			3.23	0.99			3.23	0.99			3.53	1.02		
Complex Cognitive Skills												Scored on a 4-point scale ranging from Not Grown At All (1) to Grown Very Much (4)												
Prior to College	3.09	0.94	S	○	3.05	0.99	S	○	3.06	0.99	S	○	3.06	0.97	S	○	3.06	0.98	S	○	3.06	1.02	S	○
Senior Year	3.34	0.86			3.27	0.94			3.27	0.95			3.29	0.93			3.29	0.93			3.44	0.88		
Significance: S = $p < .01$ Effect Sizes: Trivial — Small ○ Moderate ○ Large ●																								

Inputs by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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) Female	4.03	0.48		4.26	0.44		4.43	0.42		4.10	0.40		4.08	0.41		3.80	0.38		3.95	0.51	2	3.77	0.51	2	4.02	0.35	
(2) Male	4.08	0.63		4.23	0.59		4.38	0.55		4.11	0.59		4.08	0.58		3.85	0.53		3.83	0.70	1	3.88	0.57	1	4.02	0.49	
Race																											
(1) White	4.05	0.55		4.25	0.50		4.42	0.48	5	4.10	0.48		4.08	0.48		3.81	0.45		3.89	0.60		3.80	0.54		4.01	0.41	
(2) Middle Eastern	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(3) African American/Black	4.15	0.54		4.20	0.51		4.43	0.35	5	4.20	0.36		4.18	0.35		3.95	0.35	5	4.08	0.43		3.99	0.47		4.12	0.32	5
(4) American Indian	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(5) Asian American	3.85	0.46	7	4.09	0.51		4.15	0.52	13.7	4.01	0.51		3.94	0.48		3.67	0.38	3.7	3.84	0.52		3.72	0.44		3.88	0.42	3
(6) Latino	4.04	0.48		4.27	0.47		4.40	0.43		4.09	0.44		4.07	0.49		3.81	0.42		3.91	0.59		3.89	0.50		4.03	0.36	
(7) Multiracial	4.14	0.44	5	4.32	0.53		4.44	0.42	5	4.15	0.47		4.12	0.46		3.91	0.43	5	3.96	0.57		3.86	0.59		4.08	0.37	
(8) Not Included	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
Class Standing																											
(1) First-Year	4.04	0.56		4.27	0.53		4.40	0.51		4.06	0.51		4.07	0.52		3.84	0.46		3.95	0.59		3.83	0.54		4.02	0.42	
(2) Sophomore	3.97	0.56	4	4.18	0.49		4.36	0.48		4.08	0.45		4.04	0.45		3.75	0.43		3.85	0.57		3.76	0.57		3.96	0.41	
(3) Junior	4.06	0.52		4.27	0.50		4.42	0.46		4.09	0.47		4.07	0.47		3.80	0.44		3.86	0.58		3.79	0.55		4.01	0.40	
(4) Senior +	4.09	0.52	2	4.26	0.48		4.42	0.44		4.15	0.46		4.12	0.45		3.85	0.42		3.93	0.59		3.84	0.49		4.05	0.39	
Sexual Orientation																											
(1) Heterosexual	4.06	0.52		4.26	0.49	3	4.41	0.47		4.11	0.46	3	4.09	0.46		3.82	0.43		3.91	0.57		3.81	0.53		4.02	0.39	
(2) Bisexual, Gay/ Lesbian, Questioning	3.95	0.61		4.12	0.55		4.32	0.49		3.98	0.59		4.02	0.57		3.86	0.50		3.72	0.68		3.88	0.60		3.95	0.48	
(3) Rather Not Say	3.82	0.80		3.98	0.77	1	4.25	0.60		3.83	0.81	1	3.90	0.69		3.81	0.72		3.60	0.90		3.80	0.79		3.84	0.66	

Significance: $p < .01$

Inputs by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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)	4.05	0.53		4.25	0.50		4.40	0.48		4.10	0.47		4.08	0.47		3.81	0.44		3.90	0.58		3.81	0.54		4.01	0.40	
(2) Non-Traditional (24 or Older)	4.10	0.64		4.34	0.49		4.48	0.39		4.15	0.54		4.10	0.50		3.92	0.41		3.90	0.69		3.92	0.50		4.08	0.44	
Transfer Status																											
(1) Non-Transfer Student	4.04	0.53		4.24	0.49		4.40	0.48		4.09	0.47		4.07	0.47		3.80	0.44		3.90	0.57		3.79	0.53	2	4.00	0.40	
(2) Transfer Student	4.11	0.56		4.30	0.51		4.44	0.44		4.18	0.47		4.12	0.48		3.89	0.44		3.91	0.63		3.94	0.52	1	4.08	0.41	
Enrollment Status																											
(1) Full-Time	4.05	0.53		4.25	0.50		4.40	0.47		4.10	0.47		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
(2) Part-Time	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
Political Views																											
(1) Very Liberal	4.14	0.64		4.29	0.67		4.37	0.65		4.10	0.61		4.07	0.60		4.07	0.55	3,4,5	3.95	0.70		4.06	0.52	3,4,5	4.11	0.54	
(2) Liberal	4.07	0.51		4.28	0.49		4.43	0.48		4.16	0.45		4.09	0.47		3.94	0.39	3,4,5	3.96	0.60		3.96	0.49	3,4,5	4.08	0.39	
(3) Moderate	4.00	0.54		4.18	0.48	4,5	4.36	0.44	5	4.07	0.46		4.06	0.45		3.83	0.42	1,2,5	3.88	0.56		3.82	0.54	1,2	3.99	0.39	
(4) Conservative	4.08	0.51		4.28	0.49	3	4.42	0.46		4.11	0.44		4.08	0.46		3.75	0.43	1,2	3.89	0.58		3.75	0.53	1,2	4.01	0.39	
(5) Very Conservative	4.08	0.66		4.44	0.53	3	4.56	0.52	3	4.10	0.67		4.20	0.58		3.66	0.51	1,2,3	3.90	0.68		3.65	0.58	1,2	4.02	0.49	
GPA Estimate																											
(1) 3.50 - 4.00	4.07	0.53		4.30	0.49	2	4.46	0.43	2	4.12	0.46		4.11	0.44		3.81	0.43		3.96	0.58		3.79	0.52		4.04	0.38	
(2) 3.00 - 3.49	4.05	0.51		4.21	0.50	1	4.38	0.48	1	4.08	0.47		4.05	0.48		3.82	0.44		3.86	0.58		3.82	0.53		4.00	0.41	
(3) 2.50 - 2.99	4.05	0.57		4.24	0.51		4.36	0.50		4.11	0.51		4.07	0.51		3.83	0.46		3.86	0.58		3.87	0.55		4.01	0.43	
(4) 2.00 - 2.49	3.93	0.67		4.24	0.58		4.41	0.62		4.08	0.61		4.16	0.59		3.83	0.48		3.94	0.66		3.72	0.55		4.00	0.51	
(5) 1.99 or less	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(6) No college GPA	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	

Significance: $p < .01$

Inputs by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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	3.97	0.61		4.21	0.59		4.34	0.62		4.07	0.59		4.05	0.57		3.87	0.49		3.97	0.66		3.79	0.55		4.01	0.51	
(2) Non-First Generation	4.06	0.52		4.26	0.49		4.42	0.45		4.11	0.46		4.09	0.46		3.82	0.43		3.90	0.58		3.82	0.53		4.02	0.39	
Disability Status																											
(1) Reported Disability	3.96	0.60		4.22	0.53		4.41	0.46		4.07	0.47		4.06	0.48		3.84	0.46		3.94	0.59		3.78	0.56		4.00	0.42	
(2) No Reported Disability	4.07	0.52		4.26	0.49		4.41	0.48		4.11	0.48		4.09	0.47		3.81	0.44		3.89	0.58		3.82	0.53		4.02	0.40	

Significance: $p < .01$

Inputs by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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			
Student Characteristics																					Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)						
Gender																											
(1) Female	4.15	0.50		4.41	0.43		4.54	0.41		4.27	0.38		4.27	0.40		3.91	0.37		4.26	0.44		3.87	0.52		4.18	0.35	
(2) Male	4.20	0.59		4.28	0.63		4.43	0.63		4.13	0.61		4.13	0.58		3.93	0.49		4.14	0.63		3.91	0.59		4.12	0.49	
Race																											
(1) White	4.22	0.50		4.43	0.40		4.58	0.39		4.27	0.38		4.28	0.40		3.94	0.38		4.27	0.45		3.93	0.55		4.21	0.33	
(2) Middle Eastern	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) African American/Black	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) American Indian	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(5) Asian American	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(6) Latino	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(7) Multiracial	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(8) Not Included	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Class Standing																											
(1) First-Year	4.25	0.48		4.39	0.45		4.56	0.41		4.26	0.40		4.26	0.37		4.01	0.35		4.37	0.34		4.00	0.56		4.24	0.31	
(2) Sophomore	4.01	0.55		4.21	0.47		4.45	0.44		4.12	0.39		4.11	0.39		3.82	0.39		4.05	0.45		3.72	0.56		4.03	0.36	
(3) Junior	4.19	0.48		4.47	0.44		4.54	0.38		4.28	0.38		4.28	0.38		3.92	0.39		4.22	0.45		3.90	0.51		4.19	0.32	
(4) Senior +	4.21	0.57		4.30	0.62		4.41	0.67		4.19	0.63		4.19	0.64		3.92	0.46		4.19	0.68		3.94	0.51		4.14	0.53	
Sexual Orientation																											
(1) Heterosexual	4.18	0.52		4.38	0.49		4.51	0.48		4.23	0.45		4.23	0.45		3.92	0.40		4.23	0.49		3.89	0.53		4.17	0.38	
(2) Bisexual, Gay/ Lesbian, Questioning	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Rather Not Say	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	

Significance: $p < .01$

Inputs by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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			
Student Characteristics																						Scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5)					
Age																											
(1) Traditional (Under 24)	4.17	0.52		4.38	0.50		4.51	0.49		4.23	0.46		4.23	0.47		3.93	0.41		4.23	0.51		3.89	0.54		4.17	0.40	
(2) Non-Traditional (24 or Older)	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Transfer Status																											
(1) Non-Transfer Student	4.16	0.51		4.35	0.51		4.49	0.49		4.21	0.47		4.21	0.47		3.91	0.40		4.19	0.51		3.88	0.52		4.15	0.39	
(2) Transfer Student	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Enrollment Status																											
(1) Full-Time	4.16	0.52		4.35	0.51		4.49	0.48		4.21	0.46		4.21	0.46		3.91	0.40		4.20	0.51		3.88	0.53		4.15	0.39	
(2) Part-Time	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Political Views																											
(1) Very Liberal	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Liberal	4.22	0.52		4.46	0.43		4.55	0.49		4.31	0.48		4.26	0.48		4.06	0.38		4.39	0.48		4.08	0.51		4.27	0.39	
(3) Moderate	4.13	0.54		4.33	0.43		4.45	0.38		4.19	0.39		4.21	0.39		3.94	0.40		4.25	0.44		3.97	0.52		4.16	0.34	
(4) Conservative	4.19	0.45		4.36	0.47		4.54	0.41		4.22	0.38		4.21	0.39		3.86	0.35		4.12	0.43		3.75	0.51		4.12	0.32	
(5) Very Conservative	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
GPA Estimate																											
(1) 3.50 - 4.00	4.23	0.48		4.44	0.45		4.58	0.37	3	4.27	0.39		4.26	0.41		3.91	0.36		4.27	0.44		3.86	0.56		4.19	0.33	
(2) 3.00 - 3.49	4.17	0.60		4.34	0.60		4.50	0.64		4.17	0.59		4.22	0.59		3.93	0.49		4.18	0.63		3.96	0.54		4.16	0.51	
(3) 2.50 - 2.99	3.88	0.38		4.18	0.36		4.19	0.34	1	4.12	0.35		4.02	0.30		3.87	0.32		3.99	0.40		3.74	0.34		3.98	0.25	
(4) 2.00 - 2.49	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(5) 1.99 or less	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(6) No college GPA	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	

Significance: $p < .01$

Inputs by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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	3.86	0.67	2	4.15	0.80		4.12	0.78	2	3.92	0.72	2	3.93	0.70	2	3.81	0.51		4.05	0.78		3.69	0.57		3.92	0.63	2
(2) Non-First Generation	4.22	0.48	1	4.41	0.41		4.56	0.39	1	4.28	0.38	1	4.28	0.39	1	3.94	0.38		4.25	0.44		3.93	0.53		4.20	0.32	1
Disability Status																											
(1) Reported Disability	4.07	0.51		4.36	0.41		4.46	0.40		4.16	0.37		4.23	0.38		3.94	0.45		4.23	0.48		3.85	0.59		4.14	0.34	
(2) No Reported Disability	4.19	0.53		4.36	0.53		4.50	0.51		4.23	0.49		4.22	0.49		3.91	0.40		4.21	0.51		3.90	0.53		4.16	0.41	

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) Female	3.99	0.78	2	4.19	0.76	2	4.35	0.71	2	4.07	0.69	2	4.03	0.68	2	3.82	0.64	2	3.89	0.86	2	3.80	0.76	2	3.99	0.59	2					
(2) Male	3.97	0.97	1	4.11	0.98	1	4.24	0.92	1	4.00	0.90	1	3.97	0.88	1	3.80	0.82	1	3.72	1.11	1	3.82	0.91	1	3.92	0.76	1					
Race																																
(1) White	3.99	0.82	2,3,5,7,8	4.17	0.81	2,3,4,5,6,8	4.32	0.76	2,5,8	4.04	0.74	3,5,6,7,8	4.00	0.72	3,5,7	3.81	0.68	3,5,7,8	3.80	0.95	3,5,6,7,8	3.79	0.80	3,5,6,7,8	3.96	0.62	3,5,6,7					
(2) Middle Eastern	3.93	0.98	1,3,5,6,7	4.10	1.02	1,3,5,7	4.23	1.03	1,3,5,6,7	4.02	0.99	3,5,6	4.00	0.96	3,5	3.79	0.81	3,5,7	3.87	1.04	3,5	3.83	0.90	3,5,6	3.95	0.83	3,5,7					
(3) African American/Black	4.09	0.98	1,2,4,5,6,7,8	4.19	0.99	1,2,4,5,6,8	4.32	0.93	2,5,8	4.09	0.92	1,2,4,5,7,8	4.08	0.92	1,2,4,5,6,7,8	3.86	0.81	1,2,4,5,6,8	3.94	1.08	1,2,4,5,6,7,8	3.95	0.93	1,2,4,5,6,7,8	4.04	0.79	1,2,4,5,6,7,8					
(4) American Indian	3.96	0.98	3,5	4.11	1.04	1,3,5,7	4.27	0.98	5	4.01	0.96	3,6	3.96	0.96	3,7	3.77	0.83	3,5,7	3.81	1.15	3	3.82	0.88	3,5,6,7	3.93	0.80	3,5,7					
(5) Asian American	3.78	0.87	1,2,3,4,6,7,8	3.97	0.89	1,2,3,4,6,7,8	4.13	0.88	1,2,3,4,6,7,8	3.96	0.83	1,2,3,6,7	3.94	0.81	1,2,3,6,7	3.70	0.72	1,2,3,4,6,7,8	3.77	0.94	1,2,3,6,7,8	3.73	0.81	1,2,3,4,6,7,8	3.85	0.71	1,2,3,4,6,7,8					
(6) Latino	4.00	0.88	2,3,5,8	4.14	0.91	1,3,5,7,8	4.30	0.84	2,5,8	4.08	0.84	1,2,4,5,7,8	4.02	0.83	3,5,8	3.82	0.74	3,5,7,8	3.84	1.05	1,3,5	3.89	0.85	1,2,3,4,5,8	3.98	0.72	1,3,5,8					
(7) Multiracial	4.00	0.91	1,2,3,5,8	4.17	0.89	2,4,5,6,8	4.32	0.83	2,5,8	4.05	0.83	1,3,5,6,8	4.02	0.82	1,3,4,5,8	3.87	0.75	1,2,4,5,6,8	3.85	1.04	1,3,5	3.88	0.85	1,3,4,5,8	3.99	0.70	1,2,3,4,5,8					
(8) Not Included	3.92	0.94	1,3,5,6,7	4.09	1.00	1,3,5,6,7	4.22	0.99	1,3,5,6,7	3.99	0.94	1,3,6,7	3.97	0.95	3,6,7	3.78	0.82	1,3,5,6,7	3.85	1.07	1,3,5	3.82	0.87	1,3,5,6,7	3.93	0.81	3,5,6,7					
Class Standing																																
(1) First-Year	3.91	0.88	2,3,4	4.10	0.89	2,3,4	4.25	0.84	2,3,4	3.98	0.81	2,3,4	3.95	0.78	2,3,4	3.76	0.73	2,3,4	3.77	0.96	2,3,4	3.74	0.83	2,3,4	3.90	0.68	2,3,4					
(2) Sophomore	3.95	0.84	1,3,4	4.13	0.84	1,3,4	4.28	0.79	1,3,4	4.02	0.77	1,3,4	3.98	0.75	1,3,4	3.79	0.69	1,3,4	3.80	0.95	1,3,4	3.78	0.80	1,3,4	3.93	0.65	1,3,4					
(3) Junior	3.99	0.83	1,2,4	4.16	0.83	1,2,4	4.31	0.78	1,2,4	4.05	0.76	1,2,4	4.01	0.75	1,2,4	3.82	0.69	1,2,4	3.82	0.97	1,2,4	3.82	0.80	1,2,4	3.97	0.64	1,2,4					
(4) Senior +	4.04	0.84	1,2,3	4.19	0.83	1,2,3	4.33	0.78	1,2,3	4.08	0.76	1,2,3	4.04	0.75	1,2,3	3.86	0.70	1,2,3	3.86	0.98	1,2,3	3.86	0.81	1,2,3	4.00	0.65	1,2,3					
Sexual Orientation																																
(1) Heterosexual	3.99	0.84	2,3	4.16	0.84	2,3	4.31	0.79	2,3	4.04	0.76	2,3	4.01	0.75	3	3.81	0.70	2,3	3.82	0.96	2,3	3.81	0.81	2,3	3.96	0.65	3					
(2) Bisexual, Gay/ Lesbian, Questioning	3.94	0.97	1,3	4.11	0.96	1,3	4.26	0.90	1,3	4.00	0.90	1,3	3.99	0.86	3	3.88	0.79	1,3	3.84	1.09	1,3	3.87	0.87	1,3	3.96	0.75	3					
(3) Rather Not Say	3.81	0.93	1,2	3.97	1.00	1,2	4.12	0.98	1,2	3.87	0.91	1,2	3.86	0.91	1,2	3.72	0.79	1,2	3.74	1.05	1,2	3.74	0.87	1,2	3.83	0.78	1,2					

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)						
Age																											
(1) Traditional (Under 24)	3.97	0.85	2	4.15	0.85	2	4.30	0.80	2	4.04	0.77	2	4.00	0.75		3.81	0.70	2	3.81	0.96	2	3.79	0.81	2	3.95	0.65	2
(2) Non-Traditional (24 or Older)	4.03	0.87	1	4.20	0.87	1	4.32	0.82	1	4.05	0.81	1	4.01	0.81		3.86	0.73	1	3.84	1.02	1	3.92	0.84	1	4.00	0.70	1
Transfer Status																											
(1) Non-Transfer Student	3.97	0.85	2	4.14	0.84	2	4.30	0.79		4.04	0.77		4.00	0.75	2	3.80	0.70	2	3.82	0.96	2	3.79	0.81	2	3.95	0.65	2
(2) Transfer Student	4.00	0.86	1	4.17	0.86	1	4.30	0.81		4.03	0.79		3.99	0.78	1	3.83	0.72	1	3.80	0.99	1	3.86	0.83	1	3.97	0.68	1
Enrollment Status																											
(1) Full-Time	3.98	0.85		4.15	0.85		4.30	0.80	2	4.04	0.78	2	4.00	0.76	2	3.81	0.71		3.82	0.97	2	3.80	0.81	2	3.96	0.66	
(2) Part-Time	3.98	0.85		4.16	0.84		4.28	0.79	1	4.01	0.77	1	3.96	0.76	1	3.82	0.70		3.76	0.96	1	3.86	0.81	1	3.95	0.66	
Political Views																											
(1) Very Liberal	4.03	0.92	2,3,4	4.21	0.92	2,3,5	4.32	0.87	2,3,4,5	4.06	0.87	3,4,5	4.03	0.85	2,3	3.93	0.77	2,3,4,5	3.91	1.08	2,3,4,5	3.94	0.88	2,3,4,5	4.03	0.73	2,3,4,5
(2) Liberal	3.98	0.83	1,3,4,5	4.13	0.81	1,3,4,5	4.29	0.77	1,3,4,5	4.05	0.74	3,5	4.00	0.73	1,3,4	3.86	0.68	1,3,4,5	3.84	0.95	1,3,4,5	3.85	0.78	1,3,4,5	3.97	0.64	1,3,4,5
(3) Moderate	3.95	0.86	1,2,4,5	4.11	0.85	1,2,4,5	4.28	0.80	1,2,4,5	4.02	0.78	1,2,4,5	3.98	0.76	1,2,4,5	3.80	0.70	1,2,4,5	3.79	0.96	1,2,4	3.80	0.80	1,2,4,5	3.94	0.66	1,2,4
(4) Conservative	4.00	0.82	1,2,3,5	4.22	0.82	2,3,5	4.34	0.77	1,2,3,5	4.04	0.74	1,3,5	4.03	0.73	2,3	3.73	0.68	1,2,3,5	3.82	0.93	1,2,3,5	3.72	0.81	1,2,3,5	3.95	0.63	1,2,3,5
(5) Very Conservative	4.05	0.95	2,3,4	4.31	1.01	1,2,3,4	4.36	0.96	1,2,3,4	3.98	0.97	1,2,3,4	4.02	0.94	3	3.62	0.83	1,2,3,4	3.77	1.16	1,2,4	3.63	0.96	1,2,3,4	3.92	0.79	1,2,4
GPA Estimate																											
(1) 3.50 - 4.00	4.02	0.82	2,3,4,5,6	4.22	0.81	2,3,4,5,6	4.38	0.75	2,3,4,5,6	4.07	0.75	2,3,4,5,6	4.04	0.73	2,3,4,5,6	3.83	0.69	2,3,4,5,6	3.89	0.95	2,3,4,5,6	3.80	0.81	2,4,5,6	4.00	0.62	2,3,4,5,6
(2) 3.00 - 3.49	3.98	0.84	1,3,4,5,6	4.15	0.83	1,3,4,5,6	4.29	0.78	1,3,4,5,6	4.05	0.76	1,3,4,5,6	4.01	0.75	1,3,4,5,6	3.82	0.70	1,3,4,5,6	3.82	0.95	1,3,4,5,6	3.82	0.81	1,3,4,5,6	3.96	0.65	1,3,4,5,6
(3) 2.50 - 2.99	3.93	0.88	1,2,4,5,6	4.08	0.88	1,2,4,5,6	4.21	0.82	1,2,4,5,6	4.00	0.79	1,2,4,5,6	3.95	0.78	1,2,4,5,6	3.79	0.73	1,2,4,5,6	3.74	0.98	1,2,4,5,6	3.81	0.83	2,4,5,6	3.91	0.68	1,2,4,5,6
(4) 2.00 - 2.49	3.87	0.96	1,2,3,5,6	4.00	0.96	1,2,3,5,6	4.13	0.90	1,2,3,5,6	3.94	0.87	1,2,3,5,6	3.89	0.85	1,2,3,5,6	3.75	0.76	1,2,3,5,6	3.66	1.04	1,2,3,5	3.77	0.86	1,2,3,5,6	3.85	0.74	1,2,3,5,6
(5) 1.99 or less	3.70	1.11	1,2,3,4	3.84	1.21	1,2,3,4	3.97	1.19	1,2,3,4	3.79	1.15	1,2,3,4	3.76	1.10	1,2,3,4	3.66	0.91	1,2,3,4	3.51	1.20	1,2,3,4	3.67	1.00	1,2,3,4	3.72	0.95	1,2,3,4
(6) No college GPA	3.61	1.19	1,2,3,4	3.84	1.37	1,2,3,4	3.93	1.30	1,2,3,4	3.70	1.26	1,2,3,4	3.71	1.18	1,2,3,4	3.59	0.98	1,2,3,4	3.58	1.34	1,2,3	3.60	1.02	1,2,3,4	3.67	1.06	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	3.95	0.89	2	4.12	0.90	2	4.29	0.84	2	4.03	0.82	2	3.98	0.81	2	3.80	0.73	2	3.80	1.01	2	3.83	0.84	2	3.95	0.71	2
(2) Non-First Generation	3.99	0.84	1	4.16	0.83	1	4.31	0.78	1	4.04	0.76	1	4.01	0.75	1	3.82	0.70	1	3.82	0.96	1	3.81	0.81	1	3.96	0.65	1
Disability Status																											
(1) Reported Disability	3.92	0.92	2	4.15	0.89		4.30	0.83		4.01	0.83	2	4.00	0.80		3.84	0.75	2	3.83	1.02		3.79	0.86	2	3.95	0.69	
(2) No Reported Disability	3.99	0.84	1	4.15	0.84		4.30	0.79		4.04	0.77	1	4.00	0.76		3.81	0.70	1	3.82	0.96		3.81	0.81	1	3.96	0.65	

Significance: $p < .01$

Inputs by Outcome Measures

Texas Christian University	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	
Student Characteristics										
Gender										
(1) Female		3.13	0.59	2			3.15	0.54		
(2) Male		3.30	0.65	1			3.15	0.68		
Race										
(1) White		3.23	0.62	5			3.15	0.60		
(2) Middle Eastern		.	.				.	.		
(3) African American/Black		3.16	0.67				3.27	0.55		
(4) American Indian		.	.				.	.		
(5) Asian American		2.96	0.58	1			3.01	0.53		
(6) Latino		3.12	0.65				3.13	0.60		
(7) Multiracial		3.15	0.54				3.20	0.58		
(8) Not Included		.	.				.	.		
Class Standing										
(1) First-Year		3.10	0.64	3,4			2.90	0.63	2,3,4	
(2) Sophomore		3.09	0.61	3,4			3.05	0.57	1,3,4	
(3) Junior		3.25	0.58	1,2			3.20	0.53	1,2,4	
(4) Senior +		3.30	0.60	1,2			3.34	0.51	1,2,3	
Sexual Orientation										
(1) Heterosexual		3.22	0.61	2,3			3.16	0.58		
(2) Bisexual, Gay/ Lesbian, Questioning		2.91	0.66	1			3.05	0.75		
(3) Rather Not Say		2.85	0.72	1			2.97	0.59		

Significance: $p < .01$

Inputs by Outcome Measures

Texas Christian University	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
Student Characteristics						
<i>Age</i>						
(1) Traditional (Under 24)	3.20	0.61		3.13	0.59	2
(2) Non-Traditional (24 or Older)	3.30	0.76		3.39	0.52	1
<i>Transfer Status</i>						
(1) Non-Transfer Student	3.18	0.60		3.12	0.58	2
(2) Transfer Student	3.29	0.63		3.30	0.57	1
<i>Enrollment Status</i>						
(1) Full-Time	3.20	0.61		3.15	0.58	
(2) Part-Time	.	.		.	.	
<i>Political Views</i>						
(1) Very Liberal	3.08	0.64		3.30	0.63	
(2) Liberal	3.19	0.61		3.13	0.62	
(3) Moderate	3.16	0.62		3.16	0.58	
(4) Conservative	3.25	0.59		3.14	0.55	
(5) Very Conservative	3.33	0.74		3.11	0.76	
<i>GPA Estimate</i>						
(1) 3.50 - 4.00	3.20	0.62		3.21	0.57	
(2) 3.00 - 3.49	3.20	0.62		3.13	0.59	
(3) 2.50 - 2.99	3.22	0.60		3.11	0.63	
(4) 2.00 - 2.49	3.21	0.63		2.93	0.68	
(5) 1.99 or less	.	.		.	.	
(6) No college GPA	.	.		.	.	

Significance: $p < .01$

Inputs by Outcome Measures

Texas Christian University	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
Student Characteristics						
<i>Educational Generation Status</i>						
(1) First Generation	3.21	0.64		3.09	0.59	
(2) Non-First Generation	3.20	0.62		3.16	0.59	
<i>Disability Status</i>						
(1) Reported Disability	3.16	0.62		3.18	0.59	
(2) No Reported Disability	3.21	0.62		3.14	0.59	

Significance: $p < .01$

Inputs by Outcome Measures

Texas Christian University Comparative Data	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
Student Characteristics						
<i>Gender</i>						
(1) Female	3.35	0.57		3.25	0.46	
(2) Male	3.53	0.64		3.28	0.54	
<i>Race</i>						
(1) White	3.51	0.54		3.31	0.48	
(2) Middle Eastern	.	.		.	.	
(3) African American/Black	.	.		.	.	
(4) American Indian	.	.		.	.	
(5) Asian American	.	.		.	.	
(6) Latino	.	.		.	.	
(7) Multiracial	.	.		.	.	
(8) Not Included	.	.		.	.	
<i>Class Standing</i>						
(1) First-Year	3.34	0.63		3.22	0.42	
(2) Sophomore	3.23	0.59		3.08	0.52	4
(3) Junior	3.51	0.54		3.26	0.41	
(4) Senior +	3.54	0.60		3.43	0.51	2
<i>Sexual Orientation</i>						
(1) Heterosexual	3.44	0.57		3.27	0.49	
(2) Bisexual, Gay/ Lesbian, Questioning	.	.		.	.	
(3) Rather Not Say	.	.		.	.	

Significance: $p < .01$

Inputs by Outcome Measures

Texas Christian University Comparative Data	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	
Student Characteristics								
Age								
(1) Traditional (Under 24)	3.41	0.60			3.26	0.49		
(2) Non-Traditional (24 or Older)	.	.			.	.		
Transfer Status								
(1) Non-Transfer Student	3.40	0.59			3.25	0.49		
(2) Transfer Student	.	.			.	.		
Enrollment Status								
(1) Full-Time	3.41	0.59			3.25	0.48		
(2) Part-Time	.	.			.	.		
Political Views								
(1) Very Liberal	.	.			.	.		
(2) Liberal	3.30	0.70			3.12	0.50		
(3) Moderate	3.42	0.57			3.35	0.45		
(4) Conservative	3.48	0.50			3.28	0.44		
(5) Very Conservative	.	.			.	.		
GPA Estimate								
(1) 3.50 - 4.00	3.54	0.51	3		3.34	0.43		
(2) 3.00 - 3.49	3.44	0.66			3.20	0.56		
(3) 2.50 - 2.99	3.02	0.54	1		3.18	0.43		
(4) 2.00 - 2.49	.	.			.	.		
(5) 1.99 or less	.	.			.	.		
(6) No college GPA	.	.			.	.		

Significance: $p < .01$

Inputs by Outcome Measures

Texas Christian University Comparative Data	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	
Student Characteristics								
Educational Generation Status								
(1) First Generation	3.12	0.77			3.07	0.52		
(2) Non-First Generation	3.47	0.55			3.29	0.48		
Disability Status								
(1) Reported Disability	3.38	0.64			3.20	0.53		
(2) No Reported Disability	3.43	0.59			3.28	0.48		

Significance: $p < .01$

Inputs 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	
Student Characteristics								
<i>Gender</i>								
(1) Female	3.06	0.99	2		3.12	0.92	2	
(2) Male	3.12	1.16	1		3.08	1.13	1	
<i>Race</i>								
(1) White	3.09	1.03	3,5		3.09	0.98	3,5,6,7	
(2) Middle Eastern	3.14	1.08	5		3.14	1.12	3,5	
(3) African American/Black	3.18	1.18	1,4,5,6,7,8		3.21	1.11	1,2,4,5,6,7,8	
(4) American Indian	3.08	1.21	3,5		3.13	1.20	3,5	
(5) Asian American	2.86	1.09	1,2,3,4,6,7,8		3.01	1.02	1,2,3,4,6,7,8	
(6) Latino	3.10	1.13	3,5		3.18	1.03	1,3,5,7,8	
(7) Multiracial	3.11	1.11	3,5		3.13	1.09	1,3,5,6	
(8) Not Included	3.10	1.11	3,5		3.12	1.11	3,5,6	
<i>Class Standing</i>								
(1) First-Year	2.93	1.07	2,3,4		2.85	1.01	2,3,4	
(2) Sophomore	3.02	1.04	1,3,4		3.04	0.95	1,3,4	
(3) Junior	3.12	1.02	1,2,4		3.17	0.94	1,2,4	
(4) Senior +	3.21	1.01	1,2,3		3.27	0.94	1,2,3	
<i>Sexual Orientation</i>								
(1) Heterosexual	3.09	1.05	2,3		3.10	1.00	2,3	
(2) Bisexual, Gay/ Lesbian, Questioning	3.05	1.18	1,3		3.15	1.11	1,3	
(3) Rather Not Say	2.91	1.15	1,2		3.01	1.12	1,2	

Significance: $p < .01$

Inputs 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	
Student Characteristics										
Age										
(1) Traditional (Under 24)		3.07	1.05	2			3.09	1.00	2	
(2) Non-Traditional (24 or Older)		3.16	1.12	1			3.21	1.06	1	
Transfer Status										
(1) Non-Transfer Student		3.07	1.04	2			3.08	0.99	2	
(2) Transfer Student		3.12	1.07	1			3.18	1.00	1	
Enrollment Status										
(1) Full-Time		3.08	1.05				3.10	0.99	2	
(2) Part-Time		3.07	1.11				3.13	1.05	1	
Political Views										
(1) Very Liberal		3.12	1.12	2,3,5			3.21	1.09	2,3,4,5	
(2) Liberal		3.07	1.03	1,4,5			3.13	0.97	1,3,4,5	
(3) Moderate		3.06	1.06	1,4,5			3.08	1.01	1,2,5	
(4) Conservative		3.12	1.03	2,3,5			3.07	0.96	1,2,5	
(5) Very Conservative		3.17	1.18	1,2,3,4			3.04	1.18	1,2,3,4	
GPA Estimate										
(1) 3.50 - 4.00		3.11	1.03	3,4,5,6			3.14	0.98	2,3,4,5,6	
(2) 3.00 - 3.49		3.10	1.04	3,4,5,6			3.11	0.99	1,3,4,5,6	
(3) 2.50 - 2.99		3.04	1.09	1,2,4,5,6			3.06	1.01	1,2,4,5,6	
(4) 2.00 - 2.49		2.94	1.16	1,2,3,5,6			2.95	1.11	1,2,3,5,6	
(5) 1.99 or less		2.77	1.33	1,2,3,4			2.73	1.24	1,2,3,4	
(6) No college GPA		2.68	1.41	1,2,3,4			2.73	1.28	1,2,3,4	

Significance: $p < .01$

Inputs 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	
Student Characteristics								
Educational Generation Status								
(1) First Generation	3.05	1.12	2		3.12	1.04	2	
(2) Non-First Generation	3.09	1.04	1		3.10	1.00	1	
Disability Status								
(1) Reported Disability	3.03	1.13	2		3.09	1.06		
(2) No Reported Disability	3.09	1.05	1		3.10	1.00		

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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	4.09	0.48		4.27	0.47		4.41	0.42		4.16	0.43	2	4.14	0.43	2	3.86	0.40		3.99	0.53	2	3.87	0.49		4.07	0.37	2
(2) No	4.03	0.56		4.24	0.51		4.40	0.49		4.08	0.49	1	4.05	0.49	1	3.80	0.45		3.86	0.60	1	3.78	0.55		3.99	0.42	1
On Campus Job																											
(1) Yes	4.02	0.53		4.24	0.49		4.42	0.45		4.08	0.50		4.05	0.47		3.81	0.40		3.87	0.63		3.84	0.52		4.01	0.39	
(2) No	4.06	0.54		4.25	0.50		4.40	0.48		4.11	0.46		4.09	0.47		3.82	0.45		3.91	0.56		3.80	0.54		4.02	0.41	
Community Service																											
(1) Yes	4.10	0.51	2	4.32	0.47	2	4.46	0.44	2	4.16	0.43	2	4.16	0.43	2	3.84	0.44		4.13	0.50	2	3.85	0.54		4.10	0.38	2
(2) No	4.00	0.55	1	4.18	0.52	1	4.35	0.49	1	4.04	0.51	1	4.00	0.49	1	3.79	0.43		3.67	0.57	1	3.77	0.52		3.94	0.40	1
Residential Setting																											
(1) Off-Campus	4.08	0.52		4.24	0.49		4.42	0.45		4.13	0.47		4.09	0.47		3.85	0.43		3.86	0.58		3.84	0.51		4.03	0.39	
(2) On-Campus	4.02	0.55		4.26	0.51		4.40	0.50		4.08	0.48		4.08	0.48		3.79	0.45		3.94	0.59		3.79	0.56		4.01	0.41	
Involvement in College Organizations																											
(1) Never	3.87	0.62	5	4.15	0.53	5	4.32	0.55	5	3.86	0.62	4,5	3.86	0.56	4,5	3.78	0.50		3.45	0.65	3,4,5	3.72	0.59	5	3.83	0.47	4,5
(2) Once	3.95	0.57	5	4.10	0.61	5	4.16	0.62	4,5	4.01	0.54	5	3.96	0.55	5	3.70	0.47	5	3.65	0.61	4,5	3.70	0.52	5	3.87	0.46	4,5
(3) Sometimes	3.96	0.55	5	4.14	0.47	4,5	4.29	0.46	4,5	3.97	0.45	4,5	3.94	0.46	4,5	3.74	0.43	5	3.75	0.52	1,4,5	3.70	0.51	4,5	3.90	0.38	4,5
(4) Many times	4.04	0.50	5	4.28	0.48	3	4.43	0.43	2,3	4.13	0.41	1,3	4.11	0.39	1,3,5	3.82	0.39		3.97	0.50	1,2,3,5	3.83	0.50	3	4.04	0.35	1,2,3,5
(5) Much of the time	4.16	0.50	1,2,3,4	4.35	0.47	1,2,3	4.51	0.42	1,2,3	4.23	0.43	1,2,3	4.21	0.45	1,2,3,4	3.90	0.44	2,3	4.09	0.56	1,2,3,4	3.91	0.54	1,2,3	4.14	0.38	1,2,3,4
Leadership Positions in College Organizations																											
(1) Never	4.00	0.55	5	4.20	0.51	5	4.36	0.48	5	4.02	0.51	5	4.00	0.49	5	3.79	0.43	5	3.75	0.61	3,4,5	3.76	0.53	5	3.95	0.41	4,5
(2) Once	3.93	0.50	5	4.16	0.46	5	4.33	0.45	5	4.05	0.47	5	3.98	0.46	5	3.71	0.39	5	3.72	0.50	3,4,5	3.65	0.47	4,5	3.90	0.36	4,5
(3) Sometimes	3.99	0.53	5	4.19	0.50	5	4.36	0.49	5	4.10	0.40	5	4.05	0.41	5	3.78	0.42	5	3.92	0.52	1,2,5	3.79	0.54	5	3.99	0.37	5
(4) Many times	4.07	0.49	5	4.28	0.47	5	4.40	0.42	5	4.12	0.44	5	4.09	0.41	5	3.84	0.40		3.96	0.54	1,2,5	3.87	0.48	2	4.05	0.36	1,2,5
(5) Much of the time	4.24	0.52	1,2,3,4	4.43	0.47	1,2,3,4	4.58	0.42	1,2,3,4	4.29	0.43	1,2,3,4	4.32	0.44	1,2,3,4	3.94	0.48	1,2,3	4.25	0.48	1,2,3,4	3.98	0.55	1,2,3	4.22	0.39	1,2,3,4

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Involvement in Off-Campus Organizations</i>																											
(1) Never	4.01	0.54	5	4.20	0.49	5	4.40	0.45		4.07	0.48		4.03	0.47	3,5	3.79	0.44	5	3.78	0.59	3,4,5	3.78	0.54		3.97	0.39	5
(2) Once	3.98	0.53	5	4.18	0.52	5	4.32	0.55	5	4.13	0.47		4.07	0.51		3.82	0.48		3.91	0.56	5	3.82	0.54		4.00	0.43	5
(3) Sometimes	4.05	0.55		4.28	0.51	5	4.41	0.50		4.15	0.49		4.14	0.49	1	3.82	0.45		3.98	0.57	1,5	3.81	0.52		4.04	0.43	
(4) Many times	4.12	0.50		4.30	0.49		4.40	0.42		4.09	0.44		4.07	0.39		3.86	0.41		4.04	0.46	1	3.88	0.56		4.07	0.36	
(5) Much of the time	4.19	0.49	1,2	4.46	0.46	1,2,3	4.51	0.45	2	4.16	0.41		4.22	0.43	1	3.94	0.40	1	4.20	0.54	1,2,3	3.91	0.49		4.17	0.35	1,2
<i>Leadership Positions in Off-Campus Organizations</i>																											
(1) Never	4.03	0.53	5	4.23	0.49	5	4.41	0.44		4.09	0.47		4.05	0.46	5	3.80	0.44	5	3.82	0.59	3,5	3.79	0.53	5	3.99	0.39	5
(2) Once	3.98	0.56	5	4.19	0.51	5	4.35	0.57		4.08	0.53		4.11	0.51		3.79	0.47		4.00	0.55	5	3.84	0.57		4.01	0.46	5
(3) Sometimes	4.08	0.53		4.30	0.51		4.39	0.52		4.19	0.47		4.16	0.47		3.86	0.41		4.08	0.52	1,5	3.90	0.48		4.09	0.41	
(4) Many times	4.08	0.55		4.24	0.56	5	4.32	0.55		4.10	0.47		4.09	0.47		3.82	0.41		4.01	0.46	5	3.77	0.52		4.02	0.41	5
(5) Much of the time	4.30	0.50	1,2	4.49	0.44	1,2,4	4.54	0.44		4.14	0.49		4.29	0.47	1	3.98	0.44	1	4.36	0.52	1,2,3,4	4.00	0.53	1	4.24	0.36	1,2,4
<i>Participation in Student Groups</i>																											
<i>Academic/Professional</i>																											
(1) Yes	4.08	0.55		4.28	0.51		4.43	0.46		4.14	0.48	2	4.12	0.45	2	3.85	0.44		3.99	0.57	2	3.84	0.52		4.06	0.40	2
(2) No	4.02	0.53		4.23	0.49		4.37	0.48		4.06	0.47	1	4.04	0.48	1	3.79	0.43		3.81	0.58	1	3.78	0.55		3.98	0.40	1
<i>Art/Theatre/Music</i>																											
(1) Yes	4.02	0.58		4.24	0.53		4.40	0.52		4.09	0.57		4.07	0.53		3.86	0.47		3.92	0.66		3.85	0.59		4.03	0.47	
(2) No	4.05	0.53		4.25	0.49		4.41	0.46		4.10	0.45		4.08	0.45		3.81	0.43		3.90	0.56		3.80	0.52		4.01	0.38	
<i>Campus-Wide Programming</i>																											
(1) Yes	4.07	0.57		4.30	0.53		4.43	0.50		4.16	0.51		4.15	0.50		3.87	0.43		4.09	0.60	2	3.90	0.51	2	4.09	0.42	2
(2) No	4.04	0.53		4.24	0.49		4.39	0.46		4.08	0.46		4.06	0.46		3.80	0.44		3.84	0.56	1	3.78	0.54	1	3.99	0.39	1
<i>Identity Based</i>																											
(1) Yes	4.05	0.60		4.22	0.56		4.40	0.56		4.15	0.56		4.12	0.55		3.89	0.47		4.04	0.63	2	3.94	0.53	2	4.08	0.47	
(2) No	4.05	0.53		4.26	0.49		4.41	0.45		4.09	0.46		4.07	0.46		3.81	0.43		3.88	0.57	1	3.79	0.53	1	4.01	0.39	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Participation in Student Groups (continued)</i>																											
International Interest																											
(1) Yes	3.98	0.58		4.24	0.57		4.34	0.54		4.09	0.53		4.07	0.52		3.86	0.46		3.94	0.65		3.89	0.48		4.02	0.46	
(2) No	4.06	0.53		4.25	0.49		4.41	0.46		4.10	0.47		4.08	0.46		3.81	0.44		3.90	0.57		3.80	0.54		4.02	0.39	
Honor Societies																											
(1) Yes	4.07	0.54		4.28	0.51		4.44	0.47		4.13	0.47		4.12	0.47		3.82	0.44		4.00	0.58	2	3.82	0.52		4.05	0.41	
(2) No	4.03	0.53		4.23	0.49		4.38	0.47		4.08	0.47		4.06	0.47		3.82	0.44		3.85	0.58	1	3.81	0.54		4.00	0.40	
Media																											
(1) Yes	4.02	0.61		4.21	0.56		4.37	0.58		4.06	0.61		4.04	0.57		3.83	0.47		3.92	0.68		3.85	0.56		4.01	0.50	
(2) No	4.05	0.53		4.26	0.49		4.41	0.46		4.11	0.45		4.09	0.46		3.82	0.44		3.90	0.57		3.81	0.53		4.02	0.39	
Military																											
(1) Yes	3.95	0.84		4.16	0.75		4.34	0.80		4.01	0.83		3.99	0.80		3.76	0.57		3.73	0.92		3.86	0.68		3.94	0.70	
(2) No	4.05	0.52		4.25	0.48		4.41	0.45		4.10	0.45		4.08	0.45		3.82	0.43		3.91	0.56		3.81	0.53		4.02	0.38	
New Student Transition																											
(1) Yes	4.12	0.57		4.30	0.55		4.44	0.53		4.15	0.53		4.16	0.49	2	3.85	0.45		4.07	0.59	2	3.86	0.57		4.09	0.44	2
(2) No	4.03	0.53		4.24	0.48		4.39	0.45		4.09	0.45		4.06	0.46	1	3.81	0.44		3.85	0.57	1	3.80	0.52		4.00	0.39	1
Resident Assistants																											
(1) Yes	4.04	0.66		4.26	0.53		4.36	0.54		4.10	0.59		4.08	0.56		3.88	0.47		4.04	0.71		3.88	0.59		4.05	0.50	
(2) No	4.05	0.53		4.25	0.50		4.41	0.46		4.10	0.46		4.08	0.46		3.81	0.44		3.89	0.57		3.81	0.53		4.01	0.39	
Peer Helper																											
(1) Yes	4.18	0.54	2	4.37	0.49	2	4.50	0.52	2	4.22	0.48	2	4.22	0.46	2	3.92	0.45	2	4.09	0.57	2	3.93	0.54	2	4.15	0.41	2
(2) No	4.02	0.53	1	4.23	0.50	1	4.38	0.46	1	4.08	0.47	1	4.05	0.47	1	3.80	0.43	1	3.86	0.58	1	3.79	0.53	1	3.99	0.39	1
Advocacy																											
(1) Yes	4.03	0.65		4.29	0.57		4.41	0.57		4.11	0.65		4.13	0.59		3.93	0.52		4.17	0.73	2	3.93	0.58		4.10	0.53	
(2) No	4.05	0.53		4.25	0.49		4.40	0.46		4.10	0.46		4.07	0.46		3.81	0.43		3.88	0.56	1	3.80	0.53		4.01	0.39	
Political																											
(1) Yes	4.16	0.63	2	4.31	0.58		4.48	0.53		4.17	0.57		4.17	0.53		3.93	0.48	2	4.07	0.64	2	3.90	0.58		4.12	0.47	2
(2) No	4.03	0.52	1	4.24	0.48		4.39	0.46		4.09	0.46		4.06	0.46		3.80	0.43	1	3.87	0.57	1	3.80	0.52		4.00	0.39	1

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
Participation in Student Groups (continued)																											
Religious																											
(1) Yes	4.06	0.54		4.31	0.51		4.41	0.50		4.13	0.50		4.13	0.48		3.83	0.46		4.06	0.58	2	3.83	0.55		4.06	0.42	
(2) No	4.04	0.53		4.23	0.49		4.40	0.46		4.09	0.46		4.06	0.46		3.81	0.43		3.83	0.57	1	3.81	0.52		4.00	0.39	
Service																											
(1) Yes	4.04	0.54		4.30	0.49		4.46	0.48	2	4.14	0.47		4.13	0.47	2	3.83	0.44		4.06	0.56	2	3.84	0.55		4.07	0.41	2
(2) No	4.05	0.53		4.22	0.50		4.37	0.46	1	4.08	0.47		4.05	0.46	1	3.81	0.44		3.81	0.57	1	3.80	0.52		3.99	0.39	1
Multi-Cultural Fraternities and Sororities																											
(1) Yes	3.90	0.73		4.18	0.63		4.26	0.70		4.01	0.72		4.05	0.66		3.77	0.53		3.93	0.79		3.91	0.56		3.98	0.59	
(2) No	4.05	0.52		4.25	0.49		4.41	0.45		4.11	0.46		4.08	0.46		3.82	0.43		3.90	0.57		3.81	0.53		4.02	0.39	
Social Fraternities or Sororities																											
(1) Yes	4.04	0.54		4.23	0.49		4.40	0.49		4.09	0.47		4.09	0.46		3.78	0.43	2	3.93	0.57		3.77	0.53		4.01	0.40	
(2) No	4.05	0.54		4.27	0.50		4.41	0.46		4.10	0.48		4.07	0.47		3.85	0.44	1	3.87	0.59		3.85	0.53		4.02	0.40	
Sports-Intercollegiate or Varsity																											
(1) Yes	3.94	0.66		4.20	0.63		4.27	0.64	2	4.03	0.65		4.04	0.62		3.75	0.51		3.78	0.71		3.72	0.57		3.93	0.53	
(2) No	4.06	0.52		4.26	0.48		4.42	0.45	1	4.11	0.45		4.08	0.45		3.82	0.43		3.91	0.57		3.82	0.53		4.02	0.39	
Sports-Club																											
(1) Yes	4.08	0.64		4.20	0.60		4.38	0.61		4.08	0.60		4.05	0.57		3.87	0.49		3.85	0.67		3.89	0.55		4.02	0.49	
(2) No	4.04	0.52		4.26	0.48		4.41	0.44		4.10	0.45		4.08	0.45		3.81	0.43		3.91	0.57		3.80	0.53		4.01	0.39	
Sports-Intramural																											
(1) Yes	4.06	0.56		4.24	0.53		4.40	0.50		4.11	0.49		4.08	0.49		3.81	0.45		3.88	0.60		3.82	0.54		4.01	0.42	
(2) No	4.03	0.52		4.26	0.48		4.40	0.45		4.10	0.46		4.08	0.46		3.83	0.43		3.92	0.57		3.81	0.53		4.02	0.38	
Recreational																											
(1) Yes	4.14	0.60	2	4.28	0.58		4.44	0.53		4.11	0.58		4.13	0.57		3.85	0.54		3.97	0.68		3.88	0.56		4.07	0.49	
(2) No	4.02	0.52	1	4.24	0.48		4.39	0.45		4.10	0.44		4.07	0.44		3.81	0.41		3.88	0.55		3.80	0.53		4.00	0.38	
Social/Special Interest																											
(1) Yes	3.98	0.64		4.21	0.59		4.42	0.55		4.10	0.58		4.12	0.58		3.85	0.47		3.93	0.69		3.81	0.56		4.02	0.49	
(2) No	4.05	0.52		4.25	0.49		4.40	0.46		4.10	0.46		4.08	0.46		3.81	0.44		3.90	0.57		3.81	0.53		4.02	0.39	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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	4.11	0.61		4.35	0.55	2	4.51	0.50	2	4.18	0.54	2	4.20	0.52	2	3.91	0.46	2	4.15	0.59	2	3.93	0.57	2	4.13	0.45	2
(2) No	4.03	0.52		4.23	0.48	1	4.38	0.46	1	4.08	0.45	1	4.05	0.45	1	3.80	0.43	1	3.84	0.56	1	3.78	0.52	1	3.99	0.38	1
Social Change Behaviors																											
(1) Never	3.82	0.78	4	4.08	0.53	4	4.31	0.45	4	3.89	0.64	3,4	3.82	0.55	3,4	3.72	0.45	4	3.20	0.69	2,3,4	3.72	0.63	4	3.77	0.47	3,4
(2) Once	3.99	0.53	4	4.18	0.49	3,4	4.35	0.49	4	4.02	0.49	3,4	3.98	0.47	3,4	3.75	0.43	3,4	3.68	0.54	1,3,4	3.74	0.52	4	3.92	0.39	3,4
(3) Sometimes	4.04	0.51	4	4.27	0.49	2,4	4.41	0.45	4	4.13	0.41	1,2,4	4.13	0.42	1,2,4	3.84	0.42	2,4	4.06	0.47	1,2,4	3.82	0.51	4	4.06	0.36	1,2,4
(4) Often	4.38	0.44	1,2,3	4.56	0.41	1,2,3	4.64	0.37	1,2,3	4.42	0.40	1,2,3	4.41	0.42	1,2,3	4.07	0.43	1,2,3	4.50	0.40	1,2,3	4.15	0.47	1,2,3	4.37	0.34	1,2,3
Social-Cultural Discussions																											
(1) Never	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Sometimes	3.88	0.54	3,4	4.06	0.50	3,4	4.22	0.50	3,4	3.93	0.48	3,4	3.88	0.47	3,4	3.63	0.38	3,4	3.61	0.54	3,4	3.65	0.46	4	3.82	0.38	3,4
(3) Often	4.03	0.49	2,4	4.24	0.46	2,4	4.39	0.43	2,4	4.08	0.41	2,4	4.07	0.41	2,4	3.76	0.39	2,4	3.89	0.51	2,4	3.74	0.49	4	3.99	0.34	2,4
(4) Very Often	4.23	0.53	2,3	4.42	0.48	2,3	4.56	0.41	2,3	4.29	0.46	2,3	4.26	0.46	2,3	4.06	0.44	2,3	4.15	0.58	2,3	4.06	0.55	2,3	4.23	0.38	2,3
Campus Climate																											
Belonging Climate																											
(1) Strongly Disagree	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Disagree	3.70	0.62	4,5	4.03	0.60	4,5	4.19	0.61	4,5	3.80	0.57	4,5	3.86	0.59	4,5	3.76	0.58	5	3.55	0.60	4,5	3.64	0.61	5	3.78	0.47	4,5
(3) Neutral	3.80	0.53	4,5	4.05	0.56	4,5	4.23	0.56	4,5	3.92	0.48	4,5	3.92	0.50	4,5	3.71	0.46	5	3.69	0.55	4,5	3.62	0.53	4,5	3.83	0.42	4,5
(4) Agree	4.02	0.46	2,3,5	4.22	0.44	2,3,5	4.37	0.41	2,3,5	4.07	0.39	2,3,5	4.03	0.39	2,3,5	3.78	0.38	5	3.86	0.51	2,3,5	3.79	0.48	3,5	3.98	0.33	2,3,5
(5) Strongly Agree	4.33	0.47	2,3,4	4.48	0.43	2,3,4	4.62	0.37	2,3,4	4.35	0.41	2,3,4	4.32	0.44	2,3,4	3.98	0.45	2,3,4	4.17	0.55	2,3,4	4.01	0.54	2,3,4	4.24	0.35	2,3,4
Discriminatory Climate																											
(1) Strongly Disagree	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Disagree	4.05	0.57		4.24	0.55		4.31	0.52		3.99	0.60		4.03	0.58		3.77	0.53		3.93	0.69		3.85	0.58		3.99	0.47	
(3) Neutral	3.97	0.54	5	4.19	0.52	5	4.33	0.50	5	4.05	0.49	5	4.06	0.48		3.74	0.43	5	3.88	0.56		3.77	0.52		3.96	0.41	5
(4) Agree	4.02	0.49	5	4.21	0.48	5	4.36	0.47	5	4.06	0.45	5	4.04	0.44	5	3.81	0.42		3.88	0.54		3.78	0.50		3.99	0.37	5
(5) Strongly Agree	4.15	0.57	3,4	4.35	0.50	3,4	4.53	0.43	3,4	4.20	0.47	3,4	4.15	0.49	4	3.89	0.46	3	3.94	0.65		3.88	0.58		4.09	0.42	3,4

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
Mentor Relationships																											
Faculty/Instructor																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	4.02	0.54	4	4.21	0.56	4	4.38	0.55		4.07	0.51	4	4.09	0.50		3.79	0.44		3.93	0.56		3.73	0.56	4	4.00	0.43	4
(3) Sometimes	3.97	0.53	4	4.19	0.50	4	4.34	0.47	4	4.05	0.46	4	4.04	0.46	4	3.77	0.43	4	3.87	0.55	4	3.78	0.51	4	3.97	0.39	4
(4) Often	4.20	0.48	2,3	4.38	0.44	2,3	4.53	0.40	3	4.23	0.42	2,3	4.20	0.42	3	3.92	0.42	3	4.03	0.56	3	3.90	0.52	2,3	4.14	0.35	2,3
Student Affairs Professional Staff																											
(1) Never	3.70	0.82	3,4	3.75	0.89	2,3,4	3.96	1.09	2,3,4	3.64	0.92	2,3,4	3.64	0.87	2,3,4	3.56	0.56	3,4	3.57	0.80	3,4	3.58	0.55	4	3.65	0.74	2,3,4
(2) Once	4.01	0.58		4.20	0.47	1,4	4.39	0.43	1	4.11	0.45	1	4.10	0.44	1,4	3.83	0.46		3.87	0.54	3,4	3.84	0.51		4.01	0.36	1,4
(3) Sometimes	4.12	0.51	1	4.34	0.43	1	4.46	0.42	1	4.18	0.38	1	4.15	0.39	1,4	3.87	0.39	1	4.05	0.50	1,2,4	3.88	0.51		4.10	0.35	1
(4) Often	4.17	0.52	1	4.41	0.52	1,2	4.53	0.44	1	4.27	0.43	1	4.32	0.45	1,2,3	3.95	0.42	1	4.26	0.50	1,2,3	3.95	0.52	1	4.20	0.37	1,2
Employer																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	3.98	0.49		4.26	0.43		4.35	0.47	4	4.07	0.41	4	4.04	0.45		3.81	0.44		3.89	0.58		3.82	0.52		3.99	0.39	4
(3) Sometimes	4.12	0.48		4.27	0.46		4.41	0.40		4.16	0.41		4.14	0.41		3.84	0.38		3.95	0.50		3.85	0.48	4	4.06	0.35	
(4) Often	4.18	0.49		4.36	0.42		4.54	0.40	2	4.27	0.45	2	4.22	0.42		3.92	0.40		4.07	0.57		4.03	0.51	3	4.17	0.35	2
Community Member																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	4.01	0.47	4	4.29	0.44		4.38	0.39		4.09	0.44		4.13	0.42		3.77	0.35		3.99	0.42		3.81	0.49		4.02	0.32	
(3) Sometimes	4.10	0.50		4.31	0.45		4.44	0.43		4.13	0.46		4.13	0.44		3.86	0.46		4.09	0.54		3.88	0.53		4.09	0.39	
(4) Often	4.22	0.45	2	4.38	0.46		4.47	0.42		4.19	0.43		4.21	0.43		3.91	0.36		4.12	0.52		3.87	0.49		4.14	0.33	
Parent/Guardian																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	3.89	0.55	4	4.12	0.48	4	4.23	0.50	4	3.92	0.50	4	3.91	0.47	4	3.74	0.43		3.74	0.60	4	3.72	0.50		3.88	0.41	4
(4) Often	4.11	0.50	3	4.32	0.46	3	4.47	0.41	3	4.16	0.42	3	4.14	0.42	3	3.83	0.41		3.97	0.54	3	3.83	0.53		4.07	0.36	3

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Mentor Relationships (continued)</i>																											
Other Student																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	4.00	0.60		4.21	0.52		4.44	0.53		4.18	0.46		4.09	0.57		3.89	0.53		3.86	0.69		3.86	0.60		4.03	0.48	
(3) Sometimes	4.01	0.50	4	4.23	0.48	4	4.37	0.44	4	4.07	0.44	4	4.06	0.44	4	3.78	0.42	4	3.89	0.54	4	3.77	0.48	4	3.99	0.36	4
(4) Often	4.13	0.50	3	4.35	0.45	3	4.49	0.41	3	4.21	0.40	3	4.18	0.40	3	3.88	0.42	3	4.05	0.52	3	3.89	0.53	3	4.11	0.36	3
<i>Formal Leadership Training Experience</i>																											
Leadership Conference																											
(1) Never	4.09	0.51	4	4.27	0.46	4	4.43	0.43	4	4.18	0.43	4	4.17	0.45	4	3.84	0.41	4	4.04	0.53	4	3.83	0.53	4	4.07	0.38	4
(2) Once	4.03	0.48	4	4.26	0.52	4	4.42	0.48	4	4.14	0.44	4	4.15	0.43	4	3.85	0.41	4	4.08	0.45	4	3.83	0.51	4	4.07	0.37	4
(3) Sometimes	4.13	0.52	4	4.38	0.45		4.48	0.40		4.18	0.43	4	4.23	0.41	4	3.82	0.42	4	4.14	0.48	4	3.86	0.56	4	4.12	0.37	4
(4) Often	4.46	0.43	1,2,3	4.59	0.39	1,2	4.68	0.41	1,2	4.45	0.44	1,2,3	4.47	0.46	1,2,3	4.12	0.46	1,2,3	4.46	0.46	1,2,3	4.22	0.41	1,2,3	4.41	0.32	1,2,3
Leadership Retreat																											
(1) Never	4.11	0.50	4	4.31	0.44	4	4.45	0.39	4	4.18	0.43	4	4.18	0.43	4	3.87	0.39	4	4.04	0.50	4	3.85	0.50	4	4.09	0.35	4
(2) Once	4.00	0.54	4	4.21	0.56	4	4.38	0.55	4	4.12	0.45	4	4.15	0.47	4	3.81	0.45	4	4.06	0.51	4	3.84	0.55	4	4.04	0.42	4
(3) Sometimes	4.09	0.45	4	4.32	0.45	4	4.44	0.43	4	4.15	0.40	4	4.16	0.38	4	3.81	0.41	4	4.16	0.43	4	3.79	0.56	4	4.08	0.36	4
(4) Often	4.48	0.41	1,2,3	4.65	0.39	1,2,3	4.74	0.35	1,2,3	4.50	0.45	1,2,3	4.54	0.46	1,2,3	4.12	0.47	1,2,3	4.51	0.47	1,2,3	4.22	0.46	1,2,3	4.44	0.32	1,2,3
Leadership Lecture/Workshop Series																											
(1) Never	4.10	0.49	4	4.24	0.47	4	4.44	0.39	4	4.15	0.41	4	4.13	0.42	4	3.82	0.40	4	4.00	0.48	4	3.79	0.56	4	4.05	0.35	4
(2) Once	4.08	0.54	4	4.29	0.52	4	4.40	0.48	4	4.15	0.50	4	4.20	0.48	4	3.84	0.38	4	4.11	0.53	4	3.88	0.53	4	4.09	0.41	4
(3) Sometimes	4.04	0.50	4	4.32	0.47	4	4.44	0.47	4	4.17	0.40	4	4.17	0.42	4	3.80	0.42	4	4.07	0.49	4	3.83	0.50	4	4.07	0.37	4
(4) Often	4.38	0.42	1,2,3	4.51	0.43	1,2,3	4.63	0.40	1,2,3	4.39	0.44	1,2,3	4.42	0.44	1,2,3	4.12	0.44	1,2,3	4.39	0.47	1,2,3	4.12	0.49	1,2,3	4.35	0.34	1,2,3
Positional Leader Training																											
(1) Never	4.09	0.50	4	4.28	0.45	4	4.46	0.40	4	4.17	0.45	4	4.16	0.44	4	3.85	0.41	4	4.04	0.49	4	3.84	0.52	4	4.08	0.37	4
(2) Once	3.98	0.57	4	4.20	0.55	4	4.30	0.50	4	4.09	0.47	4	4.11	0.46	4	3.77	0.44	4	3.98	0.54	4	3.76	0.53	4	3.99	0.42	4
(3) Sometimes	4.15	0.48		4.34	0.46	4	4.46	0.45		4.22	0.37		4.24	0.42		3.84	0.39	4	4.16	0.49	4	3.92	0.50		4.14	0.35	4
(4) Often	4.33	0.46	1,2	4.54	0.46	1,2,3	4.63	0.44	1,2	4.34	0.45	1,2	4.41	0.44	1,2	4.05	0.44	1,2,3	4.40	0.45	1,2,3	4.04	0.56	1,2	4.31	0.36	1,2,3

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Formal Leadership Training Experience (continued)</i>																											
Leadership Course																											
(1) Never	4.09	0.46		4.28	0.43	4	4.44	0.38	4	4.12	0.43	4	4.18	0.39	4	3.87	0.42		4.10	0.46	4	3.76	0.53	4	4.07	0.34	4
(2) Once	4.11	0.54		4.29	0.54	4	4.44	0.45		4.18	0.46		4.16	0.46	4	3.81	0.41	4	4.00	0.57	4	3.87	0.52		4.07	0.39	4
(3) Sometimes	4.02	0.52	4	4.25	0.46	4	4.36	0.45	4	4.14	0.40	4	4.14	0.42	4	3.77	0.40	4	4.01	0.45	4	3.81	0.53	4	4.03	0.37	4
(4) Often	4.26	0.49	3	4.46	0.46	1,2,3	4.59	0.45	1,3	4.33	0.45	1,3	4.34	0.47	1,2,3	4.00	0.43	2,3	4.31	0.48	1,2,3	4.04	0.51	1,3	4.26	0.38	1,2,3
Short-Term Service Immersion																											
(1) Never	4.13	0.52		4.31	0.49		4.47	0.44		4.20	0.46		4.21	0.45		3.87	0.41		4.10	0.51		3.88	0.51		4.11	0.38	
(2) Once	4.11	0.46		4.31	0.50		4.46	0.48		4.18	0.43		4.23	0.44		3.85	0.49		4.12	0.50		3.82	0.62		4.10	0.41	
(3) Sometimes	4.15	0.49		4.41	0.39		4.46	0.40		4.24	0.36		4.22	0.43		3.91	0.42		4.19	0.51		3.96	0.48		4.16	0.37	
(4) Often	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
Emerging or New leaders Program																											
(1) Never	4.13	0.49		4.32	0.46	4	4.46	0.41		4.18	0.43	4	4.20	0.44	4	3.88	0.40		4.10	0.51	4	3.86	0.51		4.11	0.36	4
(2) Once	4.09	0.57		4.25	0.56	4	4.46	0.55		4.18	0.48	4	4.17	0.47	4	3.81	0.51	4	4.08	0.54	4	3.90	0.58		4.09	0.45	4
(3) Sometimes	4.04	0.51		4.28	0.43	4	4.39	0.45		4.17	0.39	4	4.17	0.39	4	3.80	0.43	4	4.07	0.39	4	3.80	0.50	4	4.06	0.35	4
(4) Often	4.33	0.48		4.62	0.37	1,2,3	4.64	0.40		4.44	0.46	1,2,3	4.50	0.44	1,2,3	4.06	0.42	2,3	4.46	0.46	1,2,3	4.11	0.62	3	4.37	0.36	1,2,3
Living-Learning Leadership Program																											
(1) Never	4.11	0.51		4.30	0.48		4.45	0.43		4.17	0.44		4.19	0.44		3.85	0.42		4.09	0.51		3.86	0.52		4.09	0.38	
(2) Once	4.13	0.39		4.37	0.42		4.55	0.36		4.25	0.40		4.27	0.40		3.85	0.36		4.13	0.39		3.93	0.49		4.15	0.28	
(3) Sometimes	4.14	0.63		4.30	0.47		4.32	0.61		4.27	0.45		4.15	0.47		3.89	0.48		4.19	0.47		3.91	0.58		4.12	0.46	
(4) Often	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
Peer Leadership Educator Program																											
(1) Never	4.11	0.51		4.31	0.47	4	4.46	0.41		4.18	0.44	4	4.19	0.43	4	3.87	0.42		4.09	0.52	4	3.88	0.52	4	4.10	0.37	4
(2) Once	4.04	0.49	4	4.19	0.52	4	4.37	0.55	4	4.10	0.44	4	4.11	0.47	4	3.77	0.41	4	4.01	0.49	4	3.73	0.59	4	4.01	0.41	4
(3) Sometimes	4.22	0.49		4.39	0.50		4.48	0.52		4.26	0.41	4	4.29	0.45	4	3.88	0.46		4.22	0.43		3.89	0.54		4.17	0.39	4
(4) Often	4.42	0.51	2	4.67	0.36	1,2	4.73	0.35	2	4.61	0.26	1,2,3	4.66	0.40	1,2,3	4.11	0.37	2	4.55	0.31	1,2	4.24	0.43	1,2	4.47	0.25	1,2,3

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Formal Leadership Training Experience (continued)</i>																											
Outdoor Leadership Program																											
(1) Never	4.12	0.50		4.31	0.48		4.46	0.43		4.18	0.45		4.20	0.44		3.87	0.43		4.10	0.51		3.86	0.53		4.11	0.38	
(2) Once	4.09	0.50		4.36	0.48		4.47	0.42		4.25	0.35		4.27	0.43		3.85	0.27		4.12	0.41		3.97	0.41		4.14	0.29	
(3) Sometimes	3.99	0.60		4.34	0.51		4.29	0.64		4.16	0.45		4.15	0.45		3.78	0.47		4.16	0.49		3.81	0.57		4.06	0.45	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Women's Leadership Program																											
(1) Never	4.13	0.50		4.33	0.48		4.48	0.43	2	4.20	0.45		4.21	0.44		3.87	0.43		4.11	0.51		3.88	0.53		4.12	0.38	
(2) Once	3.92	0.40		4.21	0.45		4.20	0.45	1	4.08	0.32		4.07	0.42		3.76	0.28		4.06	0.46		3.84	0.51		4.00	0.35	
(3) Sometimes	4.22	0.55		4.37	0.44		4.36	0.44		4.32	0.39		4.30	0.39		4.01	0.46		4.33	0.45		3.97	0.46		4.22	0.39	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Multicultural Leadership Program																											
(1) Never	4.11	0.50		4.31	0.49		4.46	0.43		4.18	0.44		4.19	0.44		3.86	0.42		4.07	0.51		3.84	0.53		4.10	0.37	
(2) Once	4.11	0.48		4.44	0.41		4.58	0.39		4.33	0.36		4.29	0.42		3.87	0.36		4.25	0.42		3.97	0.43		4.19	0.32	
(3) Sometimes	4.17	0.47		4.30	0.38		4.42	0.37		4.16	0.41		4.16	0.36		3.94	0.42		4.32	0.37		4.04	0.44		4.17	0.34	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
<i>Formal Leadership Training Education</i>																											
Leadership Certificate Program																											
(1) Yes	4.15	0.55		4.34	0.47		4.50	0.46		4.23	0.43		4.23	0.44		3.89	0.46		4.15	0.48		3.92	0.54		4.14	0.38	
(2) No	4.12	0.49		4.32	0.48		4.45	0.43		4.19	0.45		4.20	0.45		3.87	0.41		4.10	0.52		3.87	0.53		4.11	0.38	
Leadership Capstone Experience																											
(1) Yes	4.20	0.48		4.30	0.45		4.45	0.48		4.24	0.45		4.23	0.47		3.87	0.37		4.14	0.56		3.89	0.54		4.13	0.40	
(2) No	4.12	0.51		4.33	0.48		4.47	0.44		4.19	0.44		4.21	0.45		3.87	0.43		4.12	0.50		3.88	0.53		4.12	0.38	
Leadership Minor																											
(1) Yes	4.23	0.52		4.40	0.48		4.49	0.59		4.25	0.41		4.32	0.49		3.88	0.38		4.12	0.51		3.90	0.50		4.16	0.39	
(2) No	4.11	0.51		4.32	0.48		4.46	0.43		4.19	0.45		4.20	0.44		3.87	0.43		4.11	0.51		3.88	0.53		4.11	0.38	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Formal Leadership Training Education (continued)</i>																											
Leadership Major																											
(1) Yes	4.24	0.60		4.26	0.51		4.48	0.58		4.19	0.52		4.18	0.51		3.90	0.44		3.93	0.59		3.93	0.60		4.10	0.47	
(2) No	4.12	0.51		4.33	0.48		4.46	0.44		4.20	0.44		4.21	0.45		3.87	0.43		4.13	0.50		3.88	0.53		4.12	0.38	
<i>Academic College Experiences</i>																											
Study Abroad																											
(1) Yes	4.14	0.53		4.27	0.53		4.42	0.49		4.15	0.48		4.12	0.47		3.87	0.42		4.02	0.55	2	3.93	0.49	2	4.08	0.41	
(2) No	4.03	0.54		4.25	0.49		4.40	0.46		4.09	0.47		4.07	0.47		3.81	0.44		3.88	0.59	1	3.79	0.54	1	4.00	0.40	
Experienced Internship																											
(1) Yes	4.10	0.52	2	4.28	0.48		4.41	0.46		4.14	0.43	2	4.11	0.44		3.83	0.42		3.94	0.55		3.84	0.51		4.05	0.37	
(2) No	4.00	0.55	1	4.22	0.51		4.39	0.48		4.06	0.51	1	4.05	0.50		3.81	0.45		3.86	0.62		3.79	0.55		3.99	0.43	
Learning Community Participant																											
(1) Yes	4.12	0.50	2	4.30	0.48		4.44	0.48		4.17	0.44	2	4.14	0.45		3.84	0.41		3.99	0.54	2	3.85	0.52		4.07	0.38	2
(2) No	4.02	0.55	1	4.24	0.50		4.39	0.47		4.07	0.48	1	4.06	0.48		3.81	0.45		3.87	0.59	1	3.80	0.54		4.00	0.41	1
Living-Learning Program																											
(1) Yes	4.06	0.58		4.36	0.47	2	4.48	0.50		4.18	0.50		4.14	0.48		3.91	0.45	2	4.07	0.56	2	3.88	0.60		4.10	0.43	2
(2) No	4.04	0.53		4.23	0.50	1	4.39	0.46		4.09	0.47		4.07	0.47		3.80	0.44	1	3.87	0.58	1	3.80	0.52		4.00	0.39	1
Research with a Faculty Member																											
(1) Yes	4.06	0.53		4.23	0.53		4.33	0.50		4.09	0.47		4.07	0.46		3.80	0.45		3.95	0.56		3.85	0.51		4.02	0.42	
(2) No	4.05	0.54		4.25	0.49		4.42	0.46		4.10	0.47		4.08	0.47		3.82	0.44		3.89	0.59		3.81	0.54		4.02	0.40	
First-Year or Freshman Seminar Course																											
(1) Yes	4.08	0.54		4.26	0.50		4.42	0.47		4.14	0.47		4.12	0.48		3.83	0.44		3.95	0.56		3.85	0.53		4.05	0.40	
(2) No	4.02	0.54		4.24	0.50		4.39	0.47		4.07	0.47		4.05	0.46		3.81	0.44		3.86	0.60		3.79	0.53		3.99	0.40	
Senior Capstone Participant																											
(1) Yes	4.13	0.55		4.31	0.51		4.44	0.46		4.21	0.44	2	4.17	0.43		3.93	0.42	2	4.00	0.56		3.95	0.48	2	4.11	0.38	2
(2) No	4.03	0.53		4.24	0.50		4.40	0.47		4.08	0.48	1	4.07	0.47		3.80	0.44	1	3.88	0.59		3.79	0.54	1	4.00	0.40	1

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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
<i>Academic Major</i>																											
<i>Agriculture</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
<i>Architecture/Urban Planning</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
<i>Biological/Life Sciences</i>																											
(1) Yes	4.16	0.56		4.44	0.46		4.44	0.44		4.25	0.48		4.22	0.46		3.88	0.59		4.18	0.60	2	3.98	0.54		4.16	0.44	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.47		4.08	0.47		3.82	0.43		3.89	0.58	1	3.81	0.53		4.01	0.40	
<i>Business</i>																											
(1) Yes	4.12	0.53		4.31	0.52		4.44	0.52		4.17	0.49		4.13	0.52		3.81	0.44		3.85	0.65		3.85	0.57		4.05	0.43	
(2) No	4.03	0.53		4.24	0.49		4.40	0.46		4.08	0.47		4.07	0.46		3.82	0.44		3.92	0.57		3.80	0.52		4.01	0.39	
<i>Communication</i>																											
(1) Yes	4.05	0.48		4.22	0.47		4.41	0.45		4.11	0.41		4.11	0.44		3.81	0.42		3.89	0.50		3.84	0.46		4.02	0.37	
(2) No	4.05	0.54		4.26	0.50		4.41	0.48		4.10	0.49		4.08	0.48		3.82	0.45		3.91	0.60		3.81	0.55		4.02	0.41	
<i>Computer and Information Sciences</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
<i>Education</i>																											
(1) Yes	3.97	0.54		4.20	0.47		4.39	0.43		4.11	0.44		4.14	0.46		3.75	0.39		4.05	0.46		3.60	0.54	2	3.99	0.38	
(2) No	4.06	0.53		4.26	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.89	0.59		3.83	0.53	1	4.02	0.40	
<i>Engineering</i>																											
(1) Yes	4.11	0.55		4.10	0.48		4.33	0.45		4.07	0.47		4.09	0.45		3.70	0.55		3.71	0.68		3.68	0.47		3.94	0.40	
(2) No	4.05	0.53		4.26	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.91	0.58		3.82	0.53		4.02	0.40	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	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	4.05	0.53		4.26	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.90	0.59		3.81	0.53		4.02	0.40	
Foreign Languages and Literature																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.54		4.25	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
Health-Related Fields																											
(1) Yes	3.97	0.48		4.20	0.42		4.36	0.42		4.08	0.36		3.96	0.37	2	3.76	0.36		3.85	0.46		3.72	0.48		3.95	0.32	
(2) No	4.06	0.54		4.26	0.51		4.42	0.48		4.11	0.49		4.10	0.48	1	3.83	0.45		3.91	0.60		3.83	0.54		4.03	0.41	
Humanities																											
(1) Yes	4.16	0.54		4.36	0.49		4.54	0.42		4.12	0.57		4.19	0.50		4.04	0.45	2	4.01	0.66		3.93	0.57		4.14	0.42	
(2) No	4.05	0.53		4.25	0.50		4.40	0.47		4.10	0.47		4.08	0.47		3.81	0.44	1	3.90	0.58		3.81	0.53		4.01	0.40	
Liberal/General Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.47		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
Mathematics																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.06	0.53		4.26	0.50		4.41	0.47		4.11	0.47		4.09	0.47		3.82	0.44		3.91	0.58		3.82	0.53		4.02	0.40	
Multi/Interdisciplinary Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.47		4.08	0.47		3.82	0.44		3.90	0.59		3.81	0.53		4.02	0.40	
Parks, Recreation, Leisure Studies, Sports Management																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.10	0.48		4.08	0.47		3.82	0.44		3.90	0.58		3.81	0.53		4.02	0.40	
Physical Sciences																											
(1) Yes	4.07	0.64		4.26	0.57		4.38	0.72		3.95	0.73		3.89	0.60		3.82	0.55		3.75	0.70		3.91	0.54		3.97	0.53	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.11	0.47		4.09	0.47		3.82	0.44		3.91	0.58		3.81	0.53		4.02	0.40	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University	Consciousness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SMLS		
	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
<i>Academic Major (continued)</i>																											
Pre-Professional																											
(1) Yes	3.99	0.49		4.13	0.42		4.37	0.48		4.03	0.41		4.03	0.41		3.78	0.32		4.00	0.50		3.78	0.42		3.98	0.35	
(2) No	4.05	0.54		4.26	0.50		4.41	0.47		4.11	0.48		4.08	0.47		3.82	0.44		3.90	0.59		3.82	0.54		4.02	0.40	
Public Administration																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.05	0.53		4.25	0.50		4.41	0.47		4.11	0.47		4.08	0.47		3.82	0.44		3.90	0.58		3.82	0.53		4.02	0.40	
Social Sciences																											
(1) Yes	4.11	0.52		4.31	0.47		4.46	0.37		4.15	0.41		4.15	0.44		3.91	0.41		4.04	0.57	2	3.88	0.55		4.09	0.36	
(2) No	4.05	0.54		4.25	0.50		4.40	0.48		4.10	0.48		4.08	0.48		3.81	0.44		3.89	0.59	1	3.81	0.53		4.01	0.41	
Visual and Performing Arts																											
(1) Yes	4.01	0.51		4.12	0.55		4.32	0.50		3.93	0.48	2	3.95	0.44		3.82	0.49		3.73	0.55		3.75	0.58		3.92	0.40	
(2) No	4.06	0.54		4.26	0.49		4.42	0.47		4.12	0.47	1	4.09	0.47		3.82	0.44		3.92	0.59		3.82	0.53		4.03	0.40	
Undecided																											
(1) Yes	3.74	0.61	2	4.23	0.57		4.36	0.55		3.95	0.56		3.87	0.50		3.69	0.47		3.81	0.65		3.65	0.62		3.87	0.46	
(2) No	4.06	0.53	1	4.25	0.50		4.41	0.47		4.11	0.47		4.09	0.47		3.82	0.44		3.91	0.58		3.82	0.53		4.02	0.40	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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	4.23	0.47		4.46	0.42		4.53	0.36		4.30	0.40		4.33	0.41		3.95	0.36		4.32	0.41		4.02	0.42		4.24	0.32	
(2) No	4.12	0.54		4.30	0.53		4.47	0.53		4.17	0.48		4.16	0.48		3.89	0.42		4.14	0.54		3.82	0.57		4.10	0.42	
On Campus Job																											
(1) Yes	4.05	0.56		4.25	0.60		4.37	0.60		4.15	0.57		4.12	0.55		3.90	0.44		4.17	0.63		3.90	0.60		4.09	0.48	
(2) No	4.21	0.50		4.40	0.44		4.55	0.40		4.24	0.39		4.26	0.41		3.92	0.38		4.22	0.43		3.87	0.50		4.18	0.34	
Community Service																											
(1) Yes	4.20	0.50		4.42	0.44	2	4.56	0.40	2	4.27	0.39		4.29	0.40	2	3.95	0.40		4.33	0.39	2	3.91	0.57		4.21	0.34	2
(2) No	4.03	0.56		4.11	0.61	1	4.27	0.64	1	4.05	0.61		3.97	0.57	1	3.80	0.40		3.81	0.62	1	3.79	0.40		3.95	0.49	1
Residential Setting																											
(1) Off-Campus	4.26	0.50		4.36	0.59		4.47	0.57		4.21	0.57		4.23	0.57		3.95	0.43		4.15	0.61		3.95	0.50		4.17	0.47	
(2) On-Campus	4.10	0.54		4.36	0.43		4.51	0.42		4.23	0.37		4.21	0.38		3.89	0.39		4.26	0.41		3.84	0.56		4.14	0.33	
Involvement in College Organizations																											
(1) Never	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Once	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(3) Sometimes	3.84	0.52	5	4.08	0.47	5	4.18	0.28	5	3.94	0.37	5	3.89	0.34	5	3.76	0.30		3.95	0.39		3.62	0.39		3.88	0.28	5
(4) Many times	4.04	0.50		4.28	0.42		4.40	0.50		4.19	0.40		4.21	0.40		3.82	0.37		4.11	0.48		3.88	0.46		4.09	0.36	
(5) Much of the time	4.27	0.46	3	4.45	0.43	3	4.61	0.36	3	4.30	0.38	3	4.31	0.39	3	3.99	0.39		4.31	0.42		3.94	0.55		4.24	0.32	3
Leadership Positions in College Organizations																											
(1) Never	4.09	0.62		4.21	0.64	5	4.36	0.63	5	4.10	0.61		4.05	0.58	5	3.90	0.42		4.07	0.64	5	3.89	0.54		4.06	0.50	5
(2) Once	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(3) Sometimes	4.04	0.49		4.25	0.54		4.44	0.42		4.17	0.34		4.18	0.31		3.89	0.34		4.12	0.45		3.75	0.62		4.07	0.32	
(4) Many times	4.11	0.36		4.24	0.37		4.38	0.48		4.15	0.41		4.07	0.40	5	3.83	0.34		4.14	0.45		3.73	0.34		4.05	0.31	
(5) Much of the time	4.31	0.51		4.56	0.36	1	4.69	0.31	1	4.35	0.37		4.42	0.38	1,4	3.99	0.45		4.38	0.40	1	4.02	0.57		4.31	0.33	1

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Involvement in Off-Campus Organizations</i>																											
(1) Never	4.09	0.58		4.24	0.57		4.44	0.56		4.16	0.52		4.14	0.52		3.81	0.42		4.11	0.53		3.78	0.58		4.06	0.44	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.22	0.43		4.39	0.44		4.52	0.43		4.32	0.38		4.31	0.39		3.96	0.41		4.25	0.52		3.84	0.46		4.20	0.36	
(4) Many times	4.14	0.51		4.41	0.44		4.44	0.43		4.23	0.43		4.17	0.36		3.94	0.39		4.20	0.43		3.98	0.51		4.16	0.35	
(5) Much of the time	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
<i>Leadership Positions in Off-Campus Organizations</i>																											
(1) Never	4.12	0.55		4.30	0.53		4.47	0.52		4.20	0.49		4.17	0.49		3.87	0.42		4.15	0.53		3.82	0.56		4.11	0.42	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.28	0.39		4.43	0.49		4.61	0.29		4.32	0.45		4.36	0.41		3.98	0.37		4.25	0.52		4.07	0.45		4.26	0.33	
(4) Many times	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(5) Much of the time	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
<i>Participation in Student Groups</i>																											
Academic/Professional																											
(1) Yes	4.18	0.53		4.34	0.54		4.49	0.51		4.23	0.49		4.23	0.49		3.94	0.41		4.19	0.55		3.92	0.54		4.16	0.42	
(2) No	4.10	0.50		4.36	0.43		4.49	0.43		4.19	0.38		4.16	0.40		3.84	0.38		4.21	0.41		3.79	0.52		4.11	0.33	
Art/Theatre/Music																											
(1) Yes	4.13	0.77		4.23	0.78		4.43	0.83		4.16	0.82		4.16	0.80		3.97	0.67		4.28	0.82		3.89	0.78		4.14	0.71	
(2) No	4.16	0.48		4.36	0.45		4.49	0.42		4.22	0.38		4.22	0.40		3.90	0.35		4.19	0.45		3.88	0.49		4.15	0.33	
Campus-Wide Programming																											
(1) Yes	4.22	0.57		4.35	0.59		4.48	0.56		4.20	0.55		4.20	0.55		3.98	0.43		4.26	0.59		3.95	0.55		4.18	0.47	
(2) No	4.12	0.48		4.35	0.43		4.49	0.42		4.22	0.38		4.22	0.39		3.86	0.38		4.16	0.43		3.83	0.51		4.12	0.33	
Identity Based																											
(1) Yes	4.14	0.63		4.30	0.68		4.42	0.70		4.23	0.69		4.20	0.66		3.98	0.48		4.29	0.70		3.96	0.54		4.17	0.56	
(2) No	4.16	0.49		4.36	0.45		4.50	0.41		4.21	0.38		4.22	0.40		3.89	0.38		4.17	0.44		3.86	0.53		4.14	0.34	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Participation in Student Groups (continued)</i>																											
International Interest																											
(1) Yes	4.10	0.60		4.31	0.69		4.32	0.77		4.03	0.68		4.04	0.71		3.87	0.53		4.12	0.74		3.92	0.53		4.07	0.60	
(2) No	4.17	0.50		4.36	0.45		4.52	0.38		4.25	0.38		4.25	0.37		3.92	0.37		4.22	0.43		3.87	0.53		4.16	0.33	
Honor Societies																											
(1) Yes	4.25	0.51		4.41	0.54		4.55	0.53		4.23	0.51		4.25	0.51		3.90	0.40		4.20	0.56		3.90	0.53		4.18	0.43	
(2) No	4.04	0.52		4.27	0.44		4.40	0.41		4.19	0.39		4.16	0.39		3.93	0.41		4.20	0.44		3.86	0.53		4.11	0.35	
Media																											
(1) Yes	4.14	0.65		4.24	0.82		4.30	0.85		4.07	0.82		4.01	0.77		3.93	0.55		4.02	0.87		3.95	0.61		4.06	0.68	
(2) No	4.16	0.50		4.36	0.45		4.51	0.41		4.23	0.39		4.24	0.40		3.91	0.38		4.22	0.44		3.87	0.52		4.16	0.34	
Military																											
(1) Yes	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) No	4.17	0.49		4.37	0.44		4.51	0.41		4.23	0.39		4.23	0.40		3.92	0.38		4.22	0.45		3.89	0.52		4.16	0.34	
New Student Transition																											
(1) Yes	4.14	0.55		4.28	0.59		4.46	0.59		4.15	0.53		4.19	0.54		3.87	0.40		4.19	0.56		3.87	0.56		4.12	0.45	
(2) No	4.17	0.50		4.39	0.43		4.50	0.39		4.26	0.40		4.23	0.41		3.94	0.41		4.21	0.47		3.89	0.51		4.17	0.35	
Resident Assistants																											
(1) Yes	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) No	4.14	0.53		4.35	0.52		4.49	0.48		4.22	0.46		4.22	0.47		3.89	0.40		4.19	0.51		3.86	0.53		4.14	0.40	
Peer Helper																											
(1) Yes	4.23	0.55		4.38	0.62		4.47	0.67		4.20	0.62		4.22	0.60		3.88	0.46		4.22	0.61		3.84	0.54		4.15	0.50	
(2) No	4.13	0.51		4.33	0.46		4.49	0.40		4.22	0.39		4.21	0.41		3.92	0.39		4.19	0.47		3.90	0.53		4.15	0.35	
Advocacy																											
(1) Yes	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) No	4.15	0.50		4.35	0.45		4.50	0.41		4.22	0.38		4.22	0.39		3.89	0.36		4.19	0.43		3.88	0.52		4.14	0.33	
Political																											
(1) Yes	4.26	0.55		4.41	0.71		4.59	0.68		4.27	0.68		4.24	0.67		4.05	0.48		4.33	0.73		4.09	0.59		4.26	0.55	
(2) No	4.13	0.51		4.33	0.44		4.46	0.42		4.20	0.39		4.20	0.40		3.87	0.38		4.16	0.43		3.83	0.51		4.12	0.34	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	Conscious-ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SMLS		
	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
<i>Participation in Student Groups (continued)</i>																											
Religious																											
(1) Yes	4.16	0.54		4.40	0.57		4.48	0.58		4.21	0.54		4.21	0.53		3.94	0.44		4.26	0.58		3.90	0.62		4.17	0.46	
(2) No	4.15	0.51		4.31	0.46		4.49	0.41		4.22	0.40		4.21	0.42		3.89	0.38		4.16	0.45		3.87	0.47		4.13	0.35	
Service																											
(1) Yes	4.12	0.57		4.37	0.52		4.51	0.53		4.21	0.50		4.22	0.49		3.93	0.41		4.23	0.53		3.89	0.56		4.16	0.43	
(2) No	4.21	0.45		4.32	0.48		4.46	0.41		4.21	0.40		4.20	0.42		3.89	0.39		4.15	0.48		3.87	0.50		4.13	0.34	
Multi-Cultural Fraternities and Sororities																											
(1) Yes	4.02	0.69		4.05	0.80		4.13	0.86	2	3.99	0.79		4.04	0.80		3.86	0.52		4.03	0.83		3.89	0.61		3.99	0.68	
(2) No	4.17	0.50		4.38	0.45		4.53	0.40	1	4.24	0.40		4.23	0.40		3.92	0.39		4.22	0.45		3.88	0.52		4.16	0.34	
Social Fraternities or Sororities																											
(1) Yes	4.13	0.56		4.31	0.55		4.50	0.55		4.20	0.50		4.23	0.50		3.88	0.40		4.16	0.55		3.83	0.59		4.12	0.43	
(2) No	4.20	0.47		4.39	0.44		4.46	0.39		4.23	0.41		4.18	0.41		3.95	0.41		4.25	0.45		3.96	0.44		4.18	0.35	
Sports-Intercollegiate or Varsity																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.50		4.36	0.44		4.51	0.40		4.24	0.39		4.23	0.40		3.93	0.39		4.22	0.45		3.91	0.52		4.17	0.34	
Sports-Club																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.50		4.35	0.45		4.49	0.41		4.22	0.40		4.22	0.41		3.92	0.39		4.22	0.45		3.88	0.52		4.16	0.35	
Sports-Intramural																											
(1) Yes	4.10	0.58		4.31	0.53		4.50	0.55		4.15	0.48		4.17	0.49		3.87	0.39		4.14	0.52		3.83	0.57		4.10	0.42	
(2) No	4.22	0.46		4.39	0.48		4.47	0.41		4.29	0.42		4.26	0.44		3.96	0.41		4.27	0.49		3.95	0.49		4.20	0.36	
Recreational																											
(1) Yes	4.33	0.62		4.35	0.71		4.49	0.74		4.25	0.66		4.30	0.66		3.92	0.55		4.24	0.72		3.96	0.62		4.20	0.58	
(2) No	4.11	0.48		4.35	0.44		4.48	0.40		4.20	0.39		4.19	0.39		3.91	0.36		4.19	0.44		3.86	0.51		4.13	0.33	
Social/Special Interest																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.48		4.37	0.44		4.51	0.40		4.23	0.38		4.22	0.39		3.92	0.37		4.22	0.43		3.89	0.50		4.16	0.33	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Participation in Student Groups (continued)</i>																											
Student Governance																											
(1) Yes	4.28	0.53		4.46	0.56		4.60	0.53		4.22	0.53		4.25	0.53		3.98	0.44		4.30	0.55		3.97	0.59		4.23	0.45	
(2) No	4.06	0.50		4.25	0.44		4.39	0.43		4.21	0.40		4.18	0.41		3.86	0.37		4.12	0.46		3.82	0.47		4.08	0.34	
<i>Social Change Behaviors</i>																											
(1) Never	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Once	3.97	0.61	4	4.06	0.64	3,4	4.34	0.69	4	3.98	0.60	4	4.00	0.61	4	3.76	0.46	4	3.85	0.60	3,4	3.78	0.59	4	3.94	0.52	4
(3) Sometimes	4.07	0.49	4	4.35	0.41	2	4.45	0.42		4.19	0.38	4	4.17	0.36	4	3.88	0.32	4	4.17	0.38	2,4	3.80	0.49	4	4.10	0.30	4
(4) Often	4.48	0.35	2,3	4.58	0.43	2	4.70	0.32	2	4.44	0.38	2,3	4.48	0.38	2,3	4.12	0.43	2,3	4.59	0.35	2,3	4.13	0.51	2,3	4.42	0.30	2,3
<i>Social-Cultural Discussions</i>																											
(1) Never	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Sometimes	4.09	0.45		4.23	0.36		4.35	0.43	4	4.15	0.32		4.17	0.36		3.78	0.35	4	3.94	0.44	4	3.79	0.45	4	4.03	0.28	4
(3) Often	4.13	0.52		4.32	0.46		4.45	0.41	4	4.16	0.37	4	4.17	0.40		3.83	0.37	4	4.15	0.38	4	3.75	0.45	4	4.09	0.32	4
(4) Very Often	4.26	0.48		4.50	0.43		4.66	0.35	2,3	4.36	0.43	3	4.34	0.40		4.11	0.35	2,3	4.43	0.45	2,3	4.13	0.56	2,3	4.32	0.34	2,3
<i>Campus Climate</i>																											
Belonging Climate																											
(1) Strongly Disagree	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Disagree	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(3) Neutral	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(4) Agree	4.07	0.43	5	4.32	0.41		4.43	0.44	5	4.15	0.37	5	4.12	0.35	5	3.88	0.30		4.07	0.41	5	3.83	0.49		4.08	0.30	5
(5) Strongly Agree	4.45	0.39	4	4.53	0.39		4.64	0.33	4	4.39	0.36	4	4.40	0.40	4	4.04	0.40		4.44	0.42	4	4.03	0.49		4.34	0.28	4
Discriminatory Climate																											
(1) Strongly Disagree	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(2) Disagree	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
(3) Neutral	3.96	0.44	5	4.26	0.50		4.34	0.40		4.13	0.44		4.14	0.38		3.74	0.33		4.06	0.44		3.80	0.42		4.02	0.34	
(4) Agree	4.13	0.47		4.34	0.45		4.43	0.43		4.17	0.39		4.18	0.38		4.00	0.35		4.19	0.43		3.88	0.49		4.14	0.33	
(5) Strongly Agree	4.30	0.61	3	4.41	0.58		4.62	0.57		4.33	0.54		4.32	0.58		3.92	0.48		4.29	0.61		3.92	0.64		4.23	0.49	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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) Sometimes	4.18	0.54		4.33	0.50		4.50	0.44		4.20	0.39		4.23	0.43		3.88	0.37		4.17	0.47		3.84	0.56		4.14	0.35	
(4) Often	4.29	0.44		4.47	0.36		4.58	0.38		4.34	0.40		4.32	0.37		4.01	0.39		4.34	0.42		4.04	0.45		4.27	0.31	
Student Affairs Professional Staff																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.26	0.46		4.40	0.46		4.51	0.40		4.26	0.39		4.25	0.36		3.95	0.42		4.27	0.42		3.91	0.54		4.20	0.35	
(4) Often	4.37	0.42		4.53	0.42		4.59	0.38		4.35	0.43		4.42	0.41		4.03	0.39		4.46	0.39		4.17	0.47		4.34	0.32	
Employer																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.28	0.45		4.42	0.40		4.45	0.42		4.24	0.41		4.21	0.41		3.93	0.38		4.17	0.43		3.96	0.46		4.18	0.33	
(4) Often	4.17	0.51		4.30	0.45		4.50	0.42		4.35	0.45		4.33	0.36		3.98	0.34		4.31	0.48		4.16	0.51		4.24	0.36	
Community Member																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.24	0.47		4.47	0.40		4.55	0.47		4.28	0.44		4.30	0.44		4.08	0.38		4.41	0.45		4.10	0.52		4.28	0.36	
(4) Often	4.27	0.47		4.61	0.42		4.55	0.34		4.29	0.47		4.38	0.38		3.97	0.41		4.35	0.48		3.83	0.55		4.25	0.36	
Parent/Guardian																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.00	0.56		4.30	0.46		4.38	0.56		4.03	0.39		4.07	0.39		3.73	0.38		4.03	0.50		3.59	0.32		3.98	0.35	
(4) Often	4.20	0.46		4.38	0.45		4.51	0.39		4.26	0.39		4.24	0.41		3.94	0.35		4.24	0.44		3.92	0.50		4.18	0.33	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Mentor Relationships (continued)</i>																											
Other Student																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.26	0.48		4.42	0.46		4.51	0.45		4.24	0.40		4.31	0.43		3.91	0.41		4.28	0.47		3.86	0.48		4.19	0.34	
(4) Often	4.14	0.50		4.39	0.44		4.55	0.38		4.25	0.38		4.24	0.37		3.96	0.38		4.25	0.43		3.94	0.59		4.19	0.34	
<i>Formal Leadership Training Experience</i>																											
Leadership Conference																											
(1) Never	4.01	0.59	4	4.15	0.47	4	4.40	0.39	4	4.22	0.36		4.22	0.38	4	3.88	0.43		4.14	0.46	4	3.77	0.58	4	4.07	0.35	4
(2) Once	4.08	0.45	4	4.36	0.40		4.46	0.40		4.13	0.33	4	4.13	0.33	4	3.93	0.30		4.14	0.34	4	3.85	0.51		4.11	0.26	4
(3) Sometimes	4.18	0.41		4.40	0.42		4.57	0.35		4.21	0.39		4.22	0.39	4	3.78	0.35	4	4.22	0.42		3.82	0.53		4.14	0.33	4
(4) Often	4.52	0.39	1,2	4.61	0.33	1	4.69	0.38	1	4.44	0.37	2	4.49	0.41	1,2,3	4.14	0.38	3	4.49	0.38	1,2	4.16	0.36	1	4.42	0.26	1,2,3
Leadership Retreat																											
(1) Never	4.04	0.57	4	4.23	0.42	4	4.40	0.38	4	4.13	0.33	4	4.12	0.33	4	3.87	0.38		4.09	0.42	4	3.79	0.49		4.06	0.31	4
(2) Once	4.12	0.49	4	4.42	0.34		4.59	0.44		4.26	0.35		4.32	0.40		3.93	0.30		4.26	0.41		3.87	0.55		4.19	0.30	
(3) Sometimes	4.17	0.42	4	4.35	0.44		4.49	0.37		4.18	0.37	4	4.17	0.35	4	3.90	0.41		4.19	0.35	4	3.87	0.56		4.14	0.33	4
(4) Often	4.53	0.31	1,2,3	4.64	0.42	1	4.76	0.29	1	4.52	0.37	1,3	4.57	0.41	1,3	4.04	0.40		4.57	0.36	1,3	4.12	0.45		4.44	0.25	1,3
Leadership Lecture/Workshop Series																											
(1) Never	4.04	0.67		4.15	0.40	4	4.45	0.37		4.17	0.36		4.15	0.33		3.84	0.41		4.07	0.45	4	3.76	0.70		4.05	0.34	4
(2) Once	4.11	0.49		4.37	0.52		4.39	0.41		4.09	0.40	4	4.14	0.39		3.89	0.44		4.17	0.46		3.86	0.52		4.10	0.37	
(3) Sometimes	4.09	0.47		4.35	0.39		4.50	0.38		4.18	0.34		4.16	0.37	4	3.83	0.34	4	4.19	0.34		3.82	0.45		4.11	0.30	4
(4) Often	4.37	0.40		4.50	0.43	1	4.63	0.40		4.39	0.37	2	4.43	0.40	3	4.06	0.37	3	4.38	0.43	1	4.02	0.49		4.32	0.29	1,3
Positional Leader Training																											
(1) Never	4.06	0.54	4	4.26	0.38	4	4.52	0.36		4.19	0.34		4.19	0.37	4	3.88	0.36		4.15	0.40	4	3.84	0.51		4.10	0.31	4
(2) Once	4.16	0.46		4.26	0.57	4	4.31	0.39	4	4.21	0.48		4.20	0.41		3.92	0.39		4.23	0.42		3.95	0.48		4.14	0.35	
(3) Sometimes	4.20	0.46		4.42	0.41		4.50	0.49		4.21	0.36		4.22	0.38		3.87	0.40		4.16	0.40	4	3.84	0.54		4.14	0.33	
(4) Often	4.46	0.36	1	4.67	0.34	1,2	4.72	0.25	2	4.41	0.36		4.47	0.39	1	4.08	0.38		4.51	0.39	1,3	4.01	0.58		4.38	0.28	1

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Formal Leadership Training Experience (continued)</i>																											
Leadership Course																											
(1) Never	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.01	0.55	4	4.19	0.38	4	4.33	0.40	4	4.07	0.33	4	4.06	0.31	4	3.80	0.34		4.04	0.36	4	3.79	0.48		4.01	0.31	4
(4) Often	4.29	0.44	3	4.47	0.44	3	4.63	0.38	3	4.35	0.38	3	4.37	0.42	3	4.00	0.39		4.38	0.42	3	3.96	0.53		4.28	0.32	3
Short-Term Service Immersion																											
(1) Never	4.18	0.50		4.34	0.43		4.53	0.37		4.24	0.37		4.25	0.38		3.90	0.39		4.23	0.40		3.88	0.52		4.16	0.32	
(2) Once	4.23	0.47		4.41	0.40		4.47	0.47		4.20	0.34		4.22	0.43		3.97	0.36		4.19	0.44		3.85	0.43		4.16	0.33	
(3) Sometimes	4.22	0.47		4.50	0.48		4.58	0.41		4.26	0.44		4.30	0.42		3.98	0.40		4.33	0.53		4.05	0.54		4.25	0.39	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Emerging or New leaders Program																											
(1) Never	4.21	0.50		4.39	0.45		4.53	0.36		4.26	0.38		4.28	0.39		3.94	0.37		4.26	0.43		3.94	0.52		4.20	0.33	3
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	3.90	0.46		4.19	0.36		4.31	0.45		4.07	0.33		4.05	0.28		3.77	0.31		4.00	0.32		3.68	0.31		3.97	0.26	1
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Living-Learning Leadership Program																											
(1) Never	4.17	0.51		4.38	0.43		4.52	0.36		4.23	0.37		4.26	0.37		3.93	0.38		4.22	0.42		3.89	0.53		4.17	0.33	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Peer Leadership Educator Program																											
(1) Never	4.17	0.51		4.36	0.45		4.52	0.35		4.23	0.39		4.24	0.38		3.94	0.38		4.24	0.43		3.91	0.54		4.17	0.33	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.20	0.49		4.39	0.38		4.51	0.45		4.20	0.35		4.26	0.39		3.81	0.41		4.17	0.38		3.81	0.49		4.13	0.30	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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	4.20	0.50		4.37	0.43		4.53	0.39		4.23	0.37		4.26	0.39		3.93	0.39		4.24	0.42		3.88	0.54		4.18	0.33	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Women's Leadership Program																											
(1) Never	4.18	0.50		4.37	0.44		4.54	0.38		4.23	0.37		4.25	0.39		3.93	0.38		4.23	0.42		3.89	0.53		4.17	0.33	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Multicultural Leadership Program																											
(1) Never	4.18	0.50		4.38	0.43		4.54	0.39		4.24	0.37		4.26	0.39		3.89	0.38		4.22	0.43		3.84	0.55		4.16	0.33	
(2) Once	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(3) Sometimes	4.14	0.55		4.18	0.43		4.36	0.38		4.09	0.42		4.14	0.38		4.00	0.43		4.33	0.41		4.07	0.46		4.16	0.36	
(4) Often	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
Formal Leadership Training Education																											
Leadership Certificate Program																											
(1) Yes	4.19	0.52		4.35	0.40		4.52	0.39		4.24	0.34		4.23	0.37		3.93	0.38		4.22	0.40		3.91	0.55		4.17	0.30	
(2) No	4.18	0.49		4.40	0.46		4.52	0.40		4.24	0.40		4.27	0.41		3.91	0.39		4.25	0.44		3.86	0.49		4.17	0.36	
Leadership Capstone Experience																											
(1) Yes	4.23	0.39		4.36	0.46		4.47	0.46		4.26	0.45		4.25	0.47		3.91	0.34		4.31	0.50		3.85	0.50		4.18	0.35	
(2) No	4.17	0.52		4.37	0.43		4.53	0.38		4.23	0.36		4.25	0.38		3.92	0.39		4.22	0.40		3.89	0.53		4.17	0.32	
Leadership Minor																											
(1) Yes	4.31	0.37		4.50	0.41		4.52	0.52		4.28	0.35		4.43	0.45		3.89	0.36		4.31	0.46		3.83	0.50		4.22	0.34	
(2) No	4.16	0.52		4.35	0.44		4.52	0.38		4.23	0.38		4.22	0.38		3.91	0.38		4.22	0.42		3.89	0.53		4.16	0.33	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Formal Leadership Training Education (continued)</i>																											
Leadership Major																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.50		4.38	0.43		4.52	0.39		4.24	0.37		4.26	0.39		3.91	0.38		4.24	0.41		3.88	0.52		4.17	0.32	
<i>Academic College Experiences</i>																											
Study Abroad																											
(1) Yes	4.25	0.42		4.44	0.44		4.49	0.40		4.23	0.44		4.23	0.41		4.00	0.34		4.24	0.47		4.05	0.42		4.21	0.32	
(2) No	4.12	0.56		4.30	0.53		4.48	0.52		4.20	0.47		4.20	0.49		3.87	0.42		4.18	0.52		3.81	0.56		4.12	0.42	
Experienced Internship																											
(1) Yes	4.24	0.48		4.39	0.45		4.49	0.40		4.23	0.42		4.26	0.40		3.94	0.37		4.23	0.46		3.94	0.47		4.19	0.34	
(2) No	4.05	0.55		4.29	0.56		4.48	0.58		4.19	0.51		4.14	0.53		3.88	0.44		4.16	0.57		3.81	0.59		4.09	0.45	
Learning Community Participant																											
(1) Yes	4.18	0.44		4.45	0.41		4.53	0.39		4.25	0.38		4.22	0.38		3.91	0.38		4.22	0.41		3.89	0.50		4.17	0.30	
(2) No	4.14	0.57		4.27	0.56		4.45	0.54		4.18	0.51		4.20	0.52		3.91	0.42		4.18	0.57		3.88	0.56		4.13	0.45	
Living-Learning Program																											
(1) Yes	4.22	0.59		4.43	0.49		4.58	0.47		4.19	0.45		4.18	0.46		3.97	0.45		4.27	0.45		3.89	0.61		4.19	0.40	
(2) No	4.14	0.50		4.32	0.51		4.46	0.49		4.22	0.46		4.22	0.47		3.90	0.39		4.18	0.52		3.88	0.51		4.14	0.39	
Research with a Faculty Member																											
(1) Yes	4.22	0.37		4.44	0.34		4.44	0.33		4.27	0.35		4.20	0.38		3.95	0.37		4.38	0.40		3.93	0.41		4.21	0.28	
(2) No	4.15	0.54		4.33	0.52		4.49	0.50		4.20	0.47		4.21	0.48		3.91	0.41		4.17	0.52		3.88	0.55		4.14	0.41	
First-Year or Freshman Seminar Course																											
(1) Yes	4.14	0.48		4.33	0.47		4.48	0.43		4.23	0.38		4.22	0.40		3.89	0.38		4.19	0.47		3.90	0.50		4.14	0.34	
(2) No	4.18	0.58		4.36	0.55		4.49	0.54		4.19	0.54		4.20	0.53		3.94	0.43		4.21	0.55		3.86	0.57		4.15	0.45	
Senior Capstone Participant																											
(1) Yes	4.30	0.43		4.41	0.40		4.47	0.43		4.34	0.42		4.25	0.42		3.97	0.35		4.30	0.47		4.02	0.44		4.23	0.34	
(2) No	4.12	0.54		4.33	0.53		4.49	0.50		4.17	0.47		4.20	0.48		3.89	0.42		4.17	0.52		3.85	0.55		4.12	0.41	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Academic Major</i>																											
<i>Agriculture</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.50	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.53		4.16	0.39	
<i>Architecture/Urban Planning</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.17	0.52		4.37	0.49		4.50	0.49		4.23	0.45		4.22	0.46		3.92	0.41		4.22	0.50		3.89	0.54		4.16	0.39	
<i>Biological/Life Sciences</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.53		4.38	0.49		4.51	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.54		4.17	0.39	
<i>Business</i>																											
(1) Yes	4.16	0.50		4.35	0.58		4.49	0.61		4.21	0.55		4.22	0.55		3.86	0.39		4.12	0.59		3.86	0.55		4.12	0.45	
(2) No	4.19	0.54		4.39	0.43		4.51	0.41		4.24	0.40		4.23	0.41		3.96	0.41		4.28	0.43		3.92	0.53		4.19	0.35	
<i>Communication</i>																											
(1) Yes	4.24	0.56		4.40	0.40		4.55	0.40		4.27	0.32		4.34	0.40		3.96	0.42		4.23	0.46		3.87	0.48		4.20	0.35	
(2) No	4.16	0.51		4.37	0.51		4.49	0.51		4.22	0.48		4.20	0.47		3.91	0.40		4.22	0.51		3.90	0.55		4.15	0.40	
<i>Computer and Information Sciences</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.50	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.53		4.16	0.39	
<i>Education</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.53		4.37	0.49		4.50	0.49		4.24	0.46		4.23	0.47		3.92	0.41		4.22	0.51		3.91	0.52		4.17	0.39	
<i>Engineering</i>																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.38	0.49		4.51	0.49		4.23	0.46		4.23	0.46		3.93	0.40		4.22	0.50		3.90	0.54		4.17	0.39	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	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
<i>Academic Major (continued)</i>																											
Ethnics, Cultural Studies, and Area Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.50	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.53		4.16	0.39	
Foreign Languages and Literature																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.51	0.49		4.23	0.46		4.23	0.46		3.93	0.40		4.22	0.50		3.90	0.54		4.17	0.39	
Health-Related Fields																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.19	0.52		4.39	0.49		4.51	0.49		4.23	0.46		4.24	0.47		3.93	0.41		4.22	0.51		3.90	0.53		4.17	0.39	
Humanities																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.16	0.53		4.35	0.49		4.50	0.49		4.22	0.45		4.22	0.47		3.90	0.39		4.21	0.50		3.89	0.52		4.15	0.39	
Liberal/General Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.16	0.52		4.37	0.49		4.50	0.49		4.22	0.46		4.23	0.46		3.92	0.40		4.22	0.50		3.89	0.54		4.16	0.39	
Mathematics																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.50	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.53		4.16	0.39	
Multi/Interdisciplinary Studies																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.53		4.37	0.49		4.50	0.48		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.89	0.54		4.16	0.39	
Parks, Recreation, Leisure Studies, Sports Management																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.50	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.53		4.16	0.39	
Physical Sciences																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.17	0.52		4.37	0.49		4.50	0.49		4.22	0.45		4.22	0.46		3.92	0.41		4.22	0.50		3.89	0.54		4.16	0.39	

Significance: $p < .01$

Environments by Outcome Measures - SCM Leadership Outcomes

Texas Christian University Comparative Data	Conscious- ness of Self			Congruence			Commitment			Collaboration			Common Purpose			Controversy with Civility			Citizenship			Change			Omnibus SMLS		
	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
<i>Academic Major (continued)</i>																											
Pre-Professional																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.19	0.51		4.38	0.49		4.51	0.49		4.24	0.46		4.23	0.46		3.92	0.41		4.23	0.50		3.90	0.54		4.17	0.39	
Public Administration																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.37	0.49		4.50	0.49		4.23	0.46		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.53		4.16	0.39	
Social Sciences																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.17	0.52		4.37	0.51		4.49	0.50		4.23	0.46		4.25	0.47		3.90	0.41		4.21	0.51		3.86	0.53		4.16	0.40	
Visual and Performing Arts																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.17	0.52		4.37	0.49		4.51	0.48		4.24	0.45		4.23	0.46		3.92	0.41		4.22	0.50		3.90	0.54		4.16	0.39	
Undecided																											
(1) Yes	.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.		.	.	
(2) No	4.18	0.52		4.38	0.49		4.51	0.48		4.23	0.46		4.24	0.46		3.93	0.40		4.22	0.50		3.91	0.53		4.17	0.39	

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	4.02	0.83	2	4.18	0.83	2	4.33	0.77	2	4.06	0.76	2	4.02	0.75	2	3.84	0.70	2	3.82	0.97	2	3.85	0.82	2	3.99	0.65	2
(2) No	3.95	0.86	1	4.14	0.86	1	4.28	0.81	1	4.02	0.78	1	3.99	0.76	1	3.80	0.71	1	3.81	0.97	1	3.78	0.81	1	3.94	0.66	1
On Campus Job																											
(1) Yes	4.00	0.84	2	4.17	0.84	2	4.33	0.78	2	4.07	0.76	2	4.04	0.74	2	3.84	0.70	2	3.90	0.95	2	3.82	0.81	2	3.99	0.64	2
(2) No	3.97	0.85	1	4.14	0.85	1	4.28	0.80	1	4.02	0.78	1	3.98	0.77	1	3.80	0.71	1	3.78	0.97	1	3.80	0.82	1	3.94	0.66	1
Community Service																											
(1) Yes	4.05	0.81	2	4.24	0.81	2	4.37	0.75	2	4.13	0.74	2	4.11	0.72	2	3.86	0.69	2	4.09	0.83	2	3.87	0.80	2	4.06	0.63	2
(2) No	3.92	0.87	1	4.08	0.86	1	4.24	0.82	1	3.96	0.78	1	3.92	0.76	1	3.77	0.71	1	3.61	0.93	1	3.76	0.82	1	3.87	0.65	1
Residential Setting																											
(1) Off-Campus	4.00	0.85	2	4.16	0.85	2	4.30	0.80		4.05	0.78	2	4.00	0.77		3.83	0.71	2	3.79	0.99	2	3.84	0.82	2	3.97	0.67	2
(2) On-Campus	3.96	0.86	1	4.15	0.85	1	4.30	0.80		4.03	0.77	1	4.00	0.75		3.80	0.70	1	3.84	0.95	1	3.77	0.81	1	3.95	0.65	1
Involvement in College Organizations																											
(1) Never	3.89	0.91	2,3,4,5	4.06	0.92	2,3,4,5	4.21	0.86	2,3,4,5	3.92	0.84	3,4,5	3.86	0.82	3,4,5	3.75	0.74	2,3,4,5	3.57	1.00	2,3,4,5	3.75	0.85	2,4,5	3.84	0.71	3,4,5
(2) Once	3.86	0.87	1,3,4,5	4.03	0.87	1,3,4,5	4.18	0.84	1,3,4,5	3.92	0.79	3,4,5	3.87	0.76	3,4,5	3.73	0.71	1,3,4,5	3.63	0.92	1,3,4,5	3.72	0.80	1,3,4,5	3.84	0.66	3,4,5
(3) Sometimes	3.92	0.83	1,2,4,5	4.10	0.83	1,2,4,5	4.24	0.78	1,2,4,5	3.98	0.74	1,2,4,5	3.94	0.71	1,2,4,5	3.77	0.69	1,2,4,5	3.75	0.89	1,2,4,5	3.76	0.79	2,4,5	3.90	0.62	1,2,4,5
(4) Many times	4.01	0.78	1,2,3,5	4.18	0.77	1,2,3,5	4.32	0.72	1,2,3,5	4.08	0.69	1,2,3,5	4.05	0.66	1,2,3,5	3.83	0.66	1,2,3,5	3.92	0.84	1,2,3,5	3.82	0.76	1,2,3,5	4.00	0.58	1,2,3,5
(5) Much of the time	4.13	0.80	1,2,3,4	4.30	0.78	1,2,3,4	4.46	0.71	1,2,3,4	4.20	0.72	1,2,3,4	4.20	0.70	1,2,3,4	3.92	0.69	1,2,3,4	4.09	0.90	1,2,3,4	3.92	0.81	1,2,3,4	4.12	0.60	1,2,3,4
Leadership Positions in College Organizations																											
(1) Never	3.93	0.85	4,5	4.11	0.85	4,5	4.26	0.78	2,3,4,5	3.98	0.77	2,3,4,5	3.93	0.74	2,3,4,5	3.78	0.70	3,4,5	3.69	0.95	2,3,4,5	3.77	0.81	4,5	3.90	0.64	2,3,4,5
(2) Once	3.94	0.85	4,5	4.12	0.87	4,5	4.25	0.84	1,4,5	4.00	0.79	1,4,5	3.97	0.76	1,4,5	3.78	0.71	4,5	3.80	0.92	1,3,4,5	3.78	0.80	4,5	3.93	0.66	1,4,5
(3) Sometimes	3.94	0.85	4,5	4.11	0.87	4,5	4.23	0.85	1,4,5	4.01	0.77	1,4,5	3.98	0.75	1,4,5	3.77	0.71	1,4,5	3.86	0.90	1,2,4,5	3.77	0.81	4,5	3.93	0.67	1,4,5
(4) Many times	4.03	0.79	1,2,3,5	4.20	0.80	1,2,3,5	4.33	0.75	1,2,3,5	4.11	0.71	1,2,3,5	4.09	0.69	1,2,3,5	3.84	0.68	1,2,3,5	3.98	0.86	1,2,3,5	3.84	0.77	1,2,3,5	4.03	0.60	1,2,3,5
(5) Much of the time	4.18	0.80	1,2,3,4	4.35	0.77	1,2,3,4	4.49	0.71	1,2,3,4	4.26	0.73	1,2,3,4	4.27	0.71	1,2,3,4	3.96	0.69	1,2,3,4	4.18	0.88	1,2,3,4	3.98	0.81	1,2,3,4	4.18	0.61	1,2,3,4

Significance: $p < .01$

Environments 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
<i>Involvement in Off-Campus Organizations</i>																											
(1) Never	3.93	0.85	2,3,4,5	4.10	0.84	2,3,4,5	4.26	0.79	3,4,5	3.99	0.77	2,3,4,5	3.95	0.75	2,3,4,5	3.79	0.70	2,3,4,5	3.69	0.96	2,3,4,5	3.78	0.80	2,3,4,5	3.90	0.64	2,3,4,5
(2) Once	3.96	0.83	1,3,4,5	4.13	0.84	1,3,4,5	4.28	0.82	3,4,5	4.05	0.77	1,4,5	4.01	0.74	1,3,4,5	3.81	0.71	1,4,5	3.89	0.87	1,3,4,5	3.82	0.80	1,4,5	3.97	0.65	1,3,4,5
(3) Sometimes	3.99	0.84	1,2,4,5	4.16	0.84	1,2,4,5	4.30	0.82	1,2,4,5	4.06	0.77	1,4,5	4.03	0.76	1,2,4,5	3.82	0.71	1,4,5	3.94	0.88	1,2,4,5	3.81	0.81	1,4,5	3.99	0.66	1,2,4,5
(4) Many times	4.06	0.82	1,2,3,5	4.26	0.81	1,2,3,5	4.37	0.77	1,2,3,5	4.12	0.75	1,2,3,5	4.10	0.73	1,2,3,5	3.85	0.70	1,2,3,5	4.05	0.85	1,2,3,5	3.87	0.82	1,2,3,5	4.06	0.63	1,2,3,5
(5) Much of the time	4.19	0.81	1,2,3,4	4.43	0.78	1,2,3,4	4.50	0.73	1,2,3,4	4.25	0.76	1,2,3,4	4.25	0.74	1,2,3,4	3.92	0.74	1,2,3,4	4.22	0.89	1,2,3,4	3.95	0.87	1,2,3,4	4.18	0.64	1,2,3,4
<i>Leadership Positions in Off-Campus Organizations</i>																											
(1) Never	3.95	0.84	2,3,4,5	4.13	0.83	3,4,5	4.29	0.77	2,3,4,5	4.01	0.76	2,3,4,5	3.97	0.74	2,3,4,5	3.80	0.69	4,5	3.75	0.95	2,3,4,5	3.79	0.80	2,3,4,5	3.93	0.63	2,3,4,5
(2) Once	3.98	0.87	1,4,5	4.13	0.91	3,4,5	4.25	0.89	1,4,5	4.05	0.82	1,4,5	4.02	0.80	1,4,5	3.80	0.74	4,5	3.94	0.91	1,3,4,5	3.82	0.84	1,4,5	3.97	0.71	1,4,5
(3) Sometimes	4.00	0.88	1,4,5	4.16	0.91	1,2,4,5	4.27	0.91	1,4,5	4.06	0.84	1,4,5	4.03	0.82	1,4,5	3.80	0.76	4,5	3.98	0.92	1,2,4,5	3.82	0.85	1,4,5	3.99	0.74	1,4,5
(4) Many times	4.08	0.84	1,2,3,5	4.26	0.85	1,2,3,5	4.35	0.83	1,2,3,5	4.13	0.79	1,2,3,5	4.11	0.77	1,2,3,5	3.85	0.73	1,2,3,5	4.08	0.89	1,2,3,5	3.88	0.85	1,2,3,5	4.07	0.68	1,2,3,5
(5) Much of the time	4.22	0.83	1,2,3,4	4.43	0.81	1,2,3,4	4.51	0.76	1,2,3,4	4.28	0.79	1,2,3,4	4.30	0.78	1,2,3,4	3.95	0.75	1,2,3,4	4.28	0.91	1,2,3,4	4.00	0.86	1,2,3,4	4.22	0.67	1,2,3,4
<i>Participation in Student Groups</i>																											
<i>Academic/Professional</i>																											
(1) Yes	4.03	0.83	2	4.20	0.83	2	4.36	0.78	2	4.09	0.76	2	4.07	0.74	2	3.85	0.71	2	3.93	0.94	2	3.84	0.81	2	4.02	0.65	2
(2) No	3.95	0.86	1	4.12	0.85	1	4.27	0.80	1	4.01	0.78	1	3.96	0.76	1	3.79	0.71	1	3.75	0.97	1	3.79	0.81	1	3.92	0.66	1
<i>Art/Theatre/Music</i>																											
(1) Yes	4.01	0.86	2	4.19	0.85	2	4.32	0.81	2	4.07	0.79	2	4.04	0.76	2	3.86	0.72	2	3.90	0.96	2	3.84	0.82	2	4.00	0.66	2
(2) No	3.97	0.85	1	4.14	0.85	1	4.29	0.79	1	4.03	0.77	1	3.99	0.76	1	3.80	0.70	1	3.80	0.97	1	3.80	0.81	1	3.95	0.66	1
<i>Campus-Wide Programming</i>																											
(1) Yes	4.04	0.85	2	4.21	0.86	2	4.35	0.83	2	4.13	0.80	2	4.12	0.78	2	3.88	0.72	2	4.07	0.93	2	3.90	0.82	2	4.06	0.68	2
(2) No	3.96	0.85	1	4.14	0.84	1	4.29	0.79	1	4.02	0.77	1	3.98	0.75	1	3.80	0.70	1	3.77	0.96	1	3.79	0.81	1	3.94	0.65	1
<i>Identity Based</i>																											
(1) Yes	4.00	0.90	2	4.17	0.90	2	4.30	0.85		4.09	0.83	2	4.07	0.82	2	3.86	0.75	2	3.98	0.98	2	3.88	0.85	2	4.02	0.71	2
(2) No	3.97	0.84	1	4.15	0.84	1	4.30	0.79		4.03	0.76	1	3.99	0.75	1	3.80	0.70	1	3.79	0.96	1	3.79	0.81	1	3.94	0.65	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	4.00	0.87	2	4.18	0.88	2	4.31	0.84	2	4.08	0.81	2	4.06	0.79	2	3.86	0.73	2	3.97	0.96	2	3.88	0.82	2	4.02	0.69	2
(2) No	3.97	0.85	1	4.14	0.84	1	4.30	0.79	1	4.03	0.77	1	3.99	0.75	1	3.80	0.70	1	3.79	0.96	1	3.79	0.81	1	3.95	0.65	1
Honor Societies																											
(1) Yes	4.05	0.82	2	4.23	0.82	2	4.39	0.78	2	4.10	0.76	2	4.08	0.75	2	3.85	0.69	2	3.95	0.94	2	3.83	0.81	2	4.03	0.64	2
(2) No	3.96	0.86	1	4.13	0.85	1	4.27	0.80	1	4.02	0.78	1	3.98	0.76	1	3.80	0.71	1	3.78	0.97	1	3.80	0.81	1	3.94	0.66	1
Media																											
(1) Yes	4.02	0.89	2	4.17	0.91	2	4.30	0.88		4.06	0.85	2	4.04	0.83	2	3.86	0.75	2	3.91	1.01	2	3.87	0.85	2	4.00	0.72	2
(2) No	3.97	0.85	1	4.15	0.84	1	4.30	0.79		4.03	0.77	1	3.99	0.75	1	3.80	0.70	1	3.80	0.96	1	3.80	0.81	1	3.95	0.65	1
Military																											
(1) Yes	3.91	1.05	2	4.06	1.15	2	4.19	1.17	2	3.96	1.09	2	3.95	1.08	2	3.73	0.87	2	3.79	1.19		3.77	0.96	2	3.89	0.93	2
(2) No	3.98	0.85	1	4.15	0.84	1	4.30	0.78	1	4.04	0.77	1	4.00	0.75	1	3.81	0.70	1	3.82	0.96		3.81	0.81	1	3.96	0.65	1
New Student Transition																											
(1) Yes	4.05	0.86	2	4.21	0.88	2	4.35	0.85	2	4.12	0.81	2	4.10	0.79	2	3.86	0.73	2	4.02	0.94	2	3.87	0.84	2	4.05	0.69	2
(2) No	3.96	0.85	1	4.14	0.84	1	4.29	0.79	1	4.02	0.77	1	3.98	0.75	1	3.80	0.70	1	3.78	0.96	1	3.80	0.81	1	3.94	0.65	1
Resident Assistants																											
(1) Yes	4.02	0.92	2	4.19	0.98	2	4.31	0.95		4.09	0.89	2	4.06	0.89	2	3.85	0.79	2	4.00	1.02	2	3.85	0.87	2	4.02	0.77	2
(2) No	3.97	0.85	1	4.15	0.84	1	4.30	0.79		4.03	0.77	1	4.00	0.75	1	3.81	0.70	1	3.80	0.96	1	3.80	0.81	1	3.95	0.65	1
Peer Helper																											
(1) Yes	4.07	0.85	2	4.23	0.86	2	4.38	0.82	2	4.13	0.80	2	4.10	0.78	2	3.88	0.72	2	4.01	0.96	2	3.88	0.83	2	4.06	0.68	2
(2) No	3.96	0.85	1	4.13	0.84	1	4.28	0.79	1	4.02	0.77	1	3.98	0.75	1	3.80	0.70	1	3.78	0.96	1	3.79	0.81	1	3.93	0.65	1
Advocacy																											
(1) Yes	4.05	0.87	2	4.25	0.88	2	4.36	0.86	2	4.14	0.83	2	4.14	0.81	2	3.93	0.74	2	4.18	0.94	2	3.92	0.84	2	4.10	0.71	2
(2) No	3.97	0.85	1	4.14	0.84	1	4.29	0.79	1	4.03	0.77	1	3.99	0.75	1	3.80	0.70	1	3.78	0.95	1	3.80	0.81	1	3.94	0.65	1
Political																											
(1) Yes	4.08	0.87	2	4.24	0.88	2	4.36	0.85	2	4.10	0.83	2	4.10	0.80	2	3.88	0.77	2	4.03	0.98	2	3.88	0.87	2	4.06	0.70	2
(2) No	3.96	0.85	1	4.14	0.84	1	4.29	0.79	1	4.03	0.77	1	3.99	0.75	1	3.80	0.70	1	3.79	0.96	1	3.80	0.81	1	3.94	0.65	1

Significance: $p < .01$

Environments 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
<i>Participation in Student Groups (continued)</i>																											
Religious																											
(1) Yes	4.04	0.83	2	4.26	0.84	2	4.36	0.79	2	4.11	0.76	2	4.10	0.75	2	3.82	0.70		4.03	0.90	2	3.80	0.83	2	4.03	0.65	2
(2) No	3.96	0.85	1	4.12	0.84	1	4.28	0.79	1	4.02	0.78	1	3.97	0.76	1	3.81	0.71		3.77	0.97	1	3.81	0.81	1	3.94	0.66	1
Service																											
(1) Yes	4.04	0.82	2	4.24	0.80	2	4.38	0.76	2	4.14	0.73	2	4.12	0.72	2	3.87	0.69	2	4.10	0.85	2	3.86	0.80	2	4.07	0.63	2
(2) No	3.95	0.86	1	4.12	0.86	1	4.27	0.80	1	4.00	0.78	1	3.96	0.76	1	3.79	0.71	1	3.73	0.96	1	3.79	0.82	1	3.92	0.66	1
Multi-Cultural Fraternities and Sororities																											
(1) Yes	3.95	1.00	2	4.09	1.08	2	4.21	1.10	2	4.05	1.04		4.04	1.02	2	3.78	0.82	2	3.98	1.10	2	3.84	0.94	2	3.97	0.89	
(2) No	3.98	0.84	1	4.15	0.84	1	4.30	0.78	1	4.04	0.76		4.00	0.75	1	3.81	0.70	1	3.81	0.96	1	3.80	0.81	1	3.96	0.65	
Social Fraternities or Sororities																											
(1) Yes	4.02	0.83	2	4.17	0.84	2	4.31	0.82	2	4.08	0.78	2	4.06	0.77	2	3.81	0.71		3.91	0.93	2	3.81	0.81		3.99	0.66	2
(2) No	3.97	0.85	1	4.15	0.85	1	4.29	0.79	1	4.03	0.77	1	3.99	0.76	1	3.81	0.71		3.80	0.97	1	3.80	0.82		3.95	0.66	1
Sports-Intercollegiate or Varsity																											
(1) Yes	3.99	0.86	2	4.12	0.90	2	4.27	0.87	2	4.04	0.81		4.00	0.80		3.77	0.72	2	3.81	0.95		3.78	0.82	2	3.94	0.69	2
(2) No	3.97	0.85	1	4.15	0.84	1	4.30	0.79	1	4.04	0.77		4.00	0.75		3.82	0.70	1	3.82	0.97		3.81	0.81	1	3.96	0.65	1
Sports-Club																											
(1) Yes	3.99	0.86	2	4.13	0.87	2	4.28	0.84	2	4.05	0.79	2	4.01	0.77	2	3.82	0.73	2	3.84	0.96	2	3.83	0.82	2	3.97	0.68	2
(2) No	3.97	0.85	1	4.15	0.84	1	4.30	0.79	1	4.03	0.77	1	4.00	0.76	1	3.81	0.70	1	3.81	0.97	1	3.80	0.81	1	3.95	0.66	1
Sports-Intramural																											
(1) Yes	4.01	0.83	2	4.16	0.84	2	4.31	0.79	2	4.07	0.76	2	4.03	0.75	2	3.82	0.71	2	3.85	0.95	2	3.82	0.81	2	3.98	0.65	2
(2) No	3.96	0.86	1	4.14	0.85	1	4.29	0.80	1	4.01	0.78	1	3.98	0.76	1	3.80	0.71	1	3.79	0.98	1	3.80	0.82	1	3.94	0.66	1
Recreational																											
(1) Yes	4.03	0.84	2	4.18	0.86	2	4.32	0.81	2	4.08	0.78	2	4.05	0.77	2	3.85	0.72	2	3.92	0.94	2	3.87	0.81	2	4.01	0.67	2
(2) No	3.96	0.85	1	4.14	0.84	1	4.29	0.79	1	4.02	0.77	1	3.99	0.76	1	3.80	0.70	1	3.79	0.97	1	3.79	0.81	1	3.94	0.65	1
Social/Special Interest																											
(1) Yes	4.01	0.86	2	4.20	0.86	2	4.33	0.83	2	4.08	0.81	2	4.07	0.78	2	3.87	0.73	2	3.96	0.97	2	3.87	0.83	2	4.02	0.68	2
(2) No	3.97	0.85	1	4.14	0.84	1	4.29	0.79	1	4.03	0.77	1	3.99	0.75	1	3.80	0.70	1	3.79	0.96	1	3.80	0.81	1	3.94	0.65	1

Significance: $p < .01$

Environments 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
<i>Participation in Student Groups (continued)</i>																											
<i>Student Governance</i>																											
(1) Yes	4.08	0.87	2	4.24	0.88	2	4.38	0.84	2	4.15	0.81	2	4.15	0.79	2	3.89	0.73	2	4.08	0.94	2	3.90	0.84	2	4.08	0.69	2
(2) No	3.96	0.85	1	4.14	0.84	1	4.29	0.79	1	4.02	0.77	1	3.98	0.75	1	3.80	0.70	1	3.78	0.96	1	3.79	0.81	1	3.94	0.65	1
<i>Social Change Behaviors</i>																											
(1) Never	3.75	0.96	2,3,4	3.90	1.01	2,3,4	4.08	0.97	2,3,4	3.76	0.95	2,3,4	3.71	0.90	2,3,4	3.62	0.78	2,3,4	3.23	1.04	2,3,4	3.61	0.88	2,3,4	3.67	0.75	2,3,4
(2) Once	3.92	0.83	1,3,4	4.09	0.82	1,3,4	4.26	0.76	1,3,4	3.97	0.73	1,3,4	3.92	0.70	1,3,4	3.76	0.67	1,3,4	3.63	0.85	1,3,4	3.74	0.79	1,3,4	3.88	0.59	1,3,4
(3) Sometimes	4.02	0.81	1,2,4	4.20	0.81	1,2,4	4.32	0.79	1,2,4	4.10	0.73	1,2,4	4.07	0.71	1,2,4	3.85	0.69	1,2,4	4.00	0.79	1,2,4	3.86	0.78	1,2,4	4.03	0.62	1,2,4
(4) Often	4.21	0.80	1,2,3	4.39	0.78	1,2,3	4.50	0.74	1,2,3	4.31	0.74	1,2,3	4.31	0.73	1,2,3	4.03	0.70	1,2,3	4.40	0.76	1,2,3	4.07	0.80	1,2,3	4.26	0.62	1,2,3
<i>Social-Cultural Discussions</i>																											
(1) Never	3.64	1.11	2,3,4	3.80	1.27	2,3,4	3.94	1.27	2,3,4	3.64	1.22	2,3,4	3.58	1.15	2,3,4	3.48	0.90	2,3,4	3.31	1.24	2,3,4	3.53	0.99	2,3,4	3.58	0.98	2,3,4
(2) Sometimes	3.80	0.83	1,3,4	3.97	0.84	1,3,4	4.14	0.81	1,3,4	3.87	0.75	1,3,4	3.83	0.72	1,3,4	3.62	0.65	1,3,4	3.56	0.89	1,3,4	3.62	0.76	1,3,4	3.77	0.62	1,3,4
(3) Often	3.95	0.79	1,2,4	4.12	0.78	1,2,4	4.27	0.74	1,2,4	4.01	0.70	1,2,4	3.98	0.68	1,2,4	3.78	0.63	1,2,4	3.79	0.87	1,2,4	3.77	0.75	1,2,4	3.93	0.57	1,2,4
(4) Very Often	4.18	0.82	1,2,3	4.35	0.79	1,2,3	4.48	0.72	1,2,3	4.23	0.75	1,2,3	4.19	0.75	1,2,3	4.03	0.68	1,2,3	4.09	0.95	1,2,3	4.03	0.81	1,2,3	4.17	0.61	1,2,3
<i>Campus Climate</i>																											
<i>Belonging Climate</i>																											
(1) Strongly Disagree	3.58	1.39	2,3,4,5	3.84	1.62	2,3,4,5	4.00	1.60	2,3,4,5	3.51	1.54	2,3,4,5	3.58	1.50	2,3,4,5	3.56	1.14	2,3,4,5	3.28	1.67	2,3,4,5	3.59	1.19	2,3,4,5	3.58	1.25	2,3,4,5
(2) Disagree	3.71	1.05	1,3,4,5	3.99	1.00	1,3,4,5	4.16	0.93	1,3,4,5	3.75	0.93	1,3,4,5	3.79	0.88	1,4,5	3.69	0.83	1,3,4,5	3.50	1.16	1,3,4,5	3.64	0.95	1,4,5	3.75	0.76	1,4,5
(3) Neutral	3.74	0.90	1,2,4,5	3.94	0.93	1,2,4,5	4.09	0.91	1,2,4,5	3.80	0.80	1,2,4,5	3.79	0.79	1,4,5	3.66	0.74	1,2,4,5	3.56	0.95	1,2,4,5	3.64	0.83	1,4,5	3.75	0.69	1,4,5
(4) Agree	3.97	0.73	1,2,3,5	4.13	0.73	1,2,3,5	4.28	0.68	1,2,3,5	4.03	0.62	1,2,3,5	3.99	0.62	1,2,3,5	3.80	0.62	1,2,3,5	3.81	0.84	1,2,3,5	3.79	0.72	1,2,3,5	3.94	0.53	1,2,3,5
(5) Strongly Agree	4.28	0.76	1,2,3,4	4.42	0.76	1,2,3,4	4.57	0.67	1,2,3,4	4.34	0.71	1,2,3,4	4.28	0.72	1,2,3,4	4.01	0.70	1,2,3,4	4.15	0.93	1,2,3,4	4.03	0.84	1,2,3,4	4.23	0.60	1,2,3,4
<i>Discriminatory Climate</i>																											
(1) Strongly Disagree	4.04	1.09	2,3,4	4.37	1.25	2,3,4,5	4.45	1.15	2,3,4	4.24	1.27	2,3,4,5	4.27	1.28	2,3,4,5	3.79	0.92	3,5	4.18	1.40	2,3,4,5	3.89	1.00	2,3,4	4.12	0.99	2,3,4,5
(2) Disagree	3.96	0.93	1,3,5	4.18	0.92	1,3,4,5	4.27	0.89	1,3,5	4.03	0.90	1,3,5	4.05	0.87	1,3,4	3.77	0.80	3,4,5	3.97	1.03	1,3,4,5	3.79	0.89	1,3,5	3.98	0.75	1,3,4,5
(3) Neutral	3.86	0.92	1,2,4,5	4.02	0.96	1,2,4,5	4.15	0.95	1,2,4,5	3.91	0.88	1,2,4,5	3.90	0.86	1,2,4,5	3.71	0.78	1,2,4,5	3.78	1.00	1,2,4,5	3.72	0.87	1,2,4,5	3.86	0.76	1,2,4,5
(4) Agree	3.95	0.79	1,3,5	4.12	0.77	1,2,3,5	4.27	0.71	1,3,5	4.02	0.69	1,3,5	3.98	0.68	1,2,3,5	3.80	0.65	2,3,5	3.81	0.89	1,2,3,5	3.79	0.75	1,3,5	3.94	0.59	1,2,3,5
(5) Strongly Agree	4.07	0.85	2,3,4	4.25	0.83	1,2,3,4	4.41	0.75	2,3,4	4.13	0.76	1,2,3,4	4.07	0.76	1,3,4	3.89	0.70	1,2,3,4	3.83	1.02	1,2,3,4	3.88	0.84	2,3,4	4.03	0.65	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
<i>Mentor Relationships</i>																											
Faculty/Instructor																											
(1) Never	3.71	1.06	2,3,4	3.84	1.21	2,3,4	3.98	1.28	2,3,4	3.73	1.15	2,3,4	3.71	1.11	2,3,4	3.58	0.88	2,3,4	3.55	1.18	2,3,4	3.60	0.93	2,3,4	3.69	0.96	2,3,4
(2) Once	3.88	0.86	1,3,4	4.07	0.86	1,3,4	4.22	0.81	1,3,4	3.96	0.76	1,3,4	3.91	0.74	1,3,4	3.74	0.70	1,3,4	3.72	0.92	1,3,4	3.72	0.80	1,3,4	3.87	0.64	1,3,4
(3) Sometimes	3.97	0.80	1,2,4	4.14	0.80	1,2,4	4.29	0.75	1,2,4	4.04	0.71	1,2,4	4.00	0.70	1,2,4	3.80	0.67	1,2,4	3.83	0.89	1,2,4	3.79	0.77	1,2,4	3.95	0.60	1,2,4
(4) Often	4.12	0.80	1,2,3	4.28	0.79	1,2,3	4.43	0.72	1,2,3	4.17	0.74	1,2,3	4.14	0.73	1,2,3	3.92	0.69	1,2,3	4.00	0.93	1,2,3	3.92	0.81	1,2,3	4.09	0.62	1,2,3
Student Affairs Professional Staff																											
(1) Never	3.93	0.95	2,3,4	4.07	1.02	2,3,4	4.21	1.02	2,3,4	3.98	0.95	2,3,4	3.95	0.95	2,3,4	3.75	0.77	2,3,4	3.79	1.05	2,3,4	3.78	0.86	3,4	3.90	0.80	2,3,4
(2) Once	3.97	0.83	1,3,4	4.14	0.83	1,3,4	4.30	0.79	1,3,4	4.05	0.75	1,3,4	4.01	0.72	1,3,4	3.81	0.70	1,3,4	3.85	0.90	1,3,4	3.80	0.80	3,4	3.96	0.63	1,3,4
(3) Sometimes	4.03	0.81	1,2,4	4.20	0.81	1,2,4	4.35	0.75	1,2,4	4.11	0.72	1,2,4	4.07	0.71	1,2,4	3.85	0.68	1,2,4	3.95	0.89	1,2,4	3.85	0.78	1,2,4	4.02	0.62	1,2,4
(4) Often	4.14	0.83	1,2,3	4.31	0.80	1,2,3	4.45	0.73	1,2,3	4.25	0.74	1,2,3	4.22	0.74	1,2,3	3.95	0.70	1,2,3	4.15	0.92	1,2,3	3.98	0.82	1,2,3	4.16	0.64	1,2,3
Employer																											
(1) Never	3.91	0.99	2,3,4	4.03	1.09	2,3,4	4.16	1.14	2,3,4	3.94	1.05	2,3,4	3.91	1.04	2,3,4	3.70	0.85	2,3,4	3.77	1.13	2,3,4	3.76	0.92	3,4	3.87	0.89	2,3,4
(2) Once	3.96	0.84	1,3,4	4.11	0.86	1,3,4	4.27	0.82	1,3,4	4.03	0.76	1,3,4	3.99	0.74	1,3,4	3.79	0.71	1,3,4	3.84	0.93	1,3,4	3.79	0.81	3,4	3.94	0.65	1,3,4
(3) Sometimes	4.03	0.79	1,2,4	4.18	0.79	1,2,4	4.33	0.74	1,2,4	4.09	0.71	1,2,4	4.05	0.71	1,2,4	3.85	0.67	1,2,4	3.90	0.89	1,2,4	3.85	0.78	1,2,4	4.01	0.61	1,2,4
(4) Often	4.14	0.81	1,2,3	4.30	0.79	1,2,3	4.46	0.72	1,2,3	4.22	0.75	1,2,3	4.17	0.74	1,2,3	3.93	0.71	1,2,3	4.03	0.96	1,2,3	3.97	0.82	1,2,3	4.12	0.63	1,2,3
Community Member																											
(1) Never	3.93	0.94	2,3,4	4.08	1.06	2,3,4	4.20	1.07	2,3,4	3.98	0.98	2,3,4	3.94	0.95	2,3,4	3.77	0.81	2,3,4	3.82	1.05	2,3,4	3.78	0.89	2,3,4	3.91	0.83	2,3,4
(2) Once	3.98	0.83	1,3,4	4.15	0.85	1,3,4	4.30	0.83	1,3,4	4.07	0.78	1,3,4	4.03	0.75	1,3,4	3.82	0.71	1,3,4	3.92	0.89	1,3,4	3.82	0.81	1,3,4	3.98	0.66	1,3,4
(3) Sometimes	4.05	0.81	1,2,4	4.22	0.81	1,2,4	4.35	0.76	1,2,4	4.12	0.74	1,2,4	4.09	0.72	1,2,4	3.86	0.69	1,2,4	4.01	0.87	1,2,4	3.86	0.80	1,2,4	4.04	0.63	1,2,4
(4) Often	4.18	0.80	1,2,3	4.37	0.78	1,2,3	4.48	0.71	1,2,3	4.25	0.74	1,2,3	4.23	0.74	1,2,3	3.95	0.71	1,2,3	4.19	0.89	1,2,3	3.96	0.85	1,2,3	4.17	0.63	1,2,3
Parent/Guardian																											
(1) Never	3.72	1.16	3,4	3.81	1.36	2,3,4	3.93	1.47	2,3,4	3.73	1.31	2,3,4	3.71	1.30	2,3,4	3.59	0.97	2,3,4	3.58	1.37	2,3,4	3.67	1.02	3,4	3.70	1.12	2,3,4
(2) Once	3.78	0.91	3,4	3.94	0.98	1,3,4	4.10	0.99	1,3,4	3.88	0.90	1,3,4	3.85	0.87	1,3,4	3.67	0.79	1,3,4	3.67	1.00	1,3,4	3.69	0.84	3,4	3.80	0.76	1,3,4
(3) Sometimes	3.91	0.82	1,2,4	4.08	0.81	1,2,4	4.23	0.77	1,2,4	3.98	0.73	1,2,4	3.95	0.71	1,2,4	3.77	0.68	1,2,4	3.75	0.92	1,2,4	3.76	0.78	1,2,4	3.90	0.62	1,2,4
(4) Often	4.06	0.79	1,2,3	4.23	0.78	1,2,3	4.38	0.72	1,2,3	4.11	0.72	1,2,3	4.07	0.71	1,2,3	3.85	0.68	1,2,3	3.91	0.91	1,2,3	3.84	0.80	1,2,3	4.02	0.61	1,2,3

Significance: $p < .01$

Environments 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
<i>Mentor Relationships (continued)</i>																											
Other Student																											
(1) Never	3.78	1.07	2,3,4	3.91	1.27	2,3,4	4.03	1.31	2,3,4	3.82	1.19	2,3,4	3.81	1.16	2,3,4	3.63	0.91	2,3,4	3.67	1.23	2,3,4	3.67	0.95	2,3,4	3.77	1.00	2,3,4
(2) Once	3.91	0.88	1,3,4	4.08	0.89	1,3,4	4.22	0.85	1,3,4	3.97	0.78	1,3,4	3.94	0.77	1,3,4	3.75	0.72	1,3,4	3.76	0.94	1,3,4	3.76	0.82	1,3,4	3.89	0.68	1,3,4
(3) Sometimes	3.96	0.80	1,2,4	4.13	0.80	1,2,4	4.28	0.75	1,2,4	4.03	0.71	1,2,4	3.99	0.70	1,2,4	3.79	0.66	1,2,4	3.83	0.88	1,2,4	3.79	0.77	1,2,4	3.95	0.61	1,2,4
(4) Often	4.08	0.81	1,2,3	4.26	0.79	1,2,3	4.40	0.72	1,2,3	4.17	0.72	1,2,3	4.12	0.71	1,2,3	3.90	0.68	1,2,3	3.99	0.90	1,2,3	3.89	0.80	1,2,3	4.07	0.61	1,2,3
<i>Formal Leadership Training Experience</i>																											
Leadership Conference																											
(1) Never	4.03	0.81	3,4	4.22	0.81	3,4	4.35	0.76	2,4	4.10	0.74	2,3,4	4.09	0.71	3,4	3.86	0.68	3,4	3.98	0.90	2,3,4	3.84	0.80	2,3,4	4.03	0.61	3,4
(2) Once	4.04	0.84	3,4	4.20	0.82	3,4	4.33	0.80	1,3,4	4.12	0.75	1,3,4	4.10	0.73	3,4	3.85	0.71	3,4	4.01	0.88	1,3,4	3.86	0.81	1,3,4	4.04	0.65	3,4
(3) Sometimes	4.08	0.83	1,2,4	4.24	0.85	1,2,4	4.37	0.80	2,4	4.17	0.76	1,2,4	4.17	0.75	1,2,4	3.88	0.73	1,2,4	4.12	0.87	1,2,4	3.91	0.82	1,2,4	4.09	0.66	1,2,4
(4) Often	4.26	0.81	1,2,3	4.43	0.79	1,2,3	4.54	0.73	1,2,3	4.35	0.76	1,2,3	4.37	0.74	1,2,3	4.02	0.74	1,2,3	4.36	0.84	1,2,3	4.08	0.83	1,2,3	4.28	0.64	1,2,3
Leadership Retreat																											
(1) Never	4.05	0.82	3,4	4.22	0.81	3,4	4.36	0.75	2,4	4.12	0.73	3,4	4.10	0.71	3,4	3.87	0.69	4	3.98	0.90	2,3,4	3.87	0.80	3,4	4.04	0.62	3,4
(2) Once	4.03	0.84	3,4	4.20	0.85	3,4	4.33	0.82	1,3,4	4.11	0.77	3,4	4.11	0.75	3,4	3.85	0.72	4	4.05	0.87	1,3,4	3.86	0.81	3,4	4.04	0.66	3,4
(3) Sometimes	4.08	0.84	1,2,4	4.26	0.82	1,2,4	4.36	0.82	2,4	4.17	0.77	1,2,4	4.17	0.75	1,2,4	3.87	0.72	4	4.14	0.87	1,2,4	3.89	0.82	1,2,4	4.09	0.66	1,2,4
(4) Often	4.26	0.80	1,2,3	4.43	0.80	1,2,3	4.54	0.74	1,2,3	4.36	0.76	1,2,3	4.38	0.74	1,2,3	4.02	0.75	1,2,3	4.38	0.84	1,2,3	4.07	0.85	1,2,3	4.28	0.65	1,2,3
Leadership Lecture/Workshop Series																											
(1) Never	4.02	0.83	3,4	4.21	0.82	3,4	4.34	0.77	3,4	4.09	0.75	3,4	4.08	0.72	3,4	3.84	0.70	3,4	3.96	0.91	2,3,4	3.83	0.80	2,3,4	4.02	0.63	3,4
(2) Once	4.03	0.82	3,4	4.19	0.83	3,4	4.33	0.79	3,4	4.10	0.75	3,4	4.10	0.73	3,4	3.84	0.70	3,4	4.00	0.88	1,3,4	3.85	0.79	1,3,4	4.03	0.64	3,4
(3) Sometimes	4.07	0.81	1,2,4	4.24	0.82	1,2,4	4.36	0.79	1,2,4	4.15	0.75	1,2,4	4.15	0.73	1,2,4	3.88	0.70	1,2,4	4.09	0.86	1,2,4	3.90	0.81	1,2,4	4.08	0.64	1,2,4
(4) Often	4.22	0.82	1,2,3	4.40	0.80	1,2,3	4.53	0.73	1,2,3	4.33	0.76	1,2,3	4.34	0.74	1,2,3	4.02	0.73	1,2,3	4.31	0.86	1,2,3	4.05	0.84	1,2,3	4.25	0.64	1,2,3
Positional Leader Training																											
(1) Never	4.04	0.82	3,4	4.22	0.81	2,4	4.35	0.76	2,4	4.11	0.74	3,4	4.10	0.72	3,4	3.86	0.70	2,4	3.98	0.90	2,3,4	3.86	0.80	2,3,4	4.04	0.62	3,4
(2) Once	4.02	0.84	3,4	4.18	0.85	1,3,4	4.31	0.82	1,3,4	4.10	0.78	3,4	4.10	0.76	3,4	3.84	0.71	1,3,4	4.02	0.90	1,3,4	3.84	0.82	1,3,4	4.03	0.67	3,4
(3) Sometimes	4.07	0.82	1,2,4	4.23	0.83	2,4	4.36	0.81	2,4	4.15	0.75	1,2,4	4.15	0.73	1,2,4	3.86	0.71	2,4	4.11	0.84	1,2,4	3.89	0.80	1,2,4	4.08	0.65	1,2,4
(4) Often	4.21	0.83	1,2,3	4.40	0.81	1,2,3	4.52	0.75	1,2,3	4.31	0.76	1,2,3	4.31	0.76	1,2,3	4.01	0.72	1,2,3	4.32	0.84	1,2,3	4.02	0.84	1,2,3	4.24	0.64	1,2,3

Significance: $p < .01$

Environments 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
<i>Formal Leadership Training Experience (continued)</i>																											
Leadership Course																											
(1) Never	4.05	0.81	4	4.23	0.80	2,4	4.37	0.75	2,3,4	4.13	0.73	2,4	4.13	0.71	2,4	3.87	0.69	4	4.04	0.89	2,3,4	3.86	0.80	3,4	4.06	0.61	2,4
(2) Once	4.04	0.84	4	4.20	0.85	1,4	4.33	0.80	1,4	4.11	0.77	1,3,4	4.10	0.75	1,3,4	3.85	0.70	4	4.00	0.90	1,3,4	3.87	0.80	4	4.04	0.65	1,3,4
(3) Sometimes	4.06	0.83	4	4.22	0.85	4	4.34	0.83	1,4	4.15	0.77	2,4	4.13	0.76	2,4	3.85	0.72	4	4.07	0.88	1,2,4	3.88	0.82	1,4	4.06	0.68	2,4
(4) Often	4.18	0.86	1,2,3	4.36	0.83	1,2,3	4.48	0.79	1,2,3	4.28	0.79	1,2,3	4.28	0.78	1,2,3	3.97	0.75	1,2,3	4.22	0.92	1,2,3	4.02	0.86	1,2,3	4.20	0.68	1,2,3
Short-Term Service Immersion																											
(1) Never	4.08	0.82	2,3,4	4.24	0.81	2,3,4	4.38	0.76	2,3,4	4.14	0.74	2,4	4.14	0.72	2,4	3.88	0.69	2,3,4	4.01	0.89	2,3,4	3.89	0.80	2,4	4.07	0.62	2,4
(2) Once	4.02	0.83	1,4	4.20	0.84	1,4	4.33	0.82	1,4	4.12	0.77	1,4	4.10	0.76	1,3,4	3.85	0.73	1,4	4.08	0.87	1,3,4	3.86	0.82	1,4	4.05	0.67	1,4
(3) Sometimes	4.04	0.88	1,4	4.21	0.88	1,4	4.31	0.87	1,4	4.15	0.80	4	4.14	0.81	2,4	3.84	0.75	1,4	4.16	0.88	1,2,4	3.87	0.87	4	4.07	0.72	4
(4) Often	4.20	0.84	1,2,3	4.43	0.82	1,2,3	4.53	0.79	1,2,3	4.36	0.80	1,2,3	4.35	0.78	1,2,3	3.99	0.73	1,2,3	4.44	0.85	1,2,3	4.03	0.82	1,2,3	4.27	0.66	1,2,3
Emerging or New leaders Program																											
(1) Never	4.07	0.81	3,4	4.24	0.81	2,3,4	4.37	0.75	2,3,4	4.14	0.73	2,4	4.13	0.72	2,4	3.88	0.69	3,4	4.03	0.89	3,4	3.88	0.80	4	4.07	0.62	2,4
(2) Once	4.05	0.84	4	4.20	0.86	1,4	4.34	0.84	1,4	4.11	0.78	1,3,4	4.11	0.76	1,3,4	3.86	0.72	4	4.05	0.88	3,4	3.86	0.81	4	4.05	0.67	1,4
(3) Sometimes	4.04	0.89	1,4	4.21	0.88	1,4	4.32	0.88	1,4	4.15	0.82	2,4	4.14	0.81	2,4	3.85	0.75	1,4	4.11	0.91	1,2,4	3.88	0.87	4	4.06	0.73	4
(4) Often	4.20	0.87	1,2,3	4.41	0.83	1,2,3	4.53	0.76	1,2,3	4.33	0.81	1,2,3	4.35	0.78	1,2,3	3.98	0.76	1,2,3	4.31	0.91	1,2,3	4.04	0.88	1,2,3	4.24	0.69	1,2,3
Living-Learning Leadership Program																											
(1) Never	4.08	0.81	2,3,4	4.25	0.80	2,3,4	4.38	0.75	2,3,4	4.15	0.73	2,3,4	4.14	0.71	2,3,4	3.88	0.69	2,3,4	4.04	0.89	3,4	3.89	0.80	3,4	4.07	0.62	2,3,4
(2) Once	4.01	0.88	1,4	4.16	0.93	1,4	4.29	0.92	1,4	4.09	0.84	1,4	4.08	0.82	1,4	3.84	0.77	1,4	4.05	0.92	4	3.88	0.86	3,4	4.03	0.74	1,4
(3) Sometimes	3.97	0.93	1,4	4.16	0.94	1,4	4.25	0.95	1,4	4.10	0.88	1,4	4.10	0.87	1,4	3.80	0.78	1,4	4.09	0.92	1,4	3.82	0.89	1,2,4	4.02	0.78	1,4
(4) Often	4.19	0.91	1,2,3	4.42	0.90	1,2,3	4.51	0.87	1,2,3	4.35	0.88	1,2,3	4.35	0.85	1,2,3	3.96	0.78	1,2,3	4.36	0.93	1,2,3	4.03	0.89	1,2,3	4.24	0.74	1,2,3
Peer Leadership Educator Program																											
(1) Never	4.07	0.81	2,4	4.24	0.80	2,3,4	4.38	0.75	2,3,4	4.14	0.73	2,4	4.14	0.71	2,4	3.88	0.69	2,3,4	4.04	0.89	3,4	3.88	0.80	2,4	4.07	0.62	2,4
(2) Once	4.03	0.88	1,4	4.16	0.89	1,3,4	4.30	0.87	1,4	4.11	0.80	1,3,4	4.08	0.79	1,3,4	3.84	0.73	1,4	4.03	0.89	3,4	3.85	0.82	1,4	4.03	0.70	1,3,4
(3) Sometimes	4.05	0.90	4	4.21	0.89	1,2,4	4.32	0.90	1,4	4.15	0.83	2,4	4.14	0.83	2,4	3.86	0.77	1,4	4.13	0.91	1,2,4	3.88	0.88	4	4.07	0.74	2,4
(4) Often	4.22	0.85	1,2,3	4.41	0.88	1,2,3	4.53	0.83	1,2,3	4.35	0.84	1,2,3	4.35	0.80	1,2,3	3.99	0.74	1,2,3	4.33	0.92	1,2,3	4.00	0.86	1,2,3	4.25	0.71	1,2,3

Significance: $p < .01$

Environments 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
<i>Formal Leadership Training Experience (continued)</i>																											
Outdoor Leadership Program																											
(1) Never	4.08	0.81	2,3,4	4.25	0.80	2,3,4	4.39	0.74	2,3,4	4.15	0.73	2,3,4	4.15	0.71	2,3,4	3.89	0.69	2,3,4	4.06	0.88	2,4	3.89	0.80	2,3,4	4.08	0.62	2,3,4
(2) Once	4.00	0.89	1,3,4	4.15	0.93	1,4	4.26	0.92	1,3,4	4.07	0.86	1,4	4.06	0.85	1,4	3.81	0.77	1,4	4.01	0.95	1,3,4	3.86	0.87	1,4	4.00	0.75	1,4
(3) Sometimes	3.95	0.96	1,2,4	4.12	0.98	1,4	4.22	1.01	1,2,4	4.09	0.92	1,4	4.08	0.91	1,4	3.78	0.80	1,4	4.06	0.97	2,4	3.83	0.92	1,4	3.99	0.83	1,4
(4) Often	4.15	0.94	1,2,3	4.37	0.93	1,2,3	4.46	0.92	1,2,3	4.30	0.92	1,2,3	4.30	0.90	1,2,3	3.95	0.82	1,2,3	4.26	1.00	1,2,3	4.00	0.90	1,2,3	4.20	0.77	1,2,3
Women's Leadership Program																											
(1) Never	4.08	0.82	2,3,4	4.25	0.81	2,3,4	4.38	0.75	2,3,4	4.15	0.74	2,3,4	4.14	0.72	2,3,4	3.88	0.70	2,3,4	4.05	0.89	4	3.89	0.81	2,3,4	4.07	0.62	2,3,4
(2) Once	4.02	0.87	1,3,4	4.18	0.89	1,4	4.29	0.90	1,3,4	4.10	0.80	1,4	4.09	0.80	1,4	3.82	0.75	1,3,4	4.08	0.87	4	3.84	0.82	1,4	4.03	0.72	1,4
(3) Sometimes	3.95	0.94	1,2,4	4.14	0.98	1,4	4.21	1.01	1,2,4	4.08	0.93	1,4	4.08	0.91	1,4	3.77	0.80	1,2,4	4.09	0.96	4	3.80	0.90	1,4	3.99	0.83	1,4
(4) Often	4.17	0.89	1,2,3	4.43	0.86	1,2,3	4.51	0.86	1,2,3	4.35	0.86	1,2,3	4.37	0.84	1,2,3	3.96	0.75	1,2,3	4.39	0.90	1,2,3	4.00	0.87	1,2,3	4.25	0.72	1,2,3
Multicultural Leadership Program																											
(1) Never	4.07	0.81	2,3,4	4.25	0.80	2,3,4	4.38	0.74	2,3,4	4.14	0.73	2,4	4.14	0.71	2,4	3.87	0.69	3,4	4.03	0.88	2,3,4	3.88	0.80	4	4.07	0.61	2,4
(2) Once	4.01	0.90	1,4	4.17	0.93	1,4	4.29	0.91	1,4	4.11	0.84	1,4	4.10	0.82	1,4	3.87	0.78	4	4.08	0.92	1,3,4	3.89	0.85	4	4.04	0.74	1,4
(3) Sometimes	4.00	0.95	1,4	4.17	0.96	1,4	4.27	0.98	1,4	4.12	0.92	4	4.13	0.89	4	3.84	0.82	1,4	4.14	0.97	1,2,4	3.88	0.92	4	4.05	0.82	4
(4) Often	4.23	0.91	1,2,3	4.40	0.95	1,2,3	4.50	0.91	1,2,3	4.37	0.89	1,2,3	4.38	0.88	1,2,3	4.00	0.78	1,2,3	4.40	0.95	1,2,3	4.09	0.90	1,2,3	4.28	0.75	1,2,3
<i>Formal Leadership Training Education</i>																											
Leadership Certificate Program																											
(1) Yes	4.06	0.87		4.23	0.87		4.36	0.84		4.15	0.82		4.15	0.80		3.88	0.74		4.09	0.92	2	3.89	0.84		4.08	0.70	
(2) No	4.07	0.82		4.24	0.82		4.37	0.77		4.14	0.74		4.14	0.73		3.88	0.70		4.05	0.89	1	3.88	0.81		4.07	0.63	
Leadership Capstone Experience																											
(1) Yes	4.06	0.90		4.22	0.93		4.34	0.92		4.16	0.87		4.16	0.87		3.86	0.77		4.10	0.96	2	3.89	0.86		4.07	0.75	
(2) No	4.07	0.82		4.24	0.82		4.37	0.77		4.14	0.75		4.14	0.73		3.88	0.70		4.05	0.89	1	3.89	0.81		4.07	0.64	
Leadership Minor																											
(1) Yes	4.01	0.93	2	4.18	0.97	2	4.30	0.96	2	4.11	0.92	2	4.11	0.91	2	3.81	0.81	2	4.04	0.99		3.85	0.89	2	4.03	0.79	2
(2) No	4.07	0.82	1	4.24	0.81	1	4.37	0.77	1	4.15	0.74	1	4.14	0.73	1	3.88	0.70	1	4.06	0.89		3.89	0.81	1	4.07	0.64	1

Significance: $p < .01$

Environments 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
<i>Formal Leadership Training Education (continued)</i>																											
Leadership Major																											
(1) Yes	3.99	0.97	2	4.16	1.04	2	4.28	1.02	2	4.08	0.98	2	4.08	0.96	2	3.79	0.84	2	4.02	1.04	2	3.84	0.93	2	4.01	0.84	2
(2) No	4.07	0.82	1	4.24	0.81	1	4.37	0.77	1	4.15	0.74	1	4.14	0.73	1	3.88	0.70	1	4.06	0.89	1	3.89	0.81	1	4.08	0.63	1
<i>Academic College Experiences</i>																											
Study Abroad																											
(1) Yes	4.01	0.82	2	4.17	0.82	2	4.31	0.78	2	4.07	0.75	2	4.04	0.73	2	3.85	0.69	2	3.92	0.92	2	3.85	0.79	2	4.00	0.63	2
(2) No	3.97	0.86	1	4.15	0.85	1	4.29	0.80	1	4.03	0.78	1	3.99	0.76	1	3.80	0.71	1	3.80	0.97	1	3.80	0.82	1	3.95	0.66	1
Experienced Internship																											
(1) Yes	4.05	0.81	2	4.21	0.81	2	4.35	0.77	2	4.11	0.74	2	4.07	0.73	2	3.85	0.69	2	3.93	0.93	2	3.86	0.80	2	4.02	0.63	2
(2) No	3.93	0.87	1	4.11	0.87	1	4.26	0.81	1	3.99	0.79	1	3.95	0.77	1	3.78	0.71	1	3.74	0.97	1	3.77	0.82	1	3.91	0.66	1
Learning Community Participant																											
(1) Yes	4.02	0.84	2	4.18	0.85	2	4.33	0.80	2	4.10	0.78	2	4.06	0.76	2	3.84	0.71	2	3.94	0.93	2	3.85	0.82	2	4.01	0.66	2
(2) No	3.97	0.85	1	4.14	0.85	1	4.29	0.80	1	4.02	0.77	1	3.98	0.76	1	3.80	0.71	1	3.78	0.97	1	3.79	0.81	1	3.94	0.65	1
Living-Learning Program																											
(1) Yes	4.00	0.88	2	4.19	0.87	2	4.33	0.82	2	4.08	0.80	2	4.07	0.78	2	3.85	0.73	2	3.98	0.96	2	3.85	0.84	2	4.02	0.68	2
(2) No	3.97	0.85	1	4.14	0.84	1	4.29	0.79	1	4.03	0.77	1	3.99	0.76	1	3.81	0.70	1	3.80	0.96	1	3.80	0.81	1	3.95	0.65	1
Research with a Faculty Member																											
(1) Yes	4.04	0.85	2	4.21	0.85	2	4.36	0.80	2	4.10	0.78	2	4.07	0.77	2	3.87	0.72	2	3.95	0.97	2	3.88	0.83	2	4.03	0.66	2
(2) No	3.96	0.85	1	4.14	0.85	1	4.29	0.79	1	4.02	0.77	1	3.99	0.75	1	3.80	0.70	1	3.79	0.96	1	3.79	0.81	1	3.94	0.65	1
First-Year or Freshman Seminar Course																											
(1) Yes	3.98	0.85	2	4.16	0.84	2	4.31	0.79	2	4.05	0.77	2	4.01	0.75	2	3.82	0.70	2	3.85	0.95	2	3.80	0.81		3.97	0.65	2
(2) No	3.97	0.86	1	4.14	0.85	1	4.29	0.80	1	4.02	0.78	1	3.98	0.77	1	3.80	0.71	1	3.78	0.98	1	3.81	0.82		3.94	0.67	1
Senior Capstone Participant																											
(1) Yes	4.05	0.83	2	4.21	0.84	2	4.35	0.78	2	4.10	0.77	2	4.07	0.76	2	3.87	0.71	2	3.92	0.98	2	3.87	0.81	2	4.02	0.65	2
(2) No	3.96	0.85	1	4.14	0.85	1	4.29	0.80	1	4.02	0.78	1	3.99	0.76	1	3.80	0.71	1	3.80	0.96	1	3.79	0.81	1	3.94	0.66	1

Significance: $p < .01$

Environments 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
<i>Academic Major</i>																											
<i>Agriculture</i>																											
(1) Yes	3.89	0.94	2	4.06	1.18	2	4.19	1.17	2	3.93	1.09	2	3.91	1.05	2	3.65	0.84	2	3.71	1.17	2	3.70	0.87	2	3.85	0.90	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.77	1	4.00	0.76	1	3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
<i>Architecture/Urban Planning</i>																											
(1) Yes	4.01	0.79		4.12	0.85		4.28	0.80		4.01	0.78		3.98	0.74		3.81	0.67		3.78	0.94		3.86	0.76	2	3.95	0.63	
(2) No	3.98	0.85		4.15	0.85		4.30	0.80		4.04	0.78		4.00	0.76		3.81	0.71		3.82	0.97		3.81	0.82	1	3.96	0.66	
<i>Biological/Life Sciences</i>																											
(1) Yes	3.95	0.84	2	4.15	0.83		4.30	0.78		4.03	0.77		4.00	0.74		3.80	0.70		3.85	0.94	2	3.79	0.81	2	3.95	0.64	
(2) No	3.98	0.85	1	4.15	0.85		4.30	0.80		4.04	0.78		4.00	0.76		3.81	0.71		3.82	0.97	1	3.81	0.82	1	3.96	0.66	
<i>Business</i>																											
(1) Yes	3.98	0.85		4.12	0.86	2	4.28	0.82	2	4.04	0.78		4.01	0.77		3.77	0.71	2	3.75	0.96	2	3.81	0.83		3.94	0.67	2
(2) No	3.98	0.85		4.16	0.85	1	4.30	0.79	1	4.04	0.78		4.00	0.76		3.82	0.71	1	3.83	0.97	1	3.81	0.81		3.96	0.66	1
<i>Communication</i>																											
(1) Yes	4.04	0.81	2	4.18	0.80	2	4.32	0.76	2	4.08	0.74	2	4.05	0.73	2	3.84	0.68	2	3.84	0.92	2	3.85	0.78	2	3.99	0.63	2
(2) No	3.98	0.86	1	4.15	0.85	1	4.30	0.80	1	4.04	0.78	1	4.00	0.76	1	3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
<i>Computer and Information Sciences</i>																											
(1) Yes	3.88	0.97	2	4.06	0.97	2	4.20	0.88	2	3.96	0.86	2	3.91	0.83	2	3.77	0.78	2	3.56	1.10	2	3.82	0.89		3.86	0.73	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.77	1	4.00	0.76	1	3.81	0.71	1	3.82	0.97	1	3.81	0.82		3.96	0.66	1
<i>Education</i>																											
(1) Yes	4.01	0.80	2	4.20	0.80	2	4.34	0.75	2	4.10	0.73	2	4.03	0.72	2	3.80	0.67		3.92	0.89	2	3.78	0.80	2	3.99	0.63	2
(2) No	3.98	0.86	1	4.15	0.85	1	4.30	0.80	1	4.03	0.78	1	4.00	0.76	1	3.81	0.71		3.81	0.98	1	3.81	0.82	1	3.96	0.66	1
<i>Engineering</i>																											
(1) Yes	3.90	0.89	2	4.09	0.91	2	4.24	0.84	2	4.01	0.82	2	3.97	0.79	2	3.78	0.74	2	3.68	1.00	2	3.80	0.83		3.90	0.68	2
(2) No	3.98	0.85	1	4.16	0.85	1	4.30	0.80	1	4.04	0.77	1	4.00	0.76	1	3.81	0.71	1	3.83	0.97	1	3.81	0.82		3.96	0.66	1

Significance: $p < .01$

Environments 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
<i>Academic Major (continued)</i>																											
Ethnics, Cultural Studies, and Area Studies																											
(1) Yes	4.00	0.87		4.21	0.89	2	4.29	0.88		4.07	0.81		4.07	0.79	2	3.90	0.72	2	3.99	1.01	2	3.88	0.80	2	4.03	0.69	2
(2) No	3.98	0.85		4.15	0.85	1	4.30	0.80		4.04	0.78		4.00	0.76	1	3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
Foreign Languages and Literature																											
(1) Yes	4.00	0.84		4.20	0.84	2	4.34	0.76	2	4.02	0.78		4.01	0.75		3.86	0.70	2	3.89	1.00	2	3.85	0.80	2	3.99	0.64	2
(2) No	3.98	0.85		4.15	0.85	1	4.30	0.80	1	4.04	0.78		4.00	0.76		3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
Health-Related Fields																											
(1) Yes	3.99	0.78		4.18	0.78	2	4.34	0.73	2	4.09	0.70	2	4.02	0.69	2	3.79	0.65	2	3.88	0.85	2	3.80	0.78		3.98	0.60	2
(2) No	3.98	0.86		4.15	0.85	1	4.30	0.80	1	4.03	0.78	1	4.00	0.77	1	3.81	0.71	1	3.81	0.98	1	3.81	0.82		3.96	0.66	1
Humanities																											
(1) Yes	4.01	0.88	2	4.20	0.86	2	4.31	0.79		4.00	0.80	2	3.99	0.79		3.88	0.72	2	3.84	1.03	2	3.81	0.84		3.98	0.66	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80		4.04	0.77	1	4.00	0.76		3.81	0.71	1	3.82	0.97	1	3.81	0.82		3.96	0.66	1
Liberal/General Studies																											
(1) Yes	3.96	0.92		4.11	0.92		4.23	0.86	2	4.00	0.85		3.95	0.86	2	3.81	0.73		3.78	1.04		3.82	0.86		3.93	0.73	
(2) No	3.98	0.85		4.15	0.85		4.30	0.80	1	4.04	0.78		4.00	0.76	1	3.81	0.71		3.82	0.97		3.81	0.82		3.96	0.66	
Mathematics																											
(1) Yes	3.87	0.91	2	4.08	0.89	2	4.23	0.83	2	3.94	0.79	2	3.91	0.79	2	3.75	0.71	2	3.64	1.02	2	3.72	0.81	2	3.86	0.67	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.78	1	4.00	0.76	1	3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
Multi/Interdisciplinary Studies																											
(1) Yes	4.00	0.83		4.18	0.78		4.33	0.72		4.09	0.71	2	4.06	0.69	2	3.90	0.68	2	4.01	0.91	2	3.90	0.76	2	4.04	0.60	2
(2) No	3.98	0.85		4.15	0.85		4.30	0.80		4.04	0.78	1	4.00	0.76	1	3.81	0.71	1	3.81	0.97	1	3.81	0.82	1	3.96	0.66	1
Parks, Recreation, Leisure Studies, Sports Management																											
(1) Yes	3.92	0.82	2	4.08	0.87	2	4.20	0.88	2	4.00	0.80		3.95	0.83	2	3.71	0.72	2	3.74	0.95	2	3.75	0.82	2	3.89	0.69	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.78		4.00	0.76	1	3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
Physical Sciences																											
(1) Yes	3.90	0.93	2	4.10	0.89	2	4.25	0.85	2	3.97	0.83	2	3.93	0.79	2	3.80	0.76		3.72	1.01	2	3.79	0.86		3.90	0.69	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.77	1	4.00	0.76	1	3.81	0.71		3.82	0.97	1	3.81	0.82		3.96	0.66	1

Significance: $p < .01$

Environments 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
<i>Academic Major (continued)</i>																											
Pre-Professional																											
(1) Yes	4.01	0.83	2	4.20	0.83	2	4.37	0.77	2	4.07	0.76	2	4.04	0.74	2	3.81	0.70		3.92	0.91	2	3.81	0.81		4.00	0.64	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.78	1	4.00	0.76	1	3.81	0.71		3.81	0.97	1	3.81	0.82		3.96	0.66	1
Public Administration																											
(1) Yes	3.99	0.89		4.12	0.90		4.30	0.84		4.02	0.80		3.98	0.81		3.80	0.73		3.83	0.99		3.85	0.84	2	3.96	0.70	
(2) No	3.98	0.85		4.15	0.85		4.30	0.80		4.04	0.78		4.00	0.76		3.81	0.71		3.82	0.97		3.81	0.82	1	3.96	0.66	
Social Sciences																											
(1) Yes	4.03	0.82	2	4.19	0.82	2	4.33	0.76	2	4.06	0.74	2	4.03	0.74	2	3.87	0.69	2	3.91	0.97	2	3.84	0.81	2	4.00	0.63	2
(2) No	3.97	0.86	1	4.15	0.85	1	4.29	0.81	1	4.03	0.78	1	4.00	0.76	1	3.80	0.71	1	3.80	0.97	1	3.80	0.82	1	3.95	0.66	1
Visual and Performing Arts																											
(1) Yes	4.01	0.88	2	4.18	0.85	2	4.32	0.79	2	4.03	0.79		4.00	0.76		3.86	0.72	2	3.79	0.95	2	3.84	0.83	2	3.97	0.65	2
(2) No	3.98	0.85	1	4.15	0.85	1	4.30	0.80	1	4.04	0.78		4.00	0.76		3.81	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1
Undecided																											
(1) Yes	3.79	0.93	2	3.99	0.96	2	4.14	0.91	2	3.87	0.85	2	3.83	0.82	2	3.70	0.74	2	3.63	0.99	2	3.66	0.83	2	3.79	0.72	2
(2) No	3.99	0.85	1	4.16	0.84	1	4.30	0.79	1	4.04	0.77	1	4.01	0.76	1	3.82	0.71	1	3.82	0.97	1	3.81	0.82	1	3.96	0.66	1

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
Student Characteristics									
Off-Campus Job									
(1) Yes		3.32	0.59	2		3.25	0.53	2	
(2) No		3.14	0.61	1		3.10	0.60	1	
On-Campus Job									
(1) Yes		3.16	0.59			3.16	0.58		
(2) No		3.21	0.62			3.14	0.59		
Community Service									
(1) Yes		3.29	0.58	2		3.17	0.56		
(2) No		3.11	0.63	1		3.13	0.61		
Residential Setting									
(1) Off-Campus		3.27	0.61	2		3.28	0.55	2	
(2) On-Campus		3.13	0.62	1		3.01	0.60	1	
Involvement in College Organizations									
(1) Never		2.96	0.67	5		3.05	0.71		
(2) Once		3.11	0.66	5		3.07	0.67		
(3) Sometimes		3.02	0.62	5		3.08	0.59	5	
(4) Many Times		3.12	0.58	5		3.16	0.54		
(5) Much of the time		3.42	0.53	1,2,3,4		3.21	0.55	3	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
<i>Leadership Positions in College Organizations</i>								
(1) Never	3.05	0.63	4,5		3.06	0.63	4,5	
(2) Once	2.99	0.55	3,4,5		3.07	0.53	5	
(3) Sometimes	3.18	0.59	2,5		3.19	0.52		
(4) Many Times	3.29	0.54	1,2,5		3.22	0.54	1	
(5) Much of the time	3.58	0.46	1,2,3,4		3.27	0.56	1,2	
<i>Involvement in Off-Campus Organizations</i>								
(1) Never	3.13	0.61	3,5		3.10	0.61	5	
(2) Once	3.23	0.59			3.09	0.61		
(3) Sometimes	3.28	0.62	1		3.19	0.53		
(4) Many Times	3.21	0.54			3.21	0.53		
(5) Much of the time	3.37	0.64	1		3.30	0.55	1	
<i>Leadership Positions in Off-Campus Organizations</i>								
(1) Never	3.14	0.62	3,5		3.11	0.58	3,5	
(2) Once	3.28	0.55	5		3.12	0.56		
(3) Sometimes	3.32	0.56	1		3.29	0.60	1	
(4) Many Times	3.26	0.54	5		3.20	0.57		
(5) Much of the time	3.58	0.62	1,2,4		3.38	0.52	1	
<i>Participation in Student Groups</i>								
Academic/Professional								
(1) Yes	3.31	0.58	2		3.22	0.55	2	
(2) No	3.08	0.62	1		3.07	0.60	1	
Art/Theater/Music								
(1) Yes	3.16	0.66			3.20	0.60		
(2) No	3.21	0.60			3.14	0.58		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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
<i>Participation in Student Groups (continued)</i>						
Campus-Wide Programming						
(1) Yes	3.31	0.59	2	3.16	0.57	
(2) No	3.16	0.61	1	3.14	0.59	
Identity Based						
(1) Yes	3.13	0.67		3.14	0.61	
(2) No	3.21	0.60		3.15	0.58	
International Interest						
(1) Yes	3.15	0.67		3.23	0.57	
(2) No	3.21	0.60		3.14	0.58	
Honor Societies						
(1) Yes	3.29	0.59	2	3.27	0.54	2
(2) No	3.15	0.62	1	3.08	0.60	1
Media						
(1) Yes	3.15	0.68		3.23	0.62	
(2) No	3.21	0.60		3.14	0.58	
Military						
(1) Yes	3.11	0.80		3.07	0.74	
(2) No	3.20	0.60		3.15	0.57	
New Student Transition						
(1) Yes	3.33	0.58	2	3.21	0.54	
(2) No	3.16	0.61	1	3.13	0.59	
Resident Assistants						
(1) Yes	3.28	0.64		3.17	0.64	
(2) No	3.19	0.61		3.15	0.58	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
Participation in Student Groups (continued)										
Peer Helper										
(1) Yes		3.37	0.56	2			3.28	0.51	2	
(2) No		3.17	0.62	1			3.12	0.59	1	
Advocacy										
(1) Yes		3.20	0.67				3.24	0.55		
(2) No		3.20	0.61				3.14	0.58		
Political										
(1) Yes		3.34	0.64	2			3.27	0.59	2	
(2) No		3.18	0.60	1			3.13	0.58	1	
Religious										
(1) Yes		3.22	0.58				3.17	0.54		
(2) No		3.19	0.62				3.14	0.60		
Service										
(1) Yes		3.27	0.62	2			3.14	0.58		
(2) No		3.16	0.60	1			3.15	0.59		
Multi-Cultural Fraternities and Sororities										
(1) Yes		3.14	0.72				3.17	0.59		
(2) No		3.20	0.60				3.15	0.58		
Social Fraternities or Sororities										
(1) Yes		3.25	0.58				3.16	0.56		
(2) No		3.16	0.63				3.14	0.60		
Sports-Intercollegiate or Varsity										
(1) Yes		3.27	0.62				3.10	0.68		
(2) No		3.19	0.61				3.15	0.57		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
<i>Participation in Student Groups (continued)</i>								
Sports-Club								
(1) Yes	3.27	0.65			3.17	0.61		
(2) No	3.19	0.60			3.14	0.58		
Sports-Intramural								
(1) Yes	3.27	0.61	2		3.17	0.59		
(2) No	3.14	0.60	1		3.13	0.58		
Recreational								
(1) Yes	3.27	0.68			3.18	0.65		
(2) No	3.18	0.59			3.14	0.57		
Social/Special Interest								
(1) Yes	3.17	0.70			3.22	0.58		
(2) No	3.20	0.60			3.14	0.58		
Student Governance								
(1) Yes	3.40	0.62	2		3.21	0.60		
(2) No	3.15	0.60	1		3.13	0.58		
<i>Social Change Behaviors</i>								
(1) Never	3.06	0.86	4		3.04	0.81	4	
(2) Once	3.09	0.61	3,4		3.06	0.59	3,4	
(3) Sometimes	3.23	0.57	2,4		3.18	0.54	2,4	
(4) Often	3.62	0.47	1,2,3		3.43	0.52	1,2,3	
<i>Social-Cultural Discussions</i>								
(1) Never	.	.			.	.		
(2) Sometimes	3.02	0.62	3,4		2.97	0.62	3,4	
(3) Often	3.16	0.58	2,4		3.12	0.55	2,4	
(4) Very Often	3.41	0.58	2,3		3.33	0.56	2,3	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
<i>Campus Climate</i>								
Belonging Climate								
(1) Strongly Disagree	.	.			.	.		
(2) Disagree	2.91	0.71	4,5		2.89	0.71	4,5	
(3) Neutral	2.96	0.61	4,5		2.97	0.63	4,5	
(4) Agree	3.15	0.57	2,3,5		3.13	0.55	2,3,5	
(5) Strongly Agree	3.50	0.53	2,3,4		3.34	0.50	2,3,4	
Discriminatory Climate								
(1) Strongly Disagree	.	.			.	.		
(2) Disagree	3.19	0.69			3.07	0.69		
(3) Neutral	3.25	0.60			3.15	0.61		
(4) Agree	3.15	0.60			3.11	0.57		
(5) Strongly Agree	3.25	0.64			3.20	0.58		
<i>Mentor Relationships</i>								
Faculty/Instructor								
(1) Never	.	.			.	.		
(2) Once	3.23	0.57			3.06	0.58	4	
(3) Sometimes	3.12	0.59	4		3.11	0.54	4	
(4) Often	3.38	0.57	3		3.30	0.52	2,3	
Student Affairs Professional Staff								
(1) Never	3.05	0.66	4		3.05	0.63		
(2) Once	3.26	0.55			3.22	0.55		
(3) Sometimes	3.31	0.53			3.20	0.52	4	
(4) Often	3.45	0.58	1		3.39	0.51	3	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
Mentor Relationships (continued)										
Employer										
(1) Never		.	.				.	.		
(2) Once		3.24	0.62	4			3.21	0.56		
(3) Sometimes		3.27	0.55	4			3.25	0.51		
(4) Often		3.49	0.52	2,3			3.37	0.58		
Community Member										
(1) Never		.	.				.	.		
(2) Once		3.15	0.54				3.08	0.51		
(3) Sometimes		3.28	0.55				3.22	0.55		
(4) Often		3.34	0.60				3.27	0.62		
Parent/Guardian										
(1) Never		.	.				.	.		
(2) Once		.	.				.	.		
(3) Sometimes		3.00	0.62	4			3.01	0.61	4	
(4) Often		3.26	0.58	3			3.21	0.54	3	
Other Student										
(1) Never		.	.				.	.		
(2) Once		3.17	0.60				2.95	0.62	4	
(3) Sometimes		3.15	0.59	4			3.10	0.56	4	
(4) Often		3.30	0.57	3			3.23	0.55	2,3	
Formal Leadership Training Experience										
Leadership Conference										
(1) Never		3.25	0.59	4			3.17	0.54	4	
(2) Once		3.37	0.53	4			3.16	0.56	4	
(3) Sometimes		3.42	0.59				3.33	0.50		
(4) Often		3.64	0.51	1,2			3.42	0.62	1,2	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
<i>Formal Leadership Training Experience (continued)</i>								
Leadership Retreat								
(1) Never	3.29	0.61	4		3.16	0.57		
(2) Once	3.38	0.54			3.30	0.46		
(3) Sometimes	3.36	0.51	4		3.23	0.56		
(4) Often	3.63	0.54	1,3		3.37	0.61		
Leadership Lecture/Workshop Series								
(1) Never	3.24	0.58	4		3.14	0.58		
(2) Once	3.36	0.52			3.21	0.53		
(3) Sometimes	3.35	0.61	4		3.29	0.52		
(4) Often	3.57	0.53	1,3		3.29	0.57		
Positional Leader Training								
(1) Never	3.27	0.60	4		3.20	0.55	4	
(2) Once	3.26	0.54	4		3.09	0.50	4	
(3) Sometimes	3.45	0.50			3.26	0.56		
(4) Often	3.59	0.52	1,2		3.39	0.56	1,2	
Leadership Course								
(1) Never	3.27	0.62	4		3.21	0.49		
(2) Once	3.32	0.54	4		3.15	0.65		
(3) Sometimes	3.28	0.61	4		3.26	0.54		
(4) Often	3.52	0.51	1,2,3		3.28	0.53		
Short-Term Service Immersion								
(1) Never	3.37	0.59			3.21	0.57		
(2) Once	3.30	0.55			3.17	0.54		
(3) Sometimes	3.43	0.51			3.35	0.49		
(4) Often	.	.			.	.		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
<i>Formal Leadership Training Experience (continued)</i>								
Emerging or New leaders Program								
(1) Never	3.34	0.57			3.22	0.54		
(2) Once	3.33	0.62			3.25	0.59		
(3) Sometimes	3.40	0.55			3.25	0.51		
(4) Often	3.58	0.53			3.21	0.65		
Living-Learning Leadership Program								
(1) Never	3.35	0.59			3.22	0.54		
(2) Once	3.36	0.48			3.24	0.54		
(3) Sometimes	3.37	0.52			3.26	0.54		
(4) Often	.	.			.	.		
Peer Leadership Educator Program								
(1) Never	3.33	0.59	4		3.21	0.56		
(2) Once	3.24	0.53	4		3.11	0.52		
(3) Sometimes	3.50	0.53			3.37	0.49		
(4) Often	3.79	0.34	1,2		3.36	0.53		
Outdoor Leadership Program								
(1) Never	3.34	0.58			3.21	0.55		
(2) Once	3.49	0.55			3.22	0.53		
(3) Sometimes	3.28	0.55			3.31	0.55		
(4) Often	.	.			.	.		
Women's Leadership Program								
(1) Never	3.35	0.58			3.22	0.55		
(2) Once	3.34	0.48			3.16	0.61		
(3) Sometimes	3.57	0.50			3.46	0.49		
(4) Often	.	.			.	.		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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 Education (continued)								
Multicultural Leadership Program								
(1) Never	3.36	0.57			3.22	0.54		
(2) Once	3.35	0.62			3.35	0.61		
(3) Sometimes	3.29	0.62			3.35	0.48		
(4) Often	.	.			.	.		
Formal Leadership Training Education								
Leadership Certificate Program								
(1) Yes	3.46	0.56			3.22	0.54		
(2) No	3.32	0.58			3.23	0.56		
Leadership Capstone Experience								
(1) Yes	3.48	0.54			3.21	0.53		
(2) No	3.35	0.58			3.23	0.56		
Leadership Minor								
(1) Yes	3.48	0.56			3.34	0.47		
(2) No	3.34	0.57			3.21	0.56		
Leadership Major								
(1) Yes	3.48	0.61			3.20	0.69		
(2) No	3.35	0.57			3.23	0.55		
Academic College Experiences								
Study Abroad								
(1) Yes	3.32	0.56	2		3.26	0.55	2	
(2) No	3.18	0.62	1		3.12	0.59	1	
Experienced Internship								
(1) Yes	3.30	0.58	2		3.28	0.52	2	
(2) No	3.11	0.63	1		3.03	0.62	1	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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 College Experiences (continued)										
Learning Community Participant										
(1) Yes		3.34	0.56	2			3.21	0.55		
(2) No		3.15	0.62	1			3.13	0.59		
Living-Learning Program										
(1) Yes		3.19	0.63				3.14	0.58		
(2) No		3.20	0.61				3.15	0.58		
Research with a Faculty Member										
(1) Yes		3.30	0.52				3.28	0.58	2	
(2) No		3.18	0.62				3.12	0.58	1	
First-Year or Freshman Seminar Course										
(1) Yes		3.23	0.61				3.17	0.57		
(2) No		3.17	0.61				3.13	0.59		
Senior Capstone Participant										
(1) Yes		3.33	0.56	2			3.36	0.48	2	
(2) No		3.18	0.62	1			3.12	0.59	1	
Academic Major										
Agriculture										
(1) Yes		.	.				.	.		
(2) No		3.20	0.62				3.15	0.59		
Architecture/Urban Planning										
(1) Yes		.	.				.	.		
(2) No		3.20	0.62				3.15	0.59		
Biological/Life Sciences										
(1) Yes		3.29	0.64				3.04	0.62		
(2) No		3.20	0.62				3.15	0.59		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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 (continued)										
Business										
(1) Yes		3.38	0.59	2			3.19	0.63		
(2) No		3.15	0.62	1			3.14	0.58		
Communication										
(1) Yes		3.23	0.59				3.23	0.54		
(2) No		3.20	0.62				3.13	0.60		
Computer and Information Sciences										
(1) Yes		.	.				.	.		
(2) No		3.20	0.62				3.15	0.59		
Education										
(1) Yes		3.13	0.60				3.00	0.59		
(2) No		3.21	0.62				3.16	0.59		
Engineering										
(1) Yes		3.27	0.61				3.00	0.54		
(2) No		3.20	0.62				3.15	0.59		
Ethnics, Cultural Studies, and Area Studies										
(1) Yes		.	.				.	.		
(2) No		3.20	0.62				3.15	0.59		
Foreign Languages and Literature										
(1) Yes		.	.				.	.		
(2) No		3.21	0.62				3.15	0.59		
Health-Related Fields										
(1) Yes		3.08	0.58				3.15	0.55		
(2) No		3.22	0.62				3.15	0.60		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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
<i>Academic Major (continued)</i>						
Humanities						
(1) Yes	3.15	0.61		3.11	0.64	
(2) No	3.21	0.62		3.15	0.59	
Liberal/General Studies						
(1) Yes	.	.		.	.	
(2) No	3.20	0.62		3.15	0.59	
Mathematics						
(1) Yes	.	.		.	.	
(2) No	3.21	0.61		3.15	0.59	
Multi/Interdisciplinary Studies						
(1) Yes	.	.		.	.	
(2) No	3.20	0.62		3.15	0.59	
Parks, Recreation, Leisure Studies, Sports Management						
(1) Yes	.	.		.	.	
(2) No	3.20	0.62		3.15	0.59	
Physical Sciences						
(1) Yes	3.38	0.56		3.15	0.62	
(2) No	3.20	0.62		3.15	0.59	
Pre-Professional						
(1) Yes	3.14	0.60		3.02	0.53	
(2) No	3.20	0.62		3.15	0.59	
Public Administration						
(1) Yes	.	.		.	.	
(2) No	3.20	0.62		3.15	0.59	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University	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	
<i>Academic Major (continued)</i>								
Social Sciences								
(1) Yes	3.21	0.58			3.24	0.52		
(2) No	3.20	0.62			3.14	0.60		
Visual and Performing Arts								
(1) Yes	2.99	0.62	2		3.10	0.58		
(2) No	3.22	0.61	1		3.15	0.59		
Undecided								
(1) Yes	2.94	0.61			2.80	0.65	2	
(2) No	3.21	0.62			3.16	0.59	1	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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	
Student Characteristics								
<i>Off-Campus Job</i>								
(1) Yes	3.60	0.53			3.38	0.46		
(2) No	3.33	0.60			3.19	0.48		
<i>On-Campus Job</i>								
(1) Yes	3.34	0.58			3.30	0.56		
(2) No	3.45	0.59			3.23	0.43		
<i>Community Service</i>								
(1) Yes	3.50	0.52	2		3.30	0.45		
(2) No	3.17	0.73	1		3.11	0.54		
<i>Residential Setting</i>								
(1) Off-Campus	3.56	0.61			3.41	0.47	2	
(2) On-Campus	3.31	0.57			3.15	0.47	1	
<i>Involvement in College Organizations</i>								
(1) Never	.	.			.	.		
(2) Once	.	.			.	.		
(3) Sometimes	3.09	0.69	5		3.18	0.42		
(4) Many Times	3.20	0.62	5		3.20	0.43		
(5) Much of the time	3.57	0.44	3,4		3.31	0.49		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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	
<i>Leadership Positions in College Organizations</i>								
(1) Never	3.27	0.77	5		3.16	0.52		
(2) Once	.	.			.	.		
(3) Sometimes	3.29	0.46	5		3.23	0.52		
(4) Many Times	3.23	0.58	5		3.26	0.36		
(5) Much of the time	3.70	0.37	1,3,4		3.35	0.51		
<i>Involvement in Off-Campus Organizations</i>								
(1) Never	3.34	0.67			3.22	0.48		
(2) Once	.	.			.	.		
(3) Sometimes	3.47	0.49			3.25	0.39		
(4) Many Times	3.27	0.51			3.22	0.52		
(5) Much of the time	.	.			.	.		
<i>Leadership Positions in Off-Campus Organizations</i>								
(1) Never	3.37	0.61			3.20	0.48		
(2) Once	.	.			.	.		
(3) Sometimes	3.40	0.53			3.37	0.41		
(4) Many Times	.	.			.	.		
(5) Much of the time	.	.			.	.		
<i>Participation in Student Groups</i>								
Academic/Professional								
(1) Yes	3.51	0.55	2		3.29	0.51		
(2) No	3.20	0.63	1		3.18	0.42		
Art/Theater/Music								
(1) Yes	3.48	0.67			3.37	0.58		
(2) No	3.40	0.58			3.24	0.46		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
Participation in Student Groups (continued)									
Campus-Wide Programming									
(1) Yes		3.42	0.63				3.28	0.49	
(2) No		3.41	0.56				3.24	0.47	
Identity Based									
(1) Yes		3.18	0.76				3.21	0.64	
(2) No		3.47	0.52				3.27	0.43	
International Interest									
(1) Yes		3.29	0.73				3.29	0.52	
(2) No		3.44	0.55				3.25	0.47	
Honor Societies									
(1) Yes		3.57	0.51	2			3.35	0.47	
(2) No		3.21	0.62	1			3.13	0.47	
Media									
(1) Yes		3.28	0.74				3.32	0.60	
(2) No		3.43	0.57				3.25	0.46	
Military									
(1) Yes		.	.				.	.	
(2) No		3.43	0.56				3.27	0.46	
New Student Transition									
(1) Yes		3.44	0.58				3.25	0.52	
(2) No		3.40	0.60				3.26	0.45	
Resident Assistants									
(1) Yes		.	.				.	.	
(2) No		3.41	0.61				3.26	0.47	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Participation in Student Groups (continued)</i>						
Peer Helper						
(1) Yes	3.55	0.53		3.28	0.51	
(2) No	3.37	0.60		3.25	0.47	
Advocacy						
(1) Yes	.	.		.	.	
(2) No	3.43	0.56		3.26	0.46	
Political						
(1) Yes	3.47	0.70		3.27	0.65	
(2) No	3.40	0.56		3.25	0.43	
Religious						
(1) Yes	3.36	0.57		3.21	0.53	
(2) No	3.45	0.61		3.29	0.44	
Service						
(1) Yes	3.43	0.61		3.23	0.50	
(2) No	3.39	0.56		3.29	0.45	
Multi-Cultural Fraternities and Sororities						
(1) Yes	3.20	0.76		3.31	0.58	
(2) No	3.44	0.56		3.25	0.47	
Social Fraternities or Sororities						
(1) Yes	3.45	0.59		3.22	0.51	
(2) No	3.37	0.59		3.29	0.43	
Sports-Intercollegiate or Varsity						
(1) Yes	.	.		.	.	
(2) No	3.43	0.57		3.27	0.47	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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	
Participation in Student Groups (continued)										
Sports-Club										
(1) Yes		.	.				.	.		
(2) No		3.41	0.55				3.24	0.46		
Sports-Intramural										
(1) Yes		3.48	0.60				3.22	0.52		
(2) No		3.33	0.58				3.30	0.43		
Recreational										
(1) Yes		3.63	0.62				3.32	0.52		
(2) No		3.35	0.57				3.24	0.47		
Social/Special Interest										
(1) Yes		.	.				.	.		
(2) No		3.43	0.57				3.26	0.46		
Student Governance										
(1) Yes		3.55	0.54				3.32	0.52		
(2) No		3.30	0.61				3.20	0.45		
Social Change Behaviors										
(1) Never		.	.				.	.		
(2) Once		3.22	0.77	4			2.99	0.49	3.4	
(3) Sometimes		3.35	0.53	4			3.27	0.43	2	
(4) Often		3.69	0.41	2,3			3.48	0.46	2	
Social-Cultural Discussions										
(1) Never		.	.				.	.		
(2) Sometimes		3.30	0.59				3.14	0.40		
(3) Often		3.39	0.59				3.20	0.41		
(4) Very Often		3.53	0.51				3.41	0.53		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Campus Climate</i>						
Belonging Climate						
(1) Strongly Disagree	.	.		.	.	
(2) Disagree	.	.		.	.	
(3) Neutral	.	.		.	.	
(4) Agree	3.24	0.60	5	3.26	0.44	
(5) Strongly Agree	3.69	0.42	4	3.39	0.44	
Discriminatory Climate						
(1) Strongly Disagree	.	.		.	.	
(2) Disagree	.	.		.	.	
(3) Neutral	3.36	0.70		3.24	0.50	
(4) Agree	3.31	0.53		3.24	0.49	
(5) Strongly Agree	3.53	0.61		3.30	0.48	
<i>Mentor Relationships</i>						
Faculty/Instructor						
(1) Never	.	.		.	.	
(2) Once	.	.		.	.	
(3) Sometimes	3.37	0.59		3.18	0.45	
(4) Often	3.59	0.46		3.37	0.48	
Student Affairs Professional Staff						
(1) Never	.	.		.	.	
(2) Once	.	.		.	.	
(3) Sometimes	3.47	0.46		3.20	0.45	4
(4) Often	3.64	0.55		3.55	0.44	3

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Mentor Relationships (continued)</i>						
Employer						
(1) Never	.	.		.	.	
(2) Once	.	.		.	.	
(3) Sometimes	3.41	0.51		3.30	0.46	
(4) Often	3.59	0.52		3.45	0.65	
Community Member						
(1) Never	.	.		.	.	
(2) Once	.	.		.	.	
(3) Sometimes	3.57	0.45		3.34	0.47	
(4) Often	3.50	0.51		3.31	0.58	
Parent/Guardian						
(1) Never	.	.		.	.	
(2) Once	.	.		.	.	
(3) Sometimes	3.20	0.82		3.09	0.46	
(4) Often	3.47	0.49		3.31	0.43	
Other Student						
(1) Never	.	.		.	.	
(2) Once	.	.		.	.	
(3) Sometimes	3.35	0.69		3.25	0.47	
(4) Often	3.52	0.44		3.27	0.48	
<i>Formal Leadership Training Experience</i>						
Leadership Conference						
(1) Never	3.41	0.55		3.24	0.46	
(2) Once	3.43	0.45		3.14	0.47	4
(3) Sometimes	3.49	0.56		3.36	0.42	
(4) Often	3.71	0.40		3.50	0.42	2

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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	
<i>Formal Leadership Training Experience (continued)</i>								
Leadership Retreat								
(1) Never	3.44	0.54			3.18	0.43		
(2) Once	3.57	0.38			3.48	0.41		
(3) Sometimes	3.38	0.56	4		3.23	0.50		
(4) Often	3.78	0.33	3		3.48	0.40		
Leadership Lecture/Workshop Series								
(1) Never	3.50	0.47			3.05	0.49	3	
(2) Once	3.34	0.40			3.27	0.51		
(3) Sometimes	3.45	0.60			3.42	0.41	1	
(4) Often	3.62	0.43			3.31	0.45		
Positional Leader Training								
(1) Never	3.43	0.56	4		3.29	0.46		
(2) Once	3.38	0.47	4		3.34	0.44		
(3) Sometimes	3.45	0.46			3.27	0.48		
(4) Often	3.82	0.28	1,2		3.34	0.48		
Leadership Course								
(1) Never	.	.			.	.		
(2) Once	.	.			.	.		
(3) Sometimes	3.35	0.61			3.24	0.51		
(4) Often	3.60	0.44			3.34	0.45		
Short-Term Service Immersion								
(1) Never	3.49	0.51			3.30	0.47		
(2) Once	3.48	0.51			3.27	0.32		
(3) Sometimes	3.61	0.51			3.37	0.55		
(4) Often	.	.			.	.		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Formal Leadership Training Experience (continued)</i>						
Emerging or New leaders Program						
(1) Never	3.48	0.49		3.33	0.49	
(2) Once	.	.		.	.	
(3) Sometimes	3.36	0.59		3.09	0.37	
(4) Often	.	.		.	.	
Living-Learning Leadership Program						
(1) Never	3.56	0.51		3.33	0.46	
(2) Once	.	.		.	.	
(3) Sometimes	.	.		.	.	
(4) Often	.	.		.	.	
Peer Leadership Educator Program						
(1) Never	3.50	0.52		3.27	0.48	
(2) Once	.	.		.	.	
(3) Sometimes	3.55	0.51		3.30	0.43	
(4) Often	.	.		.	.	
Outdoor Leadership Program						
(1) Never	3.50	0.49		3.28	0.46	
(2) Once	.	.		.	.	
(3) Sometimes	.	.		.	.	
(4) Often	.	.		.	.	
Women's Leadership Program						
(1) Never	3.49	0.51		3.28	0.46	
(2) Once	.	.		.	.	
(3) Sometimes	.	.		.	.	
(4) Often	.	.		.	.	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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	
<i>Formal Leadership Training Education (continued)</i>								
Multicultural Leadership Program								
(1) Never	3.52	0.48			3.27	0.48		
(2) Once	.	.			.	.		
(3) Sometimes	3.31	0.67			3.36	0.44		
(4) Often	.	.			.	.		
<i>Formal Leadership Training Education</i>								
Leadership Certificate Program								
(1) Yes	3.51	0.54			3.33	0.44		
(2) No	3.49	0.47			3.27	0.48		
Leadership Capstone Experience								
(1) Yes	3.49	0.54			3.36	0.41		
(2) No	3.50	0.50			3.29	0.47		
Leadership Minor								
(1) Yes	3.55	0.52			3.33	0.36		
(2) No	3.49	0.51			3.29	0.48		
Leadership Major								
(1) Yes	.	.			.	.		
(2) No	3.50	0.51			3.31	0.45		
<i>Academic College Experiences</i>								
Study Abroad								
(1) Yes	3.56	0.50			3.26	0.47		
(2) No	3.35	0.62			3.25	0.49		
Experienced Internship								
(1) Yes	3.54	0.53	2		3.31	0.49		
(2) No	3.25	0.63	1		3.18	0.45		

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Academic College Experiences (continued)</i>						
Learning Community Participant						
(1) Yes	3.51	0.46		3.27	0.46	
(2) No	3.34	0.66		3.24	0.50	
Living-Learning Program						
(1) Yes	3.33	0.59		3.14	0.47	
(2) No	3.44	0.59		3.29	0.48	
Research with a Faculty Member						
(1) Yes	3.65	0.35		3.35	0.41	
(2) No	3.38	0.61		3.24	0.49	
First-Year or Freshman Seminar Course						
(1) Yes	3.43	0.58		3.29	0.47	
(2) No	3.39	0.60		3.21	0.49	
Senior Capstone Participant						
(1) Yes	3.55	0.48		3.34	0.49	
(2) No	3.38	0.62		3.23	0.47	
<i>Academic Major</i>						
Agriculture						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	
Architecture/Urban Planning						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	
Biological/Life Sciences						
(1) Yes	.	.		.	.	
(2) No	3.43	0.60		3.27	0.49	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Academic Major (continued)</i>						
Business						
(1) Yes	3.54	0.59		3.29	0.47	
(2) No	3.35	0.59		3.25	0.50	
Communication						
(1) Yes	3.52	0.47		3.34	0.44	
(2) No	3.40	0.62		3.24	0.50	
Computer and Information Sciences						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	
Education						
(1) Yes	.	.		.	.	
(2) No	3.43	0.60		3.28	0.49	
Engineering						
(1) Yes	.	.		.	.	
(2) No	3.43	0.60		3.27	0.49	
Ethnics, Cultural Studies, and Area Studies						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	
Foreign Languages and Literature						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.48	
Health-Related Fields						
(1) Yes	.	.		.	.	
(2) No	3.44	0.59		3.26	0.49	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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
<i>Academic Major (continued)</i>						
Humanities						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.47	
Liberal/General Studies						
(1) Yes	.	.		.	.	
(2) No	3.41	0.60		3.26	0.49	
Mathematics						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	
Multi/Interdisciplinary Studies						
(1) Yes	.	.		.	.	
(2) No	3.43	0.58		3.26	0.48	
Parks, Recreation, Leisure Studies, Sports Management						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	
Physical Sciences						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.48	
Pre-Professional						
(1) Yes	.	.		.	.	
(2) No	3.43	0.59		3.27	0.48	
Public Administration						
(1) Yes	.	.		.	.	
(2) No	3.42	0.60		3.26	0.49	

Significance: $p < .01$

Environments by Outcome Measures

Texas Christian University Comparative Data	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 (continued)								
Social Sciences								
(1) Yes	.	.			.	.		
(2) No	3.45	0.60			3.29	0.49		
Visual and Performing Arts								
(1) Yes	.	.			.	.		
(2) No	3.43	0.58			3.26	0.49		
Undecided								
(1) Yes	.	.			.	.		
(2) No	3.43	0.60			3.27	0.49		

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	
Student Characteristics									
Off-Campus Job									
(1) Yes		3.15	1.03	2		3.16	0.98	2	
(2) No		3.05	1.05	1		3.08	1.00	1	
On-Campus Job									
(1) Yes		3.14	1.03	2		3.16	0.96	2	
(2) No		3.06	1.06	1		3.07	1.01	1	
Community Service									
(1) Yes		3.21	0.97	2		3.17	0.95	2	
(2) No		2.98	1.08	1		3.05	1.02	1	
Residential Setting									
(1) Off-Campus		3.12	1.06	2		3.17	1.00	2	
(2) On-Campus		3.04	1.05	1		3.03	1.00	1	
Involvement in College Organizations									
(1) Never		2.91	1.15	3,4,5		2.97	1.08	2,3,4,5	
(2) Once		2.93	1.06	3,4,5		3.00	1.02	1,3,4,5	
(3) Sometimes		2.99	1.00	1,2,4,5		3.07	0.98	1,2,4,5	
(4) Many Times		3.14	0.94	1,2,3,5		3.15	0.91	1,2,3,5	
(5) Much of the time		3.35	0.93	1,2,3,4		3.25	0.93	1,2,3,4	

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	
<i>Leadership Positions in College Organizations</i>								
(1) Never	2.95	1.07	2,3,4,5		3.02	1.02	2,3,4,5	
(2) Once	3.06	1.00	1,3,4,5		3.12	0.98	1,4,5	
(3) Sometimes	3.12	0.95	1,2,4,5		3.13	0.94	1,4,5	
(4) Many Times	3.27	0.88	1,2,3,5		3.21	0.89	1,2,3,5	
(5) Much of the time	3.48	0.86	1,2,3,4		3.32	0.91	1,2,3,4	
<i>Involvement in Off-Campus Organizations</i>								
(1) Never	3.01	1.07	2,3,4,5		3.04	1.01	2,3,4,5	
(2) Once	3.13	0.99	1,4,5		3.15	0.94	1,4,5	
(3) Sometimes	3.15	0.99	1,4,5		3.16	0.95	1,4,5	
(4) Many Times	3.22	0.97	1,2,3,5		3.19	0.96	1,2,3,5	
(5) Much of the time	3.35	1.00	1,2,3,4		3.28	0.98	1,2,3,4	
<i>Leadership Positions in Off-Campus Organizations</i>								
(1) Never	3.02	1.05	2,3,4,5		3.07	1.00	2,3,4,5	
(2) Once	3.19	0.97	1,3,4,5		3.16	0.94	1,4,5	
(3) Sometimes	3.22	0.96	1,2,4,5		3.18	0.96	1,4,5	
(4) Many Times	3.32	0.94	1,2,3,5		3.21	0.97	1,2,3,5	
(5) Much of the time	3.47	0.93	1,2,3,4		3.31	1.01	1,2,3,4	
<i>Participation in Student Groups</i>								
Academic/Professional								
(1) Yes	3.20	0.98	2		3.20	0.95	2	
(2) No	3.02	1.07	1		3.05	1.01	1	
Art/Theater/Music								
(1) Yes	3.12	1.03	2		3.15	0.99	2	
(2) No	3.08	1.05	1		3.09	1.00	1	

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	
Participation in Student Groups (continued)										
Campus-Wide Programming										
(1) Yes		3.28	0.97	2			3.23	0.95	2	
(2) No		3.05	1.05	1			3.08	1.00	1	
Identity Based										
(1) Yes		3.14	1.06	2			3.18	1.01	2	
(2) No		3.07	1.05	1			3.09	0.99	1	
International Interest										
(1) Yes		3.15	1.02	2			3.19	0.98	2	
(2) No		3.07	1.05	1			3.09	1.00	1	
Honor Societies										
(1) Yes		3.21	0.98	2			3.23	0.94	2	
(2) No		3.05	1.06	1			3.07	1.01	1	
Media										
(1) Yes		3.18	1.05	2			3.19	1.00	2	
(2) No		3.07	1.05	1			3.09	0.99	1	
Military										
(1) Yes		3.23	1.16	2			3.05	1.18	2	
(2) No		3.08	1.05	1			3.10	0.99	1	
New Student Transition										
(1) Yes		3.27	0.98	2			3.22	0.95	2	
(2) No		3.05	1.05	1			3.08	1.00	1	
Resident Assistants										
(1) Yes		3.27	1.02	2			3.18	1.02	2	
(2) No		3.07	1.05	1			3.10	0.99	1	

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	
Participation in Student Groups (continued)										
Peer Helper										
(1) Yes		3.25	0.98	2			3.25	0.94	2	
(2) No		3.05	1.05	1			3.07	1.00	1	
Advocacy										
(1) Yes		3.24	0.99	2			3.26	0.98	2	
(2) No		3.07	1.05	1			3.09	0.99	1	
Political										
(1) Yes		3.26	1.00	2			3.21	0.99	2	
(2) No		3.06	1.05	1			3.09	1.00	1	
Religious										
(1) Yes		3.16	1.00	2			3.16	0.96	2	
(2) No		3.06	1.06	1			3.09	1.00	1	
Service										
(1) Yes		3.21	0.97	2			3.20	0.92	2	
(2) No		3.04	1.07	1			3.07	1.01	1	
Multi-Cultural Fraternities and Sororities										
(1) Yes		3.22	1.08	2			3.17	1.07	2	
(2) No		3.08	1.05	1			3.10	0.99	1	
Social Fraternities or Sororities										
(1) Yes		3.22	0.96	2			3.14	0.95	2	
(2) No		3.06	1.06	1			3.09	1.00	1	
Sports-Intercollegiate or Varsity										
(1) Yes		3.18	1.00	2			3.09	0.99		
(2) No		3.07	1.05	1			3.10	1.00		

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	
Participation in Student Groups (continued)										
Sports-Club										
(1) Yes		3.17	1.02	2			3.11	0.98	2	
(2) No		3.07	1.05	1			3.10	1.00	1	
Sports-Intramural										
(1) Yes		3.18	0.99	2			3.13	0.96	2	
(2) No		3.03	1.07	1			3.09	1.01	1	
Recreational										
(1) Yes		3.20	0.99	2			3.15	0.97	2	
(2) No		3.05	1.06	1			3.09	1.00	1	
Social/Special Interest										
(1) Yes		3.17	1.02	2			3.18	0.98	2	
(2) No		3.07	1.05	1			3.09	1.00	1	
Student Governance										
(1) Yes		3.35	0.96	2			3.23	0.97	2	
(2) No		3.05	1.05	1			3.08	1.00	1	
Social Change Behaviors										
(1) Never		2.74	1.23	2,3,4			2.80	1.17	2,3,4	
(2) Once		2.96	1.04	1,3,4			3.01	0.99	1,3,4	
(3) Sometimes		3.20	0.94	1,2,4			3.19	0.91	1,2,4	
(4) Often		3.46	0.87	1,2,3			3.40	0.90	1,2,3	
Social-Cultural Discussions										
(1) Never		2.74	1.36	2,3,4			2.69	1.32	2,3,4	
(2) Sometimes		2.85	1.07	1,3,4			2.88	0.99	1,3,4	
(3) Often		3.06	0.98	1,2,4			3.08	0.93	1,2,4	
(4) Very Often		3.32	0.98	1,2,3			3.33	0.94	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	
<i>Campus Climate</i>								
Belonging Climate								
(1) Strongly Disagree	2.65	1.65	2,3,4,5		2.52	1.67	2,3,4,5	
(2) Disagree	2.80	1.29	1,3,4,5		2.82	1.24	1,3,4,5	
(3) Neutral	2.86	1.11	1,2,4,5		2.90	1.07	1,2,4,5	
(4) Agree	3.05	0.96	1,2,3,5		3.09	0.90	1,2,3,5	
(5) Strongly Agree	3.42	0.93	1,2,3,4		3.40	0.88	1,2,3,4	
Discriminatory Climate								
(1) Strongly Disagree	3.53	1.25	2,3,4,5		3.36	1.48	2,3,4,5	
(2) Disagree	3.22	1.08	1,3,4,5		3.14	1.09	1,3,4	
(3) Neutral	3.05	1.09	1,2,4,5		3.04	1.07	1,2,4,5	
(4) Agree	3.04	1.02	1,2,3,5		3.07	0.96	1,2,3,5	
(5) Strongly Agree	3.13	1.07	1,2,3,4		3.16	1.00	1,3,4	
<i>Mentor Relationships</i>								
Faculty/Instructor								
(1) Never	2.87	1.17	2,3,4		2.79	1.23	2,3,4	
(2) Once	2.98	1.04	1,3,4		2.96	0.97	1,3,4	
(3) Sometimes	3.07	1.00	1,2,4		3.09	0.92	1,2,4	
(4) Often	3.26	0.97	1,2,3		3.33	0.89	1,2,3	
Student Affairs Professional Staff								
(1) Never	3.04	1.11	2,3,4		3.07	1.06	2,3,4	
(2) Once	3.09	1.01	1,3,4		3.12	0.95	1,3,4	
(3) Sometimes	3.16	0.99	1,2,4		3.18	0.92	1,2,4	
(4) Often	3.35	0.97	1,2,3		3.34	0.89	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	
<i>Mentor Relationships (continued)</i>								
Employer								
(1) Never	3.06	1.13	3,4		3.04	1.13	2,3,4	
(2) Once	3.10	1.00	3,4		3.13	0.93	1,3,4	
(3) Sometimes	3.19	0.97	1,2,4		3.21	0.91	1,2,4	
(4) Often	3.34	0.95	1,2,3		3.33	0.92	1,2,3	
Community Member								
(1) Never	3.04	1.11	2,3,4		3.10	1.10	2,3,4	
(2) Once	3.15	0.99	1,3,4		3.17	0.94	1,3,4	
(3) Sometimes	3.20	0.98	1,2,4		3.21	0.92	1,2,4	
(4) Often	3.34	0.97	1,2,3		3.34	0.93	1,2,3	
Parent/Guardian								
(1) Never	2.96	1.27	4		2.94	1.27	3,4	
(2) Once	2.98	1.05	4		2.96	1.07	3,4	
(3) Sometimes	3.01	1.02	4		3.03	0.98	1,2,4	
(4) Often	3.16	0.99	1,2,3		3.18	0.92	1,2,3	
Other Student								
(1) Never	2.95	1.19	3,4		2.94	1.19	2,3,4	
(2) Once	3.02	1.05	3,4		3.04	1.01	1,3,4	
(3) Sometimes	3.07	1.00	1,2,4		3.10	0.93	1,2,4	
(4) Often	3.20	0.98	1,2,3		3.23	0.92	1,2,3	
<i>Formal Leadership Training Experience</i>								
Leadership Conference								
(1) Never	3.19	0.96	2,3,4		3.17	0.96	2,3,4	
(2) Once	3.26	0.95	1,3,4		3.20	0.92	1,3,4	
(3) Sometimes	3.39	0.89	1,2,4		3.27	0.91	1,2,4	
(4) Often	3.61	0.78	1,2,3		3.45	0.87	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	
<i>Formal Leadership Training Experience (continued)</i>								
Leadership Retreat								
(1) Never	3.23	0.97	2,3,4		3.19	0.95	3,4	
(2) Once	3.26	0.93	1,3,4		3.20	0.93	3,4	
(3) Sometimes	3.38	0.88	1,2,4		3.27	0.89	1,2,4	
(4) Often	3.61	0.79	1,2,3		3.47	0.87	1,2,3	
Leadership Lecture/Workshop Series								
(1) Never	3.19	0.98	2,3,4		3.15	0.96	2,3,4	
(2) Once	3.24	0.94	1,3,4		3.19	0.93	1,3,4	
(3) Sometimes	3.35	0.90	1,2,4		3.26	0.91	1,2,4	
(4) Often	3.53	0.85	1,2,3		3.41	0.89	1,2,3	
Positional Leader Training								
(1) Never	3.20	0.98	2,3,4		3.18	0.95	3,4	
(2) Once	3.27	0.91	1,3,4		3.20	0.93	3,4	
(3) Sometimes	3.38	0.87	1,2,4		3.25	0.91	1,2,4	
(4) Often	3.56	0.81	1,2,3		3.41	0.88	1,2,3	
Leadership Course								
(1) Never	3.23	0.95	2,3,4		3.20	0.94	3,4	
(2) Once	3.27	0.94	1,3,4		3.21	0.93	3,4	
(3) Sometimes	3.36	0.91	1,2,4		3.25	0.93	1,2,4	
(4) Often	3.49	0.90	1,2,3		3.36	0.93	1,2,3	
Short-Term Service Immersion								
(1) Never	3.28	0.96	3,4		3.20	0.95	2,3,4	
(2) Once	3.27	0.92	3,4		3.23	0.91	1,3,4	
(3) Sometimes	3.33	0.89	1,2,4		3.29	0.90	1,2,4	
(4) Often	3.53	0.85	1,2,3		3.46	0.88	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	
<i>Formal Leadership Training Experience (continued)</i>								
Emerging or New leaders Program								
(1) Never	3.27	0.95	3,4		3.21	0.94	3,4	
(2) Once	3.29	0.94	3,4		3.21	0.92	3,4	
(3) Sometimes	3.37	0.90	1,2,4		3.28	0.92	1,2,4	
(4) Often	3.52	0.88	1,2,3		3.38	0.96	1,2,3	
Living-Learning Leadership Program								
(1) Never	3.28	0.95	3,4		3.22	0.93	3,4	
(2) Once	3.30	0.92	4		3.23	0.96	4	
(3) Sometimes	3.33	0.91	1,4		3.26	0.95	1,4	
(4) Often	3.53	0.90	1,2,3		3.45	0.91	1,2,3	
Peer Leadership Educator Program								
(1) Never	3.27	0.95	2,3,4		3.21	0.94	3,4	
(2) Once	3.30	0.92	1,3,4		3.22	0.91	3,4	
(3) Sometimes	3.37	0.90	1,2,4		3.30	0.91	1,2,4	
(4) Often	3.57	0.84	1,2,3		3.44	0.95	1,2,3	
Outdoor Leadership Program								
(1) Never	3.28	0.95	3,4		3.22	0.93	4	
(2) Once	3.30	0.96	4		3.21	0.97	4	
(3) Sometimes	3.34	0.93	1,4		3.24	0.95	4	
(4) Often	3.55	0.87	1,2,3		3.39	1.04	1,2,3	
Women's Leadership Program								
(1) Never	3.29	0.95	3,4		3.22	0.94	4	
(2) Once	3.29	0.89	4		3.21	0.93	4	
(3) Sometimes	3.34	0.92	1,4		3.24	0.92	4	
(4) Often	3.56	0.86	1,2,3		3.47	0.95	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 Education (continued)									
Multicultural Leadership Program									
(1) Never	3.28	0.94	3,4		3.21	0.93	2,3,4		
(2) Once	3.29	0.95	3,4		3.25	0.93	1,4		
(3) Sometimes	3.36	0.95	1,2,4		3.28	0.94	1,4		
(4) Often	3.56	0.90	1,2,3		3.50	0.98	1,2,3		
Formal Leadership Training Education									
Leadership Certificate Program									
(1) Yes	3.33	0.95	2		3.25	0.95	2		
(2) No	3.29	0.95	1		3.22	0.94	1		
Leadership Capstone Experience									
(1) Yes	3.39	0.93	2		3.31	0.97	2		
(2) No	3.29	0.95	1		3.22	0.94	1		
Leadership Minor									
(1) Yes	3.31	0.99			3.21	1.02			
(2) No	3.29	0.94			3.23	0.93			
Leadership Major									
(1) Yes	3.32	0.99			3.23	1.05			
(2) No	3.29	0.95			3.23	0.93			
Academic College Experiences									
Study Abroad									
(1) Yes	3.16	0.99	2		3.24	0.92	2		
(2) No	3.07	1.06	1		3.08	1.01	1		
Experienced Internship									
(1) Yes	3.22	0.98	2		3.24	0.93	2		
(2) No	2.99	1.07	1		3.01	1.01	1		

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	
Academic College Experiences (continued)										
Learning Community Participant										
(1) Yes		3.17	1.01	2			3.19	0.96	2	
(2) No		3.06	1.06	1			3.08	1.00	1	
Living-Learning Program										
(1) Yes		3.16	1.03	2			3.17	0.98	2	
(2) No		3.07	1.05	1			3.09	1.00	1	
Research with a Faculty Member										
(1) Yes		3.22	1.01	2			3.26	0.96	2	
(2) No		3.06	1.05	1			3.07	0.99	1	
First-Year or Freshman Seminar Course										
(1) Yes		3.09	1.03	2			3.10	0.98		
(2) No		3.07	1.07	1			3.10	1.01		
Senior Capstone Participant										
(1) Yes		3.25	0.99	2			3.30	0.94	2	
(2) No		3.05	1.05	1			3.06	1.00	1	
Academic Major										
Agriculture										
(1) Yes		3.06	1.14				3.00	1.16	2	
(2) No		3.08	1.06				3.10	1.01	1	
Architecture/Urban Planning										
(1) Yes		3.07	1.02				3.14	0.99		
(2) No		3.08	1.06				3.10	1.01		
Biological/Life Sciences										
(1) Yes		3.01	1.05	2			3.07	1.00	2	
(2) No		3.09	1.06	1			3.10	1.01	1	

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	
Academic Major (continued)										
Business										
(1) Yes		3.18	1.03	2			3.09	0.99	2	
(2) No		3.06	1.06	1			3.11	1.01	1	
Communication										
(1) Yes		3.19	1.00	2			3.17	0.95	2	
(2) No		3.08	1.06	1			3.10	1.01	1	
Computer and Information Sciences										
(1) Yes		2.97	1.21	2			3.01	1.13	2	
(2) No		3.09	1.06	1			3.10	1.00	1	
Education										
(1) Yes		3.12	1.02	2			3.10	0.94		
(2) No		3.08	1.06	1			3.10	1.01		
Engineering										
(1) Yes		3.09	1.06				3.03	1.07	2	
(2) No		3.08	1.06				3.11	1.00	1	
Ethnics, Cultural Studies, and Area Studies										
(1) Yes		3.06	1.05				3.20	0.95	2	
(2) No		3.08	1.06				3.10	1.01	1	
Foreign Languages and Literature										
(1) Yes		3.03	1.09	2			3.14	1.03		
(2) No		3.08	1.06	1			3.10	1.01		
Health-Related Fields										
(1) Yes		3.06	0.99	2			3.13	0.93	2	
(2) No		3.09	1.07	1			3.10	1.01	1	

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	
Academic Major (continued)										
Humanities										
(1) Yes		3.03	1.12	2			3.19	1.03	2	
(2) No		3.09	1.06	1			3.10	1.00	1	
Liberal/General Studies										
(1) Yes		3.03	1.16	2			3.10	1.04		
(2) No		3.08	1.06	1			3.10	1.01		
Mathematics										
(1) Yes		2.97	1.11	2			3.00	1.05	2	
(2) No		3.09	1.06	1			3.10	1.01	1	
Multi/Interdisciplinary Studies										
(1) Yes		3.12	1.02				3.19	0.97	2	
(2) No		3.08	1.06				3.10	1.01	1	
Parks, Recreation, Leisure Studies, Sports Management										
(1) Yes		3.10	1.08				3.02	1.00	2	
(2) No		3.08	1.06				3.10	1.01	1	
Physical Sciences										
(1) Yes		2.99	1.10	2			3.07	1.05	2	
(2) No		3.09	1.06	1			3.10	1.01	1	
Pre-Professional										
(1) Yes		3.09	1.01				3.07	0.99	2	
(2) No		3.08	1.06				3.10	1.01	1	
Public Administration										
(1) Yes		3.15	1.07	2			3.10	1.02		
(2) No		3.08	1.06	1			3.10	1.01		

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		
Academic Major (continued)									
Social Sciences									
(1) Yes	3.11	1.04	2		3.17	0.98	2		
(2) No	3.08	1.06	1		3.09	1.01	1		
Visual and Performing Arts									
(1) Yes	3.05	1.10	2		3.12	1.02			
(2) No	3.09	1.06	1		3.10	1.01			
Undecided									
(1) Yes	2.74	1.12	2		2.74	1.07	2		
(2) No	3.09	1.05	1		3.11	1.00	1		

Significance: $p < .01$

Sub-Study Outcome Measure Scores and Comparisons

Texas Christian University			MSL National Sample				Size Peers: Medium				Control Peers: Private				Affiliation Peers: Religious				Comparative: Texas Christian University			
	M	SD	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	3.89	1.42	3.73	1.39	S	○	3.73	1.39	S	○	3.77	1.37	S	—	3.79	1.37			4.19	1.42		
Mentoring Outcomes: Personal Development	4.20	0.93	4.10	1.00	S	○	4.10	1.00	S	○	4.12	0.98	S	—	4.13	0.98			4.34	1.02		
Scored on a 4-point scale ranging from Never (1) to Very Often (4)																						
Spirituality: Search for Meaning	2.64	1.30	2.60	1.32			2.58	1.32			2.62	1.31			2.65	1.31			2.53	1.15		
Scored on a 5-point scale ranging from Does Not Describe Me Well (1) to Describes Me Very Well (5)																						
Social Perspective-Taking	3.71	1.07	3.71	1.01			3.71	1.00			3.70	1.00			3.71	1.01			3.79	0.94		
Scored on a 7-point scale ranging from Strongly Disagree (1) to Strongly Agree (7)																						
Private Collection Racial Esteem	5.72	1.84	5.53	1.80	S	○	5.52	1.80	S	○	5.51	1.80	S	○	5.53	1.81	S	○	5.87	1.78		
Public Collective Racial Esteem	5.12	2.04	5.01	1.90			5.03	1.90			5.05	1.90			5.04	1.92			5.24	2.22		
Membership Collective Racial Esteem	5.30	1.71	5.09	1.69	S	○	5.07	1.70	S	○	5.08	1.68	S	○	5.10	1.69	S	○	5.39	1.75		
Importance to Identity	3.59	2.41	3.57	2.32			3.57	2.34			3.55	2.32			3.61	2.33			3.87	2.21		
Significance: S = p < .01 Effect Sizes: Trivial — Small ○ Moderate ◐ Large ●																						

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Gender</i>	
(1) Female	661
(2) Male	346
<i>Race</i>	
(1) White	751
(2) Middle Eastern	-
(3) African American/Black	43
(4) American Indian	-
(5) Asian American	52
(6) Latino	67
(7) Multiracial	84
(8) Not Included	-
<i>Class Standing</i>	
(1) First-Year	220
(2) Sophomore	208
(3) Junior	269
(4) Senior	331
<i>Sexual Orientation</i>	
(1) Heterosexual	959
(2) Bisexual, Gay/ Lesbian, Questioning	28
(3) Rather Not Say	21
<i>Age</i>	
(1) Traditional (Under 24)	952
(2) Non-Traditional (24 or Older)	59

Student Characteristics	N
<i>Transfer Status</i>	
(1) Non-Transfer Student	855
(2) Transfer Student	184
<i>Enrollment Status</i>	
(1) Full-Time	1028
(2) Part-Time	-
<i>Political Views</i>	
(1) Very Liberal	40
(2) Liberal	176
(3) Moderate	386
(4) Conservative	355
(5) Very Conservative	62
<i>GPA Estimate</i>	
(1) 3.50 - 4.00	403
(2) 3.00 - 3.49	406
(3) 2.50 - 2.99	161
(4) 2.00 - 2.49	30
(5) 1.99 or less	-
(6) No college GPA	-
<i>Educational Generation Status</i>	
(1) First Generation	95
(2) Non-First Generation	903
<i>Disability Status</i>	
(1) Reported Disability	177
(2) No Reported Disability	831

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Gender</i>	
(1) Female	89
(2) Male	40
<i>Race</i>	
(1) White	85
(2) Middle Eastern	-
(3) African American/Black	-
(4) American Indian	-
(5) Asian American	-
(6) Latino	-
(7) Multiracial	-
(8) Not Included	-
<i>Class Standing</i>	
(1) First-Year	25
(2) Sophomore	34
(3) Junior	39
(4) Senior	34
<i>Sexual Orientation</i>	
(1) Heterosexual	125
(2) Bisexual, Gay/ Lesbian, Questioning	-
(3) Rather Not Say	-
<i>Age</i>	
(1) Traditional (Under 24)	124
(2) Non-Traditional (24 or Older)	-

Student Characteristics	N
<i>Transfer Status</i>	
(1) Non-Transfer Student	122
(2) Transfer Student	-
<i>Enrollment Status</i>	
(1) Full-Time	133
(2) Part-Time	-
<i>Political Views</i>	
(1) Very Liberal	-
(2) Liberal	18
(3) Moderate	50
(4) Conservative	50
(5) Very Conservative	-
<i>GPA Estimate</i>	
(1) 3.50 - 4.00	63
(2) 3.00 - 3.49	43
(3) 2.50 - 2.99	18
(4) 2.00 - 2.49	-
(5) 1.99 or less	-
(6) No college GPA	-
<i>Educational Generation Status</i>	
(1) First Generation	19
(2) Non-First Generation	108
<i>Disability Status</i>	
(1) Reported Disability	25
(2) No Reported Disability	104

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Off-Campus Job</i>	
(1) Yes	338
(2) No	701
<i>On-Campus Job</i>	
(1) Yes	269
(2) No	770
<i>Community Service</i>	
(1) Yes	525
(2) No	514
<i>Residential Setting</i>	
(1) Off-Campus	524
(2) On-Campus	480
<i>Involvement in College Organizations</i>	
(1) Never	83
(2) Once	68
(3) Sometimes	242
(4) Many times	244
(5) Much of the time	402
<i>Leadership Positions in College Organizations</i>	
(1) Never	421
(2) Once	103
(3) Sometimes	171
(4) Many times	136
(5) Much of the time	208

Student Characteristics	N
<i>Involvement in Off-Campus Organizations</i>	
(1) Never	518
(2) Once	97
(3) Sometimes	206
(4) Many times	117
(5) Much of the time	101
<i>Leadership Positions in Off-Campus Organizations</i>	
(1) Never	742
(2) Once	76
(3) Sometimes	116
(4) Many times	59
(5) Much of the time	46

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Participation in Student Groups</i>	
Academic/Professional	
(1) Yes	531
(2) No	508
Art/Theatre/Music	
(1) Yes	202
(2) No	837
Campus-Wide Programming	
(1) Yes	252
(2) No	787
Identity Based	
(1) Yes	141
(2) No	898
International Interest	
(1) Yes	125
(2) No	914
Honor Societies	
(1) Yes	383
(2) No	655
Media	
(1) Yes	108
(2) No	931
Military	
(1) Yes	43
(2) No	996

Student Characteristics	N
New Student Transition	
(1) Yes	230
(2) No	808
Resident Assistants	
(1) Yes	79
(2) No	959
Peer Helper	
(1) Yes	184
(2) No	855
Advocacy	
(1) Yes	80
(2) No	957
Political	
(1) Yes	141
(2) No	897
Religious	
(1) Yes	304
(2) No	734
Service	
(1) Yes	383
(2) No	655
Multi-Cultural Fraternities and Sororities	
(1) Yes	54
(2) No	984

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Participation in Student Groups (continued)</i>	
Social Fraternities or Sororities	
(1) Yes	465
(2) No	572
Sports-Intercollegiate or Varsity	
(1) Yes	89
(2) No	949
Sports-Club	
(1) Yes	140
(2) No	898
Sports-Intramural	
(1) Yes	439
(2) No	599
Recreational	
(1) Yes	194
(2) No	844
Social/Special Interest	
(1) Yes	99
(2) No	939
Student Governance	
(1) Yes	199
(2) No	839
<i>Social Change Behaviors</i>	
(1) Never	29
(2) Once	488
(3) Sometimes	407
(4) Often	113

Student Characteristics	N
<i>Social-Cultural Discussions</i>	
(1) Never	-
(2) Sometimes	216
(3) Often	510
(4) Very Often	305
<i>Campus Climate</i>	
<i>Belonging Climate</i>	
(1) Strongly Disagree	-
(2) Disagree	47
(3) Neutral	155
(4) Agree	511
(5) Strongly Agree	285
<i>Discriminatory Climate</i>	
(1) Strongly Disagree	-
(2) Disagree	32
(3) Neutral	209
(4) Agree	434
(5) Strongly Agree	331
<i>Mentor Relationships</i>	
<i>Faculty/Instructor</i>	
(1) Never	-
(2) Once	75
(3) Sometimes	364
(4) Often	362

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Mentor Relationships (continued)</i>	
Student Affairs Professional Staff	
(1) Never	15
(2) Once	96
(3) Sometimes	196
(4) Often	106
Employer	
(1) Never	.
(2) Once	56
(3) Sometimes	225
(4) Often	119
Community Member	
(1) Never	.
(2) Once	59
(3) Sometimes	168
(4) Often	130
Parent/Guardian	
(1) Never	.
(2) Once	.
(3) Sometimes	158
(4) Often	678
Other Student	
(1) Never	.
(2) Once	43
(3) Sometimes	323
(4) Often	376

Student Characteristics	N
<i>Formal Leadership Training Experience</i>	
Leadership Conference	
(1) Never	178
(2) Once	117
(3) Sometimes	82
(4) Often	48
Leadership Retreat	
(1) Never	206
(2) Once	93
(3) Sometimes	79
(4) Often	46
Leadership Lecture/Workshop Series	
(1) Never	116
(2) Once	92
(3) Sometimes	138
(4) Often	79
Positional Leader Training	
(1) Never	205
(2) Once	63
(3) Sometimes	81
(4) Often	75
Leadership Course	
(1) Never	97
(2) Once	99
(3) Sometimes	103
(4) Often	126

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Formal Leadership Training Experience (continued)</i>	
Short-Term Service Immersion	
(1) Never	287
(2) Once	76
(3) Sometimes	51
(4) Often	-
Emerging or New leaders Program	
(1) Never	274
(2) Once	72
(3) Sometimes	50
(4) Often	29
Living-Learning Leadership Program	
(1) Never	338
(2) Once	40
(3) Sometimes	34
(4) Often	-
Peer Leadership Educator Program	
(1) Never	311
(2) Once	41
(3) Sometimes	56
(4) Often	17

Student Characteristics	N
Outdoor Leadership Program	
(1) Never	361
(2) Once	32
(3) Sometimes	23
(4) Often	-
Women's Leadership Program	
(1) Never	385
(2) Once	18
(3) Sometimes	15
(4) Often	-
Multicultural Leadership Program	
(1) Never	349
(2) Once	32
(3) Sometimes	31
(4) Often	-
<i>Formal Leadership Training Education</i>	
Leadership Certificate Program	
(1) Yes	126
(2) No	299
Leadership Capstone Experience	
(1) Yes	41
(2) No	383

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Formal Leadership Training Education (continued)</i>	
Leadership Minor	
(1) Yes	35
(2) No	386
Leadership Major	
(1) Yes	18
(2) No	403
<i>Academic College Experiences</i>	
Study Abroad	
(1) Yes	180
(2) No	857
Experienced Internship	
(1) Yes	520
(2) No	517
Learning Community Participant	
(1) Yes	268
(2) No	769
Living-Learning Program	
(1) Yes	150
(2) No	887
Research with a Faculty Member	
(1) Yes	153
(2) No	883

Student Characteristics	N
First-Year or Freshman Seminar Course	
(1) Yes	442
(2) No	596
Senior Capstone Participant	
(1) Yes	139
(2) No	896
<i>Academic Major</i>	
Agriculture	
(1) Yes	-
(2) No	1008
Architecture/Urban Planning	
(1) Yes	-
(2) No	1002
Biological/Life Sciences	
(1) Yes	44
(2) No	964
Business	
(1) Yes	212
(2) No	796
Communication	
(1) Yes	158
(2) No	850

Respondent Distributions Across Variables

Texas Christian University

Student Characteristics	N
<i>Academic Major (continued)</i>	
Computer and Information Sciences	
(1) Yes	-
(2) No	994
Education	
(1) Yes	66
(2) No	942
Engineering	
(1) Yes	24
(2) No	984
Ethnics, Cultural Studies, and Area Studies	
(1) Yes	-
(2) No	1005
Foreign Languages and Literature	
(1) Yes	-
(2) No	997
Health-Related Fields	
(1) Yes	134
(2) No	874
Humanities	
(1) Yes	57
(2) No	951
Liberal/General Studies	
(1) Yes	-
(2) No	1001
Mathematics	
(1) Yes	-
(2) No	999

Student Characteristics	N
Multi/Interdisciplinary Studies	
(1) Yes	-
(2) No	1001
Parks, Recreation, Leisure Studies, Sports Management	
(1) Yes	-
(2) No	1008
Physical Sciences	
(1) Yes	22
(2) No	986
Pre-Professional	
(1) Yes	30
(2) No	978
Public Administration	
(1) Yes	-
(2) No	1005
Social Sciences	
(1) Yes	103
(2) No	905
Visual and Performing Arts	
(1) Yes	70
(2) No	938
Undecided	
(1) Yes	28
(2) No	980

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Off-Campus Job</i>	
(1) Yes	42
(2) No	91
<i>On-Campus Job</i>	
(1) Yes	47
(2) No	86
<i>Community Service</i>	
(1) Yes	100
(2) No	33
<i>Residential Setting</i>	
(1) Off-Campus	55
(2) On-Campus	74
<i>Involvement in College Organizations</i>	
(1) Never	-
(2) Once	-
(3) Sometimes	15
(4) Many times	28
(5) Much of the time	83
<i>Leadership Positions in College Organizations</i>	
(1) Never	36
(2) Once	-
(3) Sometimes	21
(4) Many times	22
(5) Much of the time	46

Student Characteristics	N
<i>Involvement in Off-Campus Organizations</i>	
(1) Never	63
(2) Once	-
(3) Sometimes	24
(4) Many times	24
(5) Much of the time	-
<i>Leadership Positions in Off-Campus Organizations</i>	
(1) Never	92
(2) Once	-
(3) Sometimes	15
(4) Many times	-
(5) Much of the time	-

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Participation in Student Groups</i>	
Academic/Professional	
(1) Yes	89
(2) No	44
Art/Theatre/Music	
(1) Yes	17
(2) No	116
Campus-Wide Programming	
(1) Yes	57
(2) No	76
Identity Based	
(1) Yes	28
(2) No	105
International Interest	
(1) Yes	26
(2) No	107
Honor Societies	
(1) Yes	74
(2) No	59
Media	
(1) Yes	16
(2) No	117
Military	
(1) Yes	.
(2) No	132

Student Characteristics	N
New Student Transition	
(1) Yes	55
(2) No	78
Resident Assistants	
(1) Yes	.
(2) No	122
Peer Helper	
(1) Yes	35
(2) No	98
Advocacy	
(1) Yes	.
(2) No	121
Political	
(1) Yes	27
(2) No	106
Religious	
(1) Yes	54
(2) No	79
Service	
(1) Yes	78
(2) No	55
Multi-Cultural Fraternities and Sororities	
(1) Yes	15
(2) No	118

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Participation in Student Groups (continued)</i>	
Social Fraternities or Sororities	
(1) Yes	74
(2) No	58
Sports-Intercollegiate or Varsity	
(1) Yes	-
(2) No	127
Sports-Club	
(1) Yes	-
(2) No	121
Sports-Intramural	
(1) Yes	66
(2) No	67
Recreational	
(1) Yes	28
(2) No	105
Social/Special Interest	
(1) Yes	-
(2) No	125
Student Governance	
(1) Yes	57
(2) No	76
<i>Social Change Behaviors</i>	
(1) Never	-
(2) Once	30
(3) Sometimes	66
(4) Often	35

Student Characteristics	N
<i>Social-Cultural Discussions</i>	
(1) Never	-
(2) Sometimes	20
(3) Often	66
(4) Very Often	46
<i>Campus Climate</i>	
<i>Belonging Climate</i>	
(1) Strongly Disagree	-
(2) Disagree	-
(3) Neutral	-
(4) Agree	60
(5) Strongly Agree	51
<i>Discriminatory Climate</i>	
(1) Strongly Disagree	-
(2) Disagree	-
(3) Neutral	27
(4) Agree	44
(5) Strongly Agree	50
<i>Mentor Relationships</i>	
<i>Faculty/Instructor</i>	
(1) Never	-
(2) Once	-
(3) Sometimes	45
(4) Often	55

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Mentor Relationships (continued)</i>	
Student Affairs Professional Staff	
(1) Never	.
(2) Once	.
(3) Sometimes	40
(4) Often	29
Employer	
(1) Never	.
(2) Once	.
(3) Sometimes	29
(4) Often	22
Community Member	
(1) Never	.
(2) Once	.
(3) Sometimes	25
(4) Often	18
Parent/Guardian	
(1) Never	.
(2) Once	.
(3) Sometimes	16
(4) Often	98
Other Student	
(1) Never	.
(2) Once	.
(3) Sometimes	39
(4) Often	61

Student Characteristics	N
<i>Formal Leadership Training Experience</i>	
Leadership Conference	
(1) Never	30
(2) Once	32
(3) Sometimes	30
(4) Often	23
Leadership Retreat	
(1) Never	43
(2) Once	19
(3) Sometimes	33
(4) Often	20
Leadership Lecture/Workshop Series	
(1) Never	18
(2) Once	15
(3) Sometimes	41
(4) Often	41
Positional Leader Training	
(1) Never	52
(2) Once	16
(3) Sometimes	26
(4) Often	21
Leadership Course	
(1) Never	.
(2) Once	.
(3) Sometimes	34
(4) Often	65

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Formal Leadership Training Experience (continued)</i>	
Short-Term Service Immersion	
(1) Never	78
(2) Once	19
(3) Sometimes	16
(4) Often	-
Emerging or New leaders Program	
(1) Never	72
(2) Once	-
(3) Sometimes	19
(4) Often	-
Living-Learning Leadership Program	
(1) Never	87
(2) Once	-
(3) Sometimes	-
(4) Often	-
Peer Leadership Educator Program	
(1) Never	82
(2) Once	-
(3) Sometimes	19
(4) Often	-

Student Characteristics	N
Outdoor Leadership Program	
(1) Never	94
(2) Once	-
(3) Sometimes	-
(4) Often	-
Women's Leadership Program	
(1) Never	106
(2) Once	-
(3) Sometimes	-
(4) Often	-
Multicultural Leadership Program	
(1) Never	86
(2) Once	-
(3) Sometimes	15
(4) Often	-
<i>Formal Leadership Training Education</i>	
Leadership Certificate Program	
(1) Yes	55
(2) No	60
Leadership Capstone Experience	
(1) Yes	19
(2) No	96

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Formal Leadership Training Education (continued)</i>	
Leadership Minor	
(1) Yes	15
(2) No	98
Leadership Major	
(1) Yes	-
(2) No	111
<i>Academic College Experiences</i>	
Study Abroad	
(1) Yes	40
(2) No	93
Experienced Internship	
(1) Yes	74
(2) No	59
Learning Community Participant	
(1) Yes	56
(2) No	77
Living-Learning Program	
(1) Yes	28
(2) No	105
Research with a Faculty Member	
(1) Yes	16
(2) No	117

Student Characteristics	N
First-Year or Freshman Seminar Course	
(1) Yes	73
(2) No	60
Senior Capstone Participant	
(1) Yes	30
(2) No	102
<i>Academic Major</i>	
Agriculture	
(1) Yes	-
(2) No	128
Architecture/Urban Planning	
(1) Yes	-
(2) No	127
Biological/Life Sciences	
(1) Yes	-
(2) No	126
Business	
(1) Yes	46
(2) No	82
Communication	
(1) Yes	26
(2) No	102

Respondent Distributions Across Variables

Texas Christian University Comparative Data

Student Characteristics	N
<i>Academic Major (continued)</i>	
Computer and Information Sciences	
(1) Yes	-
(2) No	128
Education	
(1) Yes	-
(2) No	120
Engineering	
(1) Yes	-
(2) No	126
Ethnics, Cultural Studies, and Area Studies	
(1) Yes	-
(2) No	128
Foreign Languages and Literature	
(1) Yes	-
(2) No	127
Health-Related Fields	
(1) Yes	-
(2) No	122
Humanities	
(1) Yes	-
(2) No	120
Liberal/General Studies	
(1) Yes	-
(2) No	125
Mathematics	
(1) Yes	-
(2) No	128

Student Characteristics	N
Multi/Interdisciplinary Studies	
(1) Yes	-
(2) No	126
Parks, Recreation, Leisure Studies, Sports Management	
(1) Yes	-
(2) No	128
Physical Sciences	
(1) Yes	-
(2) No	127
Pre-Professional	
(1) Yes	-
(2) No	126
Public Administration	
(1) Yes	-
(2) No	128
Social Sciences	
(1) Yes	-
(2) No	114
Visual and Performing Arts	
(1) Yes	-
(2) No	124
Undecided	
(1) Yes	-
(2) No	126

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	First-Year	"Leadership is getting others to do what you want them to do because they want to do it," describes leadership fairly well, I think, although this definition sounds a little like coercion to me. Leadership involves more sacrifice and working together on the part of the leader than this definition implies.
Female	First-Year	A person who others follow. Someone who is a good listener and will use other peoples idea to come to decisions. Will let others decide things. And a good leader is a good fun person that shows respect for others, but will make them smile as well.
Female	First-Year	Ability and motivation to act, and mature enough to do what you believe, and truly know is right.
Female	First-Year	ability to lead others while being able to follow when necessary.
Female	First-Year	Being a guide to people and making a difference in the world.
Female	First-Year	Being able to get others to do what you say.
Female	First-Year	being able to stand out from the crowd and have others follow your lead
Female	First-Year	Being able to take control, doing what must be done in order to lead the organization to new heights, taking initiative.
Female	First-Year	Doing what you know is right, regardless of what people think, and other respecting you because of it
Female	First-Year	Effective guidance of others to accomplish a goal.
Female	First-Year	giving the people you are leading the ability to grow.
Female	First-Year	Good leadership is when people look to you for answers to their problems.
Female	First-Year	guiding people
Female	First-Year	helping people work together for a goal
Female	First-Year	inspiring others to succeed
Female	First-Year	It means having the ability to develop the characteristics and abilities of others to effectively incorporate them into a successful group or organization
Female	First-Year	leadership applies to someone who can think under pressure and lead a group of people to a better good.
Female	First-Year	Leadership encompasses the qualities of being able to handle any situation that may occur, being accountable for your actions, and being able to help others in your community.
Female	First-Year	Leadership is a person's ability to influence the environment around him/her in a positive or negative way. I prefer to do this through the listening of others' ideas and the cooperation with other people.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	First-Year	leadership is a quality that a one can obtain, in order to obtain that quality one must show the community guidance or direction to better the community
Female	First-Year	Leadership is a quality that implies the influence a person has over others within an ethical standard. True leadership is when a person is respected and trusted by a certain group of people with a common bond.
Female	First-Year	Leadership is an individual or group who works together or where one oversees the other and they work together toward a common goal.
Female	First-Year	Leadership is being able to step up to the plate when it is needed, sit back and be a follower when needed. A leader is someone who can mediate the ideas of a group and compromise people's opinions to find a common ground. No one can be a true leader without having being a follower first.
Female	First-Year	Leadership is being respected enough that people follow you.
Female	First-Year	Leadership is knowing how to show a group how to accomplish
Female	First-Year	Leadership is more than simply taking charge of a group and telling them what to do. It involves putting all of your experiences, actions, beliefs, ideas, talents, and responsibilities to work with others in order to accomplish a common goal. Leaders do not always have to work with a large group. A great leader can be involved with only themselves and still make accomplishments.
Female	First-Year	Leadership is service to others. It involves the contribution of all possible abilities and resources for the group rather than just the individual. Leadership is carried out alongside those who are lead and not above.
Female	First-Year	Leadership is something that can't be defined because leading is doing!
Female	First-Year	Leadership is striving for the same goal, but offering to take the lead and be the one to take the heat, or be willing to take ideas, and offer differences in opinion to better improve the goal. You need to be able to listen and challenge while at the same time growing a bond.
Female	First-Year	Leadership is the ability to be able to lead people toward a common goal.
Female	First-Year	Leadership is the ability to be an individual, organize, and stand out among a group of people toward a common goal.
Female	First-Year	Leadership is the ability to coordinate a large group to get things done, and represent the group as a whole. A leader always gets the credit whether good or bad, so they must have strong self worth and be able to take criticism.
Female	First-Year	Leadership is the ability to effectively get people to work towards a common goal under all circumstances that arise.
Female	First-Year	leadership is the ability to guide others through problems or other concerns.
Female	First-Year	Leadership is the ability to lead a group in an effective and efficient way.
Female	First-Year	Leadership is the ability to lead others to a common goal or priority.
Female	First-Year	Leadership is the ability to motivate others to do what you want them to do because they want to do it.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	First-Year	Leadership is the ability to serve others without the need of recognition or a position. Leadership is not telling others what to do, but rather demonstrating proper behaviors and values all the time regardless if you are or are not in a position of power. Model the behaviors you value, and build relationships with everyone you meet.
Female	First-Year	Leadership is the ability to show any group of people a path. Should they chose to follow the leader, a leader guarantees success and helps the followers work in ways which further progress towards the greater goal.
Female	First-Year	Leadership is the ability to take on a task--be it in terms of social, organizational, ethical--and work towards making either an effective change to or strengthening the efforts of a group; along with gathering individuals who can prioritize their intent in the group and make a detrimental effort to the benefit of the group.
Female	First-Year	Leadership is the ability to take the initiative and help others towards a common goal that will better the group as a whole. The group must be able to trust you to do what is in their best interest and rely on you to keep the group together and functioning.
Female	First-Year	Leadership is the act of allowing people to embrace your beliefs or values. It could also be the act of directing people towards a goal or greater good.
Female	First-Year	Leadership is the act of guiding people in a unified way to a set place or goal.
Female	First-Year	Leadership is the act of having others follow you towards a common goal. A leader is usually seen as someone in a position of power, but that is not always necessarily true.
Female	First-Year	Leadership means being found guilty doing those things that other people won't do.
Female	First-Year	Leadership means taking responsibility for an idea, person or group of people, and legitimately promising to preserve, protect and advance whatever the leader has taken responsibility for.
Female	First-Year	Leadership means the ability for others to look to you in times of need and you perform accordingly for the good of the group.
Female	First-Year	Leadership means the ability to lead others to a common and great goal. A great leader gets closer to the goal that was set by the group.
Female	First-Year	Leadership means to have control over your peers and set a good example to the people that look up to you.
Female	First-Year	leadership means to have the ability to take responsibility for your actions as well as a collective groups
Female	First-Year	Leadership means willingness to take responsibility for not only yourself but a group and its common goal.
Female	First-Year	leadership to me is taking control and leading a group to achieve a directed goal.
Female	First-Year	Leadership to me, means being able to take charge and lead a group. The most important thing a leader must do is listen to those he leads and takes in their concerns and their advice. Ultimately a leader must make their own decision, but a good leader listens and incorporates from those who follow.
Female	First-Year	Leadership, to me, is having the ability to build up a group of people by encouragement and motivating them toward a common goal.
Female	First-Year	Leading others

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	First-Year	Promoting and stimulating ideas among a group of people who share a common goal.
Female	First-Year	Serving as an example to others through actions
Female	First-Year	someone who can take a group of people with similar are different ideas or beliefs and take them in the same, positive direction.
Female	First-Year	Taking a stand within a group or in general life with your beliefs and and that creates an example for others to follow
Female	First-Year	Taking responsibility for the actions of others.
Female	First-Year	Taking responsibility for whatever the purpose may be.
Female	First-Year	the ability to direct others.
Female	First-Year	the ability to influence others in a productive positive way
Female	First-Year	The ability to inspire and motivate people to do not only what they want to do but also what they need to do in an effective and methodical way.
Female	First-Year	The act of leading a group of people, or an organization
Female	First-Year	to guide and teach others
Female	First-Year	To lead others in the best way possible to benefit the community in the best possible way.
Female	First-Year	To me, the term leadership is simple a person's ability to lead. Now what determines leadership qualities is something entirely different. To be a good leader, they should know how to and actively serve others and lead by example.
Female	First-Year	When people willingly listen to and follow your actions because they see that you are a strong person
Male	First-Year	A characteristic displayed by someone that's willing to go the extra mile to help out a peer during the tough times of their life.
Male	First-Year	a leader is someone who can be firm and delegate while earning the respect of those they lead
Male	First-Year	A person who takes initiative and is willing to pull everything together for the benefit of everyone
Male	First-Year	A reliable person that is always leading a group to its full potential :-)
Male	First-Year	ability to delegate tasks and have a positive and significant impact on others
Male	First-Year	abitlity to take charge and guide others toward a common goal thats benefits others
Male	First-Year	Actively assisting others in reaching a common goal.
Male	First-Year	being a good leader
Male	First-Year	Being a good upstanding model of your community whom people look up to and follow.
Male	First-Year	Being a passionate and energetic person with ethics, willing to lead others to do great things for themselves and their communities.
Male	First-Year	being a role model and having a positive influence on others
Male	First-Year	Being a role model and taking charge of situation. A leader has a commanding presence and people want to listen to them.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	Being a strong positive example for other people to follow your lead. Everyday leadership means just doing what you think is right everyday no matter what everyone else is doing.
Male	First-Year	being able to bring together a diverse group of people to accomplish a common goal in an ethical way
Male	First-Year	Being able to guide a group of people and yourself to reach a certain goal. It has to be done with respect towards the group and towards yourself.
Male	First-Year	being able to guide a group of people towards a specific goal and do it in a way that is acceptable, fun, focused and determined.
Male	First-Year	Being able to help people through hard times and help them get to what is important to them. Leadership is something you earn though you can not all of a sudden become a leader
Male	First-Year	Being able to successful relate to the people you are working with and to successful accomplish what it is that you are working towards.
Male	First-Year	Being able to tak the initiative to better something, or work towards a common goal.
Male	First-Year	Being able to take control and guide others without being overbearing.
Male	First-Year	Being able to take on the role needed to help others work toward a common goal.
Male	First-Year	Being in a position of influence or guidance in which your voice can help direct others.
Male	First-Year	Being in a position to be a worthwhile role model and being capable of making executive decisions about the group as a whole.
Male	First-Year	Being in charge of a group and having a strong opportunity to influence others and show them how to accomplish a goal. A good leader is always open to the ideas of others but ultimately is responsible for making the decisions.
Male	First-Year	Being over a group and makeing wise diecisions
Male	First-Year	Bringing a group together for a common goal
Male	First-Year	cjg
Male	First-Year	Due to a wide variety of people with many different ideas and opinions, leadership is extremely important in todays society. I believe that is not necessarily someone who has been appointed to a position, but rather someone who people look up to and want to follow.
Male	First-Year	Following your beliefs while being open to those of others. Having confidence in a common goal or whatever you are assigned to lead.
Male	First-Year	Guiding other people to do the right things and help them with any problems that they have along the way.
Male	First-Year	Guiding people and being involved in a way that helps make a better community and/or bring about a positive change.
Male	First-Year	Having an influence over others.
Male	First-Year	having influence over others
Male	First-Year	Helping others and being a role model for others
Male	First-Year	helping others to perform a task or achieve a common goal

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	inspiring and direction some form of action. motivating people to act towards reaching/achieving a common goal. a leader is one who is looked up to, they inspire others.
Male	First-Year	It helps to accomplish goals and efficiently get tasks done.
Male	First-Year	it means someone who can lead others with ease and confidence.
Male	First-Year	knowing the things you stand for, being able to take initiative with any task you are given and being able to teach others how to do the same. Being able to teach is the biggest part of leadership in my opinion.
Male	First-Year	Leadership comes from person who influences a group or individual to accomplish a certain task on higher level.
Male	First-Year	Leadership is a action that means mentor, friendship, guidance, etc.
Male	First-Year	Leadership is about bringing people together and providing for them: supplying their fulfillments and guiding the group so succeeding in their mission together in a positive manner.
Male	First-Year	Leadership is acting in a position of authority and power without abusing that power, but rather puting it towards the benefit of those to whom one is leading. True leadership is selfless and at times lonely if one is putting others' interests before his/her own.
Male	First-Year	Leadership is being able to step up and have others follow you. Leaders have ideas that benefit communities and aren't afraid to share them. They also are willing to let others have a say and incorporate others' ideas into plans. They can bring together different people and different ideas for the good of others.
Male	First-Year	Leadership is being able to take charge and get things done.
Male	First-Year	Leadership is being able to take control of something, but still taking feedback from people in your group. It is being able to make confident desicions.
Male	First-Year	Leadership is being at the head of a group of people to act as organizer, director, spokesperson, and responsible party.
Male	First-Year	Leadership is hard work in order to make a difference and serve as a role model for others, having the ability to motivate through words and deeds
Male	First-Year	leadership is how one person out of a group takes control and leads the group towards a common goal
Male	First-Year	Leadership is not necessarily the person always leading the group. There are many people I know who head their group and do not have the qualities that I consider a leader. A leader must have integrity (do the right thing, even when others aren't watching), respect (for him/herself and others), motivation (the desire to move forward), and passion (to really want to accomplish something). As long as you have some of these characteristics, in my opinion I believe you have leadership.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	Leadership is something that a person with strong confidence and firm values can do to be an example to others.
Male	First-Year	Leadership is taking initiative, caring deeply enough about issues and people involved that you take action, expressing your ideas without crumpling those of others. A leader is considerate, responsible, open-minded yet convicted, and flexible.
Male	First-Year	Leadership is the ability and willingness to be a role model to others around you, and also to always offer your time and abilities to assist others.
Male	First-Year	Leadership is the ability for someone to make an impact on someone, a group of people, community, or nation. A leader is someone who is charismatic and can move people towards a common goal. He or she is someone who listens to what his followers have to say and takes that into account when performing leadership skills.
Male	First-Year	Leadership is the ability of someone to take on the responsibility of those around them, strives for the excellence of the group, and is capable of leading and guiding others successfully toward the completion of their goal.
Male	First-Year	Leadership is the ability to be strong enough to support the weight of others, as well as the ability to admit to and work on weaknesses. Leadership is a way for people to look and see what goals can be accomplished and what is a way to do that
Male	First-Year	Leadership is the ability to command the attention and respect of a group and to lead them in a way that is beneficial to the whole
Male	First-Year	Leadership is the ability to get groups of potentially dissimilar people to work together towards a common goal.
Male	First-Year	leadership is the ability to guide or point a group and yourself in the proper direction of a goal. leadership requires an innate ability to understand people and things necessary to succeed towards your groups common goal. leadership is to socially influence a group, or ability to bring out contributions in others to assist in the common task.
Male	First-Year	Leadership is the ability to guide others in a way that puts you in a somewhat controlling position while also having the ability to step back and become an equal member in your team.
Male	First-Year	Leadership is the ability to identify the needs and goals of a group and find a way to organize the activities and/or discussion of the group to meet those goals.
Male	First-Year	leadership is the ability to influence and improve a person, a group or community.
Male	First-Year	Leadership is the ability to join people in a common cause and inspire them to pursue objectives that they view as important. A leader guides those who follow and serves as an example to those who follow and does not fear resentment of those who may disagree. A leader defines themselves.
Male	First-Year	leadership is the ability to lead yourself and others consistently coinciding with your beliefs

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	Leadership is the ability to recognize what needs to be done, prioritizing what needs to be done, and organizing the execution of completing the tasks at hand.
Male	First-Year	Leadership is the ability to take your own strengths and weakness and apply them to a group for the greater good. Also, leaderships means being able and willing to step down from your position when you need to.
Male	First-Year	Leadership is training, challenging, and encouraging other to improve, affect, and overall make a difference in others lives and communities
Male	First-Year	Leadership is using ones strengths to serve others on a project that one is passionate about.
Male	First-Year	Leadership means accepting others, being respectful of their beliefs and attempting to guide them in a positive direction.
Male	First-Year	Leadership means being able to help the community and others in any way and sharing that love with other people.
Male	First-Year	Leadership means being able to instruct others for them to follow you and setting a good example for people around you.
Male	First-Year	Leadership means being there no matter what. It means being responsible for your actions and at the same time being responsible for others. Leadership is being there for people and being able to understand yourself as well.
Male	First-Year	Leadership means guiding a person/group in the right direction to accomplish a task in the most efficient and effective manner. It means setting a good example for others to follow by taking a lead position and showing others the way.
Male	First-Year	Leadership means guiding other people effectively to work towards some goal.
Male	First-Year	Leadership means having the capability to successful lead a group of people to a common goal. A leader has the ability to motivate and take charge of a group of followers. In order to be able to lead you have to be able to follow. In order to demonstrate leadership properly one must be able to relate to their peers and those who they are guiding by being aware of the different viewpoints and feelings of their followers. A leader is someone who others look up to and thus should set an example for those around them through their actions and words.
Male	First-Year	Leadership means instructing others towards a common goal that better the community.
Male	First-Year	Leadership means standing out from others. Leadership is not only saying you want change, but acting to make that happen. Leadership means taking the higher road and often times going against the grain of the majority. Leadership is realizing that you may not always be the best at everything, and surrounding yourself with people who excel in areas that you don't.
Male	First-Year	Leadership means taking a stand for what you believe in when the time comes and rising to the task before you with a firmness that empowers others.
Male	First-Year	leadership means taking charge to lead others, even when it's not easy.
Male	First-Year	Leadership means taking responsibility in your self awareness and leading others to do the same.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	Leadership means taking the initiative to guide others in actions that will benefit the group and society as a whole.
Male	First-Year	Leadership means taking the initiative to succeed. It takes a positive attitude, confidence and trust.
Male	First-Year	Leadership means that the person in that position acts as a model for what others should be and takes initiative to be responsible and mature.
Male	First-Year	Leadership means the ability to set a way toward a goal help guide others to the common goal.
Male	First-Year	Leadership to me is having the ability to guide others based on your experiences and better judgement. It also in tells not being discriminating in any type of way and looking at situations from all angles.
Male	First-Year	Leadership to me is the ability to lead other people in an effective way.
Male	First-Year	Leadership to me means taking an initiative to advance your beliefs or goals and to distribute those throughout society.
Male	First-Year	Leadership, to me, is the ability to guide others, especially peers, in the right direction while still taking into consideration their opinions and qualities. Leadership is hard to accomplish because there is rarely unanimity within a group so it takes courage to face obstacles and differences within a group. Leadership is also controlling a group and guiding it in the right direction without being overbearing or power hungry.
Male	First-Year	Leadership, to me, is when someone isn't afraid to voice their opinions and tell people what they think is right and wrong. Taking the initiative in what they believe is right.
Male	First-Year	Leadership, to me, mean having the courage to do the good that others shy away from. It means, not necessarily being the head but being able be a part of a body because a head cannot survive without the body. Leadership requires strenght and openness. Leadership requires perseverance.
Male	First-Year	leading
Male	First-Year	leading a group, person, or organization effectively
Male	First-Year	leading others by example and making sure that the example you set is of the highest quality you can make it.
Male	First-Year	Like a baby chick following in the footsteps of his or her momma Hen.
Male	First-Year	Possessing certain qualities that enable you to act in a dominant role in a group or community
Male	First-Year	Preforming specific skills that engage others toward a goal.
Male	First-Year	presenting a good learning/living example for others who need it
Male	First-Year	Providing an effective example and taking charge of a situation either naturally or by force.
Male	First-Year	setting a good example and pathway for others to lead and follow your footsteps
Male	First-Year	Showing others through your actions and words your beliefs, and being steadfast and steady enough in them that others will follow naturally.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	someone that takes control of a group for improving a situation, but that person does not over step their bounds and seeks the involvement of others to help the process.
Male	First-Year	Someone who is a good role model and mentor to others. Someone who is responsible, trustworthy, respectful, listens to others, and mature. A well-rounded individual.
Male	First-Year	someone who leads a group
Male	First-Year	Someone who takes initiative to make something to happen.
Male	First-Year	take the initiative to go and get things done
Male	First-Year	taking an active role in your community while ably fulfilling all personal and business responsibilities
Male	First-Year	taking charge of a situation
Male	First-Year	Taking responsibility and leading others in the right direction
Male	First-Year	The ability of a person to take charge as head of a group of people and strongly, calmly and politely drive them toward the given goal.
Male	First-Year	The ability to bring people together and make them see that, while some of them might have different ideas, they all have the same common goal.
Male	First-Year	The ability to encourage others in their strengths and lead everyone to accomplishing a common goal.
Male	First-Year	The ability to guide and motivate a group of people to reach a common goal. The ability to set an example and help others reach their potential.
Male	First-Year	the ability to lead
Male	First-Year	the ability to lead, to get thing accomplished by taking control.
Male	First-Year	the ability to show others a way , that might be new, tothem
Male	First-Year	The word 'leadership' evokes differing connotations for each person, based on his or her own life experiences. Sometimes the most obvious connotation is the idea of a person holding a specific leadership position within an organization. I agree with this assessment, but to me, this definition does not take into account the most important aspects of leadership. Leadership also refers to the actions and attitudes that an individual can take each day that help to influence the lives of others.
Male	First-Year	This means that you are in charge of a group of people that you have to bring together and make them focus on what needs to be done. It does not mean that you give all commands and listen to nothing, it means you listen and guide the group with their ideas.
Male	First-Year	To be someone that everyone can turn to and trust that they will have the answer and lead them in the right direction.
Male	First-Year	To help others realize or discover their potential. To teach someone how that potential can be used to overcome barriers or to achieve goals in life.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	First-Year	To me leadership means providing an example for others around you and leading them with perseverance and integrity. Leadership takes a lot of initiative and it's something that I struggle with because I am very shy.
Male	First-Year	To me, leadership, is taking the initiative and choosing to want to help others in many different ways. You are comfortable with who you are and want to be available and a good resource for others. Good leaders will put themselves out there so others can come to them or look up to them.
Male	First-Year	To stick to what you believe through setting the example and showing the way for others
Female	Sophomore	A leader must be a visionary for their followers applying their strengths accordingly and inspiring them to reach the highest of their abilities.
Female	Sophomore	a person that takes responsibility for their actions and speaks up to make their opinion understood in a group.
Female	Sophomore	ability to direct and influence the actions of a group in a meaningful and effective way
Female	Sophomore	ability to organize a group of people to accomplish a task effectively
Female	Sophomore	Acting in a way that will influence others to act in a more appropriate way than they already are. Any influence you have on others to better their outlook on the world around you
Female	Sophomore	Advising others to succeed
Female	Sophomore	Galvanizing others towards a common goal
Female	Sophomore	Guiding somebody in a specific task
Female	Sophomore	Helping others reach a common goal by setting an example that they can respect and follow
Female	Sophomore	How well you can lead others. Or, how willing others are to follow you.
Female	Sophomore	In my opinion leadership is a talent that is hidden within each individual. It is the ability to facilitate and guide others, while still allowing them the opportunity for growth within themselves. Leadership is something that people must learn to find and nurture for themselves. This ability has the power to change the lives of many or a few and is a valuable asset to anyone whether they are using it in the workforce or for community change work. In short.... Leadership is Change
Female	Sophomore	influencing others in a positive way
Female	Sophomore	Inspiring and guiding others by being the best person you can be
Female	Sophomore	Instilling excitement and a sense of purpose in those around you to accomplish a common goal.
Female	Sophomore	Instructing and leading others in a positive and influential way
Female	Sophomore	Is to be ethical and understanding to be able to have faith in yourself and your ideals so you can lead others in the community and the people around you for the better good of society.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Sophomore	lead others
Female	Sophomore	leadership is a quality which draws people to you and makes people want to follow you
Female	Sophomore	Leadership is best accomplished through example. We should all live our life as if someone was always watching. When we do this, it sets us apart from the crowd and allows others to look up to and strive to imitate us as leaders.
Female	Sophomore	Leadership is pushing a group forward from the back, much like pushing a heavy box across a room. A leader must be a role model and be on the same plane as everyone else. A leader must not be afraid to ask for help with in the group, for many of the best ideas come from group memners
Female	Sophomore	Leadership is service.
Female	Sophomore	Leadership is serving others and guiding them towards a common goal.
Female	Sophomore	Leadership is setting an example for both your peers, and anyone else who may witness your behavior. It is important to do things that are viewed as favorable, and to avoid questionable behavior. But it also involves doing things to motivate others and be influential in other's lives.
Female	Sophomore	Leadership is someone who is in charge and accepts fault when failed and shares glory when successful.
Female	Sophomore	Leadership is taking a vaguard stance on something and helping others achieve a common goal.
Female	Sophomore	leadership is the best person leading the rest
Female	Sophomore	leadership is the ability and action or directing others towards a common goal or purpose with diligence and encouragement to achieve that certain goal or purpose
Female	Sophomore	Leadership is the ability to combine efforts of different people to achieve one common goal.
Female	Sophomore	Leadership is the ability to derive respect and trust from a group in order to guide them
Female	Sophomore	Leadership is the ability to direct a group of people in a focused direction.
Female	Sophomore	Leadership is the ability to effectively lead other, especially when they're resistant or need help
Female	Sophomore	Leadership is the ability to effectively use the talents of those under you to achieve a common goal or purpose.
Female	Sophomore	leadership is the ability to lead a group of people towards a common goal and be able to deal with the adversity along the way.
Female	Sophomore	Leadership is the ability to make a vision become a reality. Leaders have influence and people naturally follow their example. Leaders are relational, organizational, have rooted moral values, and are level-headed.
Female	Sophomore	Leadership is the ability to take decisive action for a cause or purpose and gather support from those around
Female	Sophomore	Leadership is what is needed to run a group of people efficiently to work towards a common goal
Female	Sophomore	Leadership is when some one takes control of a situation and guides people along a project
Female	Sophomore	Leadership is your ability to set an example for others that is worthy of being followed.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Sophomore	Leadership means being able to lead a group in the right direction they are aiming to go.
Female	Sophomore	Leadership means being able to take control of a group and organize them to succeed in a common goal. Also to have influence on those around you by setting a good example and being a role model
Female	Sophomore	Leadership means being aware that you are in a position to lead people around you, and that you actively participate in this role, usually in an attempt to positively influence followers
Female	Sophomore	Leadership means commanding the respect of others; simply because of how you carry yourself, people listen to what you say and are more than likely to do things you ask them.
Female	Sophomore	Leadership means getting the most out of the members of a group and making sure they all feel important and necessary to the success of the project.
Female	Sophomore	leadership means people listen to you. You demand authority
Female	Sophomore	Leadership means taking charge and getting done what needs to be done in the most efficient manner
Female	Sophomore	Leadership means the responsibility and motivation to encourage and mentor fellow students/co-workers in order to accomplish a common set of goals.
Female	Sophomore	Leadership means to lead a group of people in order to accomplish a simple or complex goal. The leader must take responsibilities for his or her actions and those of the group while leading by example. Not only must the leader be able to organize the group, he or she must also manage on a close level all those who follow.
Female	Sophomore	one person is able to support others for accomplishing a common task
Female	Sophomore	Someone who can guide and take responsibility for a group of individuals
Female	Sophomore	Someone who is able to help and serve other people. By putting himself last he essentially is put first.
Female	Sophomore	someone who takes the initiative to lead others to reach a common goal
Female	Sophomore	take the lead
Female	Sophomore	Taking control when others can or will not.
Female	Sophomore	Taking responsibility for yourself and for others and taking the lead.
Female	Sophomore	Taking the initiative to drive those around you to a common goal using ethical means
Female	Sophomore	The ability to organize and direct people towards a goal that you played a large role in choosing.
Female	Sophomore	the concept of working in a group, enriching others and your self and co-operating to reach a common goal
Female	Sophomore	The skill that one has to lead others.
Female	Sophomore	to lead

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	A leader is the one who can inspire people to to great.
Male	Sophomore	A leader leads others by inspiring them to do more and become more (John Adams). A leader isn't afraid to stand up for what they believe in, they don't follow the crowd, and they are confident in making decisions for themselves.
Male	Sophomore	A position that has you in charge or in authority of others. People using count on you, respect you, and consider you a very responsible person!
Male	Sophomore	an individual who takes on responsibility and choses to risks for the sake of others
Male	Sophomore	being a good example to others and being able to put together a group of people and accomplish a task
Male	Sophomore	Being a leader and bringing focus to a group. Directing a group of people in the correct direction.
Male	Sophomore	Being a leader means not only getting people to enjoy doing things they don't like to do, but also showing other people how to lead. That is, using your strengths in such a way that you inspire other people to use theirs.
Male	Sophomore	Being a positive role model to fellow colleagues. Having principles and living after them as well as having the power to influence.
Male	Sophomore	Being a servant leader to others. To help and secure the power of community, students and on campus activites while working together to produce the same goal.
Male	Sophomore	being able to ake responsibility for not just your own actions but hte actions of others
Male	Sophomore	being able to bring people together and motivate them to work towards a common goal
Male	Sophomore	Being able to guide others and make change
Male	Sophomore	Being able to take others in a direction where they can better themselves
Male	Sophomore	Being able to take part in an organization and take control to help others
Male	Sophomore	Being an example to those around you through your words, actions, habits, and practices.
Male	Sophomore	Control of a group to reach a common goal.
Male	Sophomore	Deligating and organizing a group
Male	Sophomore	Guiding a group or your peers to accomplish a goal or task in a manor that is inclusive, engaging, inspiring and productive.
Male	Sophomore	Guiding In cooperation with others while maintaining a responsibility to accomplish certain goals.
Male	Sophomore	Having a positive influence on others
Male	Sophomore	Having others look up to you.
Male	Sophomore	having people count on you
Male	Sophomore	helping a group or individual meet an important goal

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	I believe leadership is the ability to attain respect, order, and friendship in a group setting, while guiding a group to achieve their's goals efficiently and effectively.
Male	Sophomore	I think leadership means being a leader and having followers that you can make an impact on.
Male	Sophomore	I think that leadership means being able to stand before a group and guide people in a right direction. That direction is dependent of what kind of organization or group you are leading.
Male	Sophomore	Inspiring and instructing others and encouraging active participation.
Male	Sophomore	It is about making a difference for yourself as well as others around you.
Male	Sophomore	It is needed to help the community.
Male	Sophomore	it means that people look to you to lead them and they should have respect for you. people should trust people in leadership positions; people in leadership positions need to realize that there are people depending on them and to be a good leader they need to be respectful and act with dignity and integrity.
Male	Sophomore	It means that you are able to work well with others and take the lead in the group, but also listen to what everyone on your group has to say
Male	Sophomore	leadership basically means being able to make a contribution in the community or in others lives and others will follow. It takes a tremendous effort to step up and be a leader, but in the end it is very worthwhile.
Male	Sophomore	Leadership holds a great meaning by itself. It talks about responsibility and hardwork. It demands a person to abide by the rules and lead others so as to discipline themselves. They have to work together to reach the desired goal. They need to appreciate one another and value other people's value.
Male	Sophomore	Leadership in a broad definition to me means , the ability to relate, cooperate , and initiate and motivate others toward a common goal.
Male	Sophomore	leadership is a quality of someone who is trusted and respected by others. Leadership can not come out of force but only out of a genuine care for others around you and a desire to see not only yourself but also everyone you are involved with succeed.
Male	Sophomore	Leadership is a quality taking initiative for the greater good of a group, community, or even a nation.
Male	Sophomore	Leadership is an ability all people strive to in order to bring about changes to their society.
Male	Sophomore	Leadership is an ideal of how a person (leader) does his or her duties as a leader of a group or organization. To lead people you have to have a personality that can handle all other types of personalities of the people who are following you. You have to understand all aspects of the task at hand and provide detailed information to your followers of how that specific task will be completed. You have to be able to win the trust of your followers and show them your confidence in yourself and your decisions so that they will follow you whole-heartedly.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	Leadership is being a good role model and having the confidence to initiate action.
Male	Sophomore	Leadership is being able guide others towards important goals and having an effective impact on their lives along the way.
Male	Sophomore	Leadership is being able to help guide others towards a central purpose.
Male	Sophomore	Leadership is being able to lead others in a way in which you listen to those in positions lower than you, and help guide the group towards a common goal.
Male	Sophomore	Leadership is being able to stand up for what you believe in and being able to understand others point of view.
Male	Sophomore	leadership is being confident in yourself and taking control of a situation
Male	Sophomore	Leadership is being honest and reaching out, listening to others while being there for support for anyone who may need it.
Male	Sophomore	Leadership is guiding and motivating a group of people to achieve a common goal.
Male	Sophomore	Leadership is having the ability to help others help themselves
Male	Sophomore	Leadership is having the natural skills to step up, lead a group, and help others.
Male	Sophomore	Leadership is knowing how and when to direct and facilitate others, while also knowing when to let a group act alone. It is responsibility and respect.
Male	Sophomore	Leadership is living your life in a positive light and influencing others to follow you through the result of those actions
Male	Sophomore	Leadership is not only the ability to be able to take the initiative and be able to actually guide others well and effectively but to also be able to take responsibility for the group and accept the consequences that come with the job.
Male	Sophomore	leadership is something a person has when people can trust and follow them in the things they say and do
Male	Sophomore	Leadership is taking an active role in a group. A person can be a leader by taking charge or a leader by follow directions and completing tasks.
Male	Sophomore	Leadership is taking initiative for the better, even if it means standing alone.
Male	Sophomore	Leadership is the ability to act as an ethical individual who can provoke desire in others to live in the world as though it were how it should be, so we might show it what it can be.
Male	Sophomore	Leadership is the ability to empower those around you to perform to the best of their abilities and to positively impact the environment around them. Leadership means motivating others to conduct ethical business relations through example.
Male	Sophomore	Leadership is the ability to foster others towards a common goal.
Male	Sophomore	leadership is the ability to foster teamwork and camaraderie among a group and motivate them to work towards a common goal.
Male	Sophomore	Leadership is the ability to not only include your beliefs, but effectively incorporate them within a group of individuals to work toward a common goal.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	Leadership is the act of guiding people toward a common goal.
Male	Sophomore	Leadership is the process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task.
Male	Sophomore	Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen.
Male	Sophomore	leadership means being able to dictate jobs to people in a group
Male	Sophomore	Leadership means being able to organize an effort, its goals and the actions that will be taken to complete these goals, by working with a group. It also encompasses acting in a way that others can follow--being ethical and responsible.
Male	Sophomore	Leadership means encouraging people to do the right thing for themselves and the group.
Male	Sophomore	Leadership means having a position where you are in charge of the good the organization does.
Male	Sophomore	leadership means having the ability to influence others in a positive way, and being a good role model for others.
Male	Sophomore	Leadership means motivating and organizing.
Male	Sophomore	Leadership means organizing a group of individuals to accomplish a group's collective goals.
Male	Sophomore	leadership means serving others before yourself. but maintaining a balance.
Male	Sophomore	Leadership means setting a good example that others want to mimic through your actions and words.
Male	Sophomore	Leadership means to be well respected among your peers, to be educated and able to lead certain situations when others cannot.
Male	Sophomore	Leadership means to me the ability to take charge of a situation when needed, but, also listening to others when needed. Also, leadership is a important skill to posses because it helps you make confident decisions and it allows you to understand the views around you.
Male	Sophomore	Leadership requires honoring and evaluating everyone's opinion while making decisions for a group.
Male	Sophomore	Leadership to me is the ability to persuade others to accomplish the task as hand by defining objectives, working toward goals, and encouraging positivity and hard work from them. In my opinion the greatest leaders are those with charisma and strong work ethics - people who can inspire others, are straightforward, and work to obtain others' respect because they don't hand out their respect either. A good leader could get people to do or believe anything, but within ethical limits, and lift others up with themselves.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	Leadership to me means acting as a positive authoritative figure to others in that you are approachable, goal-oriented, inspirational and motivated. I feel that you should be able to take the reigns of a project but be viewed more as a coordinator or leison so that others feel that their thoughts and options are valued and they feel accepted.
Male	Sophomore	Leadership to me means being one who stands out among the crowd. One who does not follow what everyone else is doing but stands on his/her own beliefs of what he/she believes to be right or wrong, and sets himself/herself apart from others so that he/she can be a positive example. Being a leader is not always easy, but being confident in the person you were made to be and the characters and qualities as a person that you hold, makes you an exceptional leader.
Male	Sophomore	Leadership- when there is a sense of unity and pride in a person who leads a group of other people who have the same goals.
Male	Sophomore	Leadership, to me, is the ability to work with others to their benefit and yours. To be able to guide them in whatever aspects they need help or to just be there as a support.
Male	Sophomore	Leadership: being able to do what ir right at the right moment without hesitation and being responsible for one's actions
Male	Sophomore	leadership-guiding others to an accomplished goal...or guiding them to bigger and better things, such as making a difference where they are.
Male	Sophomore	Leaderships means serving, being humble and learning how to listen and take into consideration all other opinions and unite them the create one great idea.
Male	Sophomore	leading a group of people in a certain task
Male	Sophomore	leading others and working together toward a common goal for the betterment of a cause
Male	Sophomore	leading others with integrity
Male	Sophomore	leading people
Male	Sophomore	leading the people towards a common purpouse and making people believe what you believe
Male	Sophomore	leading with a sense of values and ethics as your background
Male	Sophomore	One's ability to successfully organize, motivate and create a name for themselves as a leader.
Male	Sophomore	sddfd
Male	Sophomore	sharing your morals and beliefs with others
Male	Sophomore	Somebody who takes the initiative to lead a group towards a common goal.
Male	Sophomore	Someone that directs people in a positive way that is conducive to self and communal growth
Male	Sophomore	Someone who is respected by their peers for their actions and beliefs.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	Someone who is willing to step forward and stand out among a group, with the goal of bring the group together; in order to strive for a common goal or purpose.
Male	Sophomore	Someone who provides a person(s) with a positive view on his or her attempt at a paticular project, idea, or view about life, and continues to lead them toward accomplishing the goal, view, or project.
Male	Sophomore	standing up and taking action to guide others
Male	Sophomore	taking charge of a group of people, providing responsibility and presenting oneself as an adequate role model, helping and guiding others
Male	Sophomore	Taking charge to get something done. Trying to help people by giving them direction and positive reinforcement while obtaining a goal.
Male	Sophomore	taking responsibility and leading others to make a change or influence something either by action or example.
Male	Sophomore	Taking the initiative to understand what the wants and needs of the people you lead and making decisions that are reflective of their ideas and values but that are also in the best interest of group.
Male	Sophomore	The ability to collaborate with others and come up with the best possible goal and follow through with the goal while making sure you are a good role model and someone who they can come to with questions as you lead.
Male	Sophomore	The ability to direct people and unite a group of people to work for a common goal. To set a good example for others.
Male	Sophomore	the ability to guide others toward some goal.
Male	Sophomore	The ability to shape a group toward a common goal, while understanding and cooperating with those who surround you, yet still maintaining your own views.
Male	Sophomore	The ability to stay true to your own opinions and beliefs while still understanding the opinions and beliefs of others and working with both to achieve a common goal
Male	Sophomore	the ability to take tasks in your hand and point those who follow in the right direction; the path of success rather than failure.
Male	Sophomore	The process of taking initiative to instill change and improvement in those that surround you.
Male	Sophomore	To effectively guide and communicate common goals or situations to others that may or may not agree with you and assist them to reach a common decision or task.
Male	Sophomore	To guide and be a great example to others around you
Male	Sophomore	to lead
Male	Sophomore	To lead others in a new direction to accomplish a common goal.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Sophomore	To me, leadership is a quality one must possess in order to reach different groups of people. Someone who has this quality can work well with others, understand different points of views, and accept everyone's differences. I do not think leadership is only found in those with high GPA's. I think leadership is found in those who are well-rounded and who are empathetic and aware of others around them.
Male	Sophomore	To me, leadership means that being able to get a group together to all work towards a common goal. Encouraging everyone to do their part and to be the best that they can. By the time the goal is met, people should respect you and thank you for helping get the accomplishment ment.
Male	Sophomore	To set a good example and to be a good role model. To take control or a lead role of/in a situation, even if the cause you are working toward isn't the most popular.
Male	Sophomore	using your own actions and examples to motivate others to act
Male	Sophomore	when someone steps up to be a leader and is presented with challenges and sets goals and delegates tasks to other team members
Male	Sophomore	where perfection meets opportunity
Female	Junior	"Leadership" means taking charge of a group, without monopolizing the flow of ideas or conversation, and being open to other people's contributions.
Female	Junior	Ability to confidently and successfully lead others.
Female	Junior	Ability to get others to follow and believe in your actions.
Female	Junior	Ability to organize,inspire and lead others to a common goal/accomplishment. Leadership involves charisma, empathy, mindfulness, confidence, and highly evolved communication skills to create an atmosphere of mutual respect and create dialogues to accomplish these shared goals.
Female	Junior	Ability to take pride in yourself and be someone that people look up to and want to follow.
Female	Junior	Able to guide a group towards a common goal
Female	Junior	Actively taking responsibility for the guidance of a group to accomplish a goal.
Female	Junior	As Gandhi said, "Be the change you wish to see in the world." I believe that is an encompassing and fulfilling definition of what leadership means to me.
Female	Junior	being able to do a job that no one else wants, and not caring whether or not you get recognition for that job.
Female	Junior	Being able to influence others
Female	Junior	Being able to inspire others to do something they otherwise would not be able to do on their own
Female	Junior	Being able to lead others to achieve a common goal. Dealing with hardships and rewards effectively. Making a difference and being looked up to.
Female	Junior	Being able to motivate and direct a group to accomplish a specific goal.
Female	Junior	Being able to take others in a positive direction.
Female	Junior	Being confident in your decision-making abilities and motivating those to be better than what they currently are.
Female	Junior	Being the leader. Being the one who others in the group look upon for guidance. Usually the one who works the most in the group, which is kinda why I am only an occasional leader.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Junior	Being yourself and LEADING by example.
Female	Junior	championing the right against initiation of force against anyone
Female	Junior	Commitment to bettering yourself and those around you
Female	Junior	confident ability to lead others
Female	Junior	Developing relationships between others and between others and yourself while acting as a role model.
Female	Junior	Encouraging team members to achieve their full potential in order to complete a project and involve all team members as much as possible.
Female	Junior	Ethically guiding, inspiring and motivating others towards a common goal.
Female	Junior	[expletive] shit. I am so drunk right now. This survey is the biggest waste of time and money. Who cares about leadership classes. I went to one class, and all we did was sit around. Waste of time in my opinion. Why doesn't this address the real problems. Like drinking and drug use. Wait- that information won't look good on pamphlet for the school, but the fact that 20 kids went to a leadership class will. Sorry TCU you got [expletive] over on another survey. For the poor graduate student that reads this (if anyone reads this) I will drink another for you. Can anyone stop raising tuition here? Sorry, you have to pay for the football coach. ALL of my answers were false. I hope my data skews your results. TCU should offer mandatory drug and alcohol classes; not leadership courses. Teach students how to deal with the pressures of becoming an adult and balancing your life. Not take a personality survey to find out why being a good listener makes you an effective leader. I am so glad i am drunk. [expletive] THIS!
Female	Junior	Guiding and/or controlling people and pushing them toward a common goal.
Female	Junior	It means taking initiative in achieving your groups goal, without compromising on your team's efforts and opinions, in an organized and effective manner.
Female	Junior	It means the ability and initiative to take charge of people and help guide them to achieve their goals.
Female	Junior	Leadership involves organizing individuals to accomplish a group objective, while modeling a lifestyle for the group members to emulate and solving problems within the group.
Female	Junior	Leadership is an opportunity to guide others around you towards a common goal.
Female	Junior	Leadership is forming a group's strategy to achieve a common goal.
Female	Junior	Leadership is influencing a person by acting as an example to follow. Leadership is the most important quality to obtain because it influences growth, motivation, responsibility, organization, self-esteem and life. The ability to help others is imperative to obtaining leadership.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Junior	Leadership is motivating individuals to bring positive change and synergy to the group.
Female	Junior	Leadership is organizing a group to reach a common goal. The leader provides guidance, encouragement, and direction in order to secure the most effective solution to the problem or goal.
Female	Junior	Leadership is proficiency in taking others from A to B
Female	Junior	Leadership is promoting others to attain a high status through example. Leadership is being willing and able to take a risk into new and unknown territory through a belief that it will be more beneficial to oneself and others.
Female	Junior	Leadership is serving others and leading them toward a common goal.
Female	Junior	Leadership is taking responsibility to get things done while ultimately working toward some kind of goal with a group of people
Female	Junior	Leadership is the ability to bring people together to accomplish a common goal
Female	Junior	Leadership is the ability to empower those around you to reach a common goal. Leadership is working as a team and not just barking orders. Leadership shouldn't be taken too seriously, laughter and having fun should be encouraged. Leadership is getting people to work towards a common goal without forcing them, but making them excited and passionate about the goal as well.
Female	Junior	leadership is the ability to get other people to want to do what needs to be done
Female	Junior	Leadership is the ability to have people trust and follow you wherever you may lead them. It is also assemble the right people to accomplish a specific task.
Female	Junior	Leadership is the ability to inspire others to do their part in whatever task lies before them.
Female	Junior	Leadership is the ability to listen to and motivate others and provide them with the tools and resources they need to be successful.
Female	Junior	Leadership is the ability to work with a group collectively to accomplish a common goal
Female	Junior	leadership is the act of being the first to put yourself last to help others
Female	Junior	Leadership is the action of guiding others to a common goal, taking responsibility, and recognizing the strengths and weaknesses of others.
Female	Junior	Leadership is the art and science of influencing others to accomplish a task
Female	Junior	Leadership means being able to bring together diverse groups and form a cohesive unit that you can then direct toward common goals.
Female	Junior	Leadership means being able to guide and inspire others to achieve a common goal.
Female	Junior	leadership means being an example to others on how to live and act while providing guidance and knowledge
Female	Junior	Leadership means being capable of generating ideas, goals, or actions that others see or interpret as having qualities such as responsibility, dependability, and others involving the idea of being able to guide others towards a common goal.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Junior	leadership means having the ability to motive others to follow a common or set of common goals.
Female	Junior	Leadership means influencing others to achieve a common goal.
Female	Junior	Leadership means knowing when to lead and when to step aside and let others lead. Leadership does not mean that you are very controlling, it means that you have the capacity to help others by leading them.
Female	Junior	Leadership means someone that not only says the right things to motivate others but also leads by example. When your tired or don't have a sense of direction, a leader is someone you can look at to help guide you.
Female	Junior	Leadership means the ability to take control of any situation, and act as if nothing bothers you, even if it does. Leadership requires a strong self confidence, and the ability to perform under any amount of stress or stigmatic example.
Female	Junior	Leadership means the quality found in an individual or needed by a position that is demonstrated by the abilities to see the greater picture of things, relate to others, encourage or discipline when needed, and able to decided what course of action is best for whatever it is they represent.
Female	Junior	Leadership means understanding the people you are leading have entrusted you with a responsibility that you have to follow through with and never back down.
Female	Junior	Leadership to me means having the ability to lead of group of individuals in order to achieve a common purpose. The leadership that I believe in is the type that leads to a common good and is done so in a constructive beneficial manner.
Female	Junior	leading others and inspiring them to do things they normaly wouldntt do
Female	Junior	Leading others with the right thoughts and values in mind.
Female	Junior	learning by first following and then stepping up when you feel the time is right. The most important thing is to not forget that you once followed and how you felt in that position because others are there now. Being a leader puts the individual in the position to help facilitate not always give orders. You are still part of the group.
Female	Junior	Living as a visible example to others of the values and beliefs that a person holds dear in a way to cause others to consider those sets of values and beliefs.
Female	Junior	Means being able to handle yourself in times of adversity as well as being able to help others at the same time in the same conditions.
Female	Junior	Modeling the way by inspiring a shared vision to accomplish a goal
Female	Junior	One leading a group to a greater goal.
Female	Junior	Setting an example for others to follow.
Female	Junior	showing the way

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Junior	Someone who is responsible and trustful, and can influence others for the greater good.
Female	Junior	Someone who stands out as a headstrong individual and takes charge for what they believe
Female	Junior	someone who takes the initiative to go above and beyond what all others around them are doing. Someone who strives to finish each day knowing that they achieved everything they could have in the days span without leaving any work un-done.
Female	Junior	Taking a confident position in which people follow you because of the virtuous example you set for them.
Female	Junior	Taking initiative to be the head of something the good of that something.
Female	Junior	Team Leadership is when two or more people lead a team in a way which benefits each member to obtain the team goal. It is key in the business world today.
Female	Junior	the ability to effectively influence others using certain traits or characteristics.
Female	Junior	the ability to get people to do something that they would not do on their own.
Female	Junior	The ability to guide a group to achieve a goal
Female	Junior	The ability to inspire and direct others towards a goal or to act a certain way.
Female	Junior	The ability to lead a group of peers in a positive direction and to collaborate ideas in support of the common goal of the group.
Female	Junior	The ability to lead or mentor someone else.
Female	Junior	The ability to lead others
Female	Junior	the ability to leverage influence
Female	Junior	The ability to win over a large group of people with effective communication
Female	Junior	The ability, whether natural or acquired, to persuade or encourage a group of people to accomplish a set of goals that are either self determined or determined by the group. This can be done effectively by establishing close relationships with followers.
Female	Junior	The art of motivating a group of people to act towards achieving a common goal.
Female	Junior	the being of a model
Female	Junior	To be active in a group or community.
Female	Junior	To guide others in a group, in order to achieve a common goal.
Female	Junior	To take on a challenge and lead others
Female	Junior	working with and guiding others to achieve goals
Male	Junior	a person or group with the ability to take charge with confidence, integrity, and intelligence.
Male	Junior	a person that has the ability to guide others to a common goal.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	a person who effectively impacts a person or group to reach a common goal or goals
Male	Junior	Attempting to control that which should not be controlled.
Male	Junior	Being a leader
Male	Junior	Being a leader is showing other what to do and how to do it correctly. You lead by example rather than just bossing people around.
Male	Junior	Being a role model for other people. Looking to help others as much as possible
Male	Junior	Being able to motivated, listen, and initiaite those around you for a common goal.
Male	Junior	being able to take control in a group or any situation and do it with a positive attitude.
Male	Junior	Being able to take over and lead a group with confidence. Able to handle confrontation and conflict.
Male	Junior	Being an example and a role model.
Male	Junior	Being an example and putting yourself behind the common good of the group.
Male	Junior	being an example for your peers in all aspects of life
Male	Junior	Being confident to help others along to a common goal
Male	Junior	Being in charge
Male	Junior	Creating an environment that allows and encourages others to work towards a final goal and accomplish it effectively and efficiently.
Male	Junior	Deciding what is important and acting on it. Showing others that they can do the same, or helping them do the same.
Male	Junior	Defining a worthy goal and motivating others to help you accomplish this goal.
Male	Junior	Empowering others to make a difference in their own lives and the lives of others.
Male	Junior	Everything.
Male	Junior	good interaction with other people by having an agreeable, fun and common relationship
Male	Junior	Guiding others and influencing them in a positive way.
Male	Junior	Guiding others to a common goal
Male	Junior	Guiding others.
Male	Junior	Holding integrity in a group of people while mutually directing the actions and goals of the group
Male	Junior	I think leadership is the ability of the leader to direct a group towards a common goal, encouraging and supporting the members along the way.
Male	Junior	inspiring and motivating others to achieve a common goal
Male	Junior	Inspiring or influencing others to contribute to a common goal.
Male	Junior	integrity

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	It is impossible to describe leadership in a "brief" statement. It encompasses many different things and many different layers.
Male	Junior	It means being an example to people, and being someone that people can talk to and get feedback or advice from. They know what they want in life and they know how to get it. They are strong in their endeavors and will not give up on their goals. They listen to other people and get their insights. They are flexible and will change, if needed, in order to be the best that they can be.
Male	Junior	It means to set an example for fellow people and provide an honest and reliable character for others to follow.
Male	Junior	leadership- directing a group of people to accomplish a goal
Male	Junior	Leadership has three parts: identifying, learning and growing. Identifying what you can improve on to help others and yourself, learning how to develop those skills into strengths, and growing as a person and as a leader to make those strengths your own. I believe leadership in everybody is developing constantly. Someone that says they have great leadership is someone that needs to keep working on their leadership because you can always keep growing to have even better leadership.
Male	Junior	Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.
Male	Junior	Leadership is a quality attributed to a person or persons who exhibits the following: ability to collaborate diverse groups, find common goals within those groups, and use the knowledge gained to drive the group toward the common goals set forth by the group.
Male	Junior	Leadership is being able to direct a group towards the common goal.
Male	Junior	Leadership is being able to express how you are responsible and how well you are able to work with others. It builds character by making someone adapt to the "leadership" role.
Male	Junior	Leadership is being able to organize and improve a group of people that are there for a common reason.
Male	Junior	Leadership is being able to stand up in what you believe in and not being afraid of holding to those beliefs. As well as being an role model for others to follow

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	Leadership is being strong enough to know when you are weak and brave enough to face yourself when you are afraid. Strength, courage, responsibility, and humility are all values necessary of a true and dedicated leader. Leadership is being modest and not boasting of your accomplishments. It is setting an example for the people that you lead to be righteous and honorable as well. A leader serves as a model to the people who he leads, and it is his obligation to help and guide them well.
Male	Junior	Leadership is directing others to accomplish a common task
Male	Junior	Leadership is guidance
Male	Junior	leadership is guiding, directing, and shining a light on what is good
Male	Junior	Leadership is initiating changes you wish to be made and empowering others to take part in those changes.
Male	Junior	Leadership is mentoring your peers and guiding a group in a positive direction, through skills and knowledge in which you have obtained.
Male	Junior	Leadership is not something you are born with, but it is something gained, and something learned, and something you must earn from your constituents. It is important that a leader's focus is not on themselves and their own self-glorification, but rather on their constituencies and the good of the group or community as a whole. Leadership is something a person has when they can lead the group in the right positive direction the group is wanting to go, or should go, and making sure that all of their constituencies are involved and pleased with the outcomes.
Male	Junior	Leadership is providing guidance for others by being a role model and directing ideas/activities.
Male	Junior	Leadership is setting an example, taking an initiative, and being committed to everything that you are a part of.
Male	Junior	Leadership is showing initiative and listening to the ideas of others in order to accomplish the best form of the goal at hand
Male	Junior	Leadership is showing integrity at all times; maintaining YOUR values and beliefs; showing ethical practices; inspiring all you meet.
Male	Junior	Leadership is showing the way by example.
Male	Junior	Leadership is taking on a higher role of responsibility while leading others to accomplish a goal or work toward the improvement of something.
Male	Junior	Leadership is taking the role of a natural leader who is willing to take responsibility and get things done.
Male	Junior	Leadership is the ability to encourage, invoke a sense of spirit in, and be a role model to others while working under/toward a common goal.
Male	Junior	Leadership is the ability to guide others to accomplish a mission or goal to the best of one's ability.
Male	Junior	Leadership is the ability to lead a group of people towards a common goal.
Male	Junior	Leadership is the ability to lead and guide others in a certain direction.
Male	Junior	Leadership is the ability to motivate others to accomplish tasks with a positive outlook.
Male	Junior	Leadership is the ability to organize others in a meaningful and effective way to reach a common goal.
Male	Junior	Leadership is the ability to take charge and guide others in a group with the same goals, and motives as you. Leadership is meant to mentor others and work towards making your group and goal better.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	leadership is the ability to take multiple and varying ideas and bringing them together in a group setting to accomplish a goal. a good leader leads, but also knows when to step down.
Male	Junior	Leadership is the exercise of living ethically and responsibly for the benefit of yourself and others and influencing others to do the same by example.
Male	Junior	Leadership is the organization of a group behind a common goal. Leaders must be sympathetic, motivating, and goal-oriented.
Male	Junior	Leadership is the process of building relationships, making change, and successful completing a task.
Male	Junior	Leadership is understanding the "big picture" and not being afraid to take the initiative to make the "big picture" a real reality.
Male	Junior	Leadership means being able to get a group of people to gain a general focus and accomplish goals that will allow them to accomplish something
Male	Junior	Leadership means being able to make difficult decisions and stick to them. It's not doing what is popular; it is doing what is right.
Male	Junior	Leadership means being able to stand up for other opinions and ideas in a group. It means to be able to compile many different points of view to reach a common goal. To do this in a manner that is strong but not over powering. It is not being afraid to take initiative.
Male	Junior	Leadership means being organized and having goals and responsibilities. Being able to take your information and beliefs and combine them with those around you to create a strong programs. They must be open minded to changes, while sill knowing the boundaries.
Male	Junior	Leadership means doing what is right for others in spite of and not because of what people think of you.
Male	Junior	Leadership means gaining others respect in a community. A leader is someone people look up to an voluntarily follow.
Male	Junior	Leadership means guiding and inspiring others.
Male	Junior	Leadership means guiding others in a common direction, toward a common goal or goals.
Male	Junior	Leadership means having the confidence, motivation, and ability to direct a group towards a common goal while maintaining the values of the group and being open to the ideas of others.
Male	Junior	Leadership means helping others realize their potential, and guiding others towards the greater good.
Male	Junior	Leadership means helping others to achieve a common goal in a harmonious way, and to take control (while allowing others a say and participation) in an activity. It means guidance and requires humility and strength.
Male	Junior	leadership means impacting the lives of other people around you by serving and organizing.
Male	Junior	Leadership means inspiring a group and yourself to work towards a common goal or purpose.
Male	Junior	Leadership means making a difference on any level, community, school, world. Leadership should promote peace and should lead towards a common positive goal. Leadership means being selfless, but being able to lead the community in a direction of productiveness.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	Leadership means paying it forward to society and having others do the same. Besides inspiration and commitment, leadership is also trusting and accepting yourself and your teammates as integral parts of the whole, whether you are the speaker of the group or the listener. Part of this trust comes from stepping in other people's shoes and understanding their worldviews.
Male	Junior	Leadership means someone that can stand out in a crowd of people and make a substantial difference. It is someone who can take a diverse group of people and mold them into one. It is someone who can take a negative situation and turn it positive. It is someone who is in it for the common good of everyone, not just for self-satisfaction.
Male	Junior	Leadership means taking initiative within a group to propel the purpose.
Male	Junior	Leadership means taking the initiative and remaining a steady role model.
Male	Junior	Leadership means that people look up to you and respect your decisions as a person who is respected enough to collaborate decisions on behalf of a group of people.
Male	Junior	Leadership means the ability to guide, and direct. It means sincerity and confidence in the public-eye, combined with wisdom and understanding.
Male	Junior	Leadership means to be able to critically analyse and express your own beliefs and values to others in a way that leaves a lasting impression.
Male	Junior	Leadership to me is guiding and helping others to be the best they can possibly be whether it is in their own personal life, academic goals, or organizational goals for an organization they are involved in.
Male	Junior	Leadership to me means being able to stand up against others for what is right, and taking an initiative to achieve a goal or make a difference.
Male	Junior	Leadership to me means developing a sense of integrity and confidence in yourself in order to guide others. I also believe you have to be a leader for yourself before you can be a leader for anyone else. A leader is open to new ideas and accepting of other people's ideas.
Male	Junior	Leadership to me means the ability to motivate and guide people to perform more effectively than they would otherwise.
Male	Junior	Leadership, to me, means the ability of one person to guide others and to be a positive role model.
Male	Junior	Leadership: a person that can direct a group of people to complete a task.
Male	Junior	leadership: being an example to others
Male	Junior	Leading a group of people to accomplish a common goal
Male	Junior	leading others in direction to a common goal
Male	Junior	leading people.
Male	Junior	My definition of leadership is to lead a group or community in agreement towards a common goal.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	One day I took a leadership class and they told me that leaders are born. However I consider that people can be leaders as situations come up and that leadership is the point where a person can be useful for its family, group of friend, community or society in general. Leadership means to me that I am able to listen and understand the different perspectives of the people I am going to help. Leadership means to me that I can open the ways for others to be successful even if they dont know that I did that for them. Leadership means that I can be the change I want to see in the world instead of just complaining because things are not going well. Leadership means that I respect others no matter their racial or ethnic group. Leadership means that I do not recognitions, or money to impact others lifes. Leadership means that I can be a leader by listening the advise from people and develop my skills by learning from others. LCC, 14Feb09
Male	Junior	One who others look to for advice
Male	Junior	Positively leading by example
Male	Junior	Providing a positive role model and bringing people together to run an organization
Male	Junior	providing an example for others and living up to that example in your own life
Male	Junior	See a goal and seize upon it.
Male	Junior	service, commitment, respect for others, setting an example
Male	Junior	Serving your Followers
Male	Junior	Some one who is able to show an effort to reach a main goal while others follow in their footprints.
Male	Junior	Someone that leads a group or organization and a good listener and able to think outside the box. They are ethlcal to the community and is a motivator to others.
Male	Junior	Someone who can take charge and get done what needs to get done. Also someone who can lead others in the direction of becoming a leader like themselves.
Male	Junior	Someone who can take charge and help to inspire a group of people to do their best. Someone who believes in our country and wanting to keep the freedoms we enjoy. Someone who is not a socialist nor communist like Obama.
Male	Junior	someone who is not afraid to put themselves out there to share with others what they believe in. Wont judge people and are always open to new ideas and ways of looking at problems. Goes above and beyond what theyre asked to have further insight and be able to lead or manipulate others.
Male	Junior	Someone who is willing to help others without benefit to themself.
Male	Junior	Strong beliefs and the ability to help fellow students or others.
Male	Junior	Taking charge of situations when the time arises and being an example to others.
Male	Junior	taking control of a group in a way that isn't demanding or forceful
Male	Junior	Taking initiative to guide yourself and other down the correct path.
Male	Junior	Taking the initiative to help the group create and obtain common goals
Male	Junior	Taking your ideas and having the ability to inspire others to your goal and idea and make things happen. Good or bad.
Male	Junior	The ability to encourage and facilitate a group to produce the best product possible, and do so by working well together, broadening horizons, and getting to know each other and each others' backgrounds.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Junior	The ability to have confidence and charisma in a social setting or group, in turn allowing the group, organization, etc to improve or move forward rather than remaining at a standstill. I think Leadership requires one to be stable, neutral, in many cases positive and outgoing. The capability to motivate and both listen and learn is also key.
Male	Junior	The ability to have courage tempered with humility. The ability to observe what needs to be done in certain situations with certain groups of people and the initiative and motive to see that what needs to be done is done.
Male	Junior	the ability to make people listen, respect, and follow you
Male	Junior	the ability to motivate a group of people to attain a common goal
Male	Junior	The ability to productively guide others to positive outcomes.
Male	Junior	the power of positive influence and motivation over people toward a common goal
Male	Junior	the skill and will to effectively influence a group of people
Male	Junior	To be a leader you need to have good communication skills
Male	Junior	To develop, guide, and motivate others to fulfill goals of common significance.
Male	Junior	to help put a common goal together so that others can follow
Male	Junior	To inspire those around you to follow
Male	Junior	To lead and provide a role model of the values and role for the group to take on.
Male	Junior	To me leadership is being the kind of person that people feel comfortable bringing ideas to, as well as any other topics. It's not necessarily organizing a group for a certain purpose. You can be a leader in your major by showing others you care about them as your peers as well as showing that you are committed to your field of study.
Male	Junior	To me leadership is to ability to guide others successfully towards a common goal.
Male	Junior	To me, leadership is when someone spends their own time or money to assist someone else in accomplishing a task. It means giving of yourself for the sole benefit of someone else.
Male	Junior	To set a good example and know how to direct people towards the same goal in the right way.
Male	Junior	Uniting people with different or common goals to come together and work for a purpose
Male	Junior	willingness to learn something new, challenge yourself, work with others to achieve common goals. courage of self-assessment and ability to stand up for what you believe in while respectfully listening and reflecting on what others have to say
Female	Senior	A man does what he must - in spite of personal consequences, in spite of obstacles and dangers and pressures - and that is the basis of all human morality.
Female	Senior	A person who provides a model for direction and social standing

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Senior	Ability to influence and make decisions for others.
Female	Senior	Ability to lead others in a common task.
Female	Senior	Ability to motivate a group of people to achieve a goal/task
Female	Senior	Ability to organize, direct, and lead a group of people toward a common goal.
Female	Senior	Ability to work with people and drive them to complete a task.
Female	Senior	accomplishing a set of goals
Female	Senior	An individual who is willing to stand up and take the lead in a situation and who's actions are reflective of their true nature.
Female	Senior	Being able to facilitate an environment where team members feel at ease to contribute their ideas to a group.
Female	Senior	Being able to influence others
Female	Senior	Being able to lead others, through understanding the overall goal, tasks needed to complete, as well as concerns/comments of group members (ie. not only ordering others but also have to listening to others) Influencing others in a positive way without FORCING people. Having some natural traits of being a leader: the ability to convince people, get people attention and willingness to do things. Leadership: changing some aspect of someone's life.
Female	Senior	Being able to understand and act in the interest of a group.
Female	Senior	Being able to unify and motivate a group of people towards a common goal, and being able to delegate work efficiently.
Female	Senior	Being not only able to guide yourself but others through daily situations.
Female	Senior	Being scared to death but saddling up anyway.
Female	Senior	Collecting and inspiring others to join with you in furthering the progress of a common goal, task, or mission.
Female	Senior	Doing what no one else wants to or will do when it counts.
Female	Senior	Effectively working a group for a common goal. Taking charge and keeping everyone on organized and on task.
Female	Senior	follow me
Female	Senior	Fostering and initiating change among a group of individuals.
Female	Senior	Guiding others toward common goals with a common purpose
Female	Senior	Guiding others.
Female	Senior	Having others look to you for guidance, and you stepping up to provide the guidance when needed

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Senior	Having the ability to assess the needs and desires of the group and then possessing the insight, intelligence, and charisma to achieve those goals.
Female	Senior	Having the confidence in yourself to do what you think is right regardless of your surroundings
Female	Senior	having the skills and personality needed in order to inspire and lead a group of individuals towards a positive, common goal.
Female	Senior	Helping others and yourself reach a goal.
Female	Senior	Helping to direct yourself, a person, a group of people, a population, or an organization in a specific direction.
Female	Senior	I believe leadership is defined by what you do as a person to help others in your group or team and have others follow you by your actions. Taking action, living each day to the fullest, setting very high goals for yourself and/or your team and always taking accountability for every one of your actions. You must always lead by example and the "golden rule" then others will follow. Even if your not the best at what you do, you can still have the power to be the leader in the setting.
Female	Senior	Influencing others
Female	Senior	Influencing others do what they need to do, instead of what they want to do for a far greater cause than themself.
Female	Senior	Inspire others through example and integrity: Talk the talk, walk the walk.
Female	Senior	It is an ability to motivate others towards a goal or purpose.
Female	Senior	it means living the life that you believe and being an example of those things to those who either look up to you or follow you; not wavering from your values because of opposition.
Female	Senior	It means the ability to direct and organize a group of people.
Female	Senior	Leadership basically means being able to guide a group of people in a direction while taking comments, advice, and new ideas and using them to construct a sound base for how to improve their situation.
Female	Senior	leadership is a reflection of what your beliefs and attitude are about the common benefit for those that you lead and why you lead them.
Female	Senior	Leadership is a when someone steps up and directs a group in a direction but supports them in a way so they feel apart of the accomplishment and task.
Female	Senior	Leadership is acting for positive change individually or with a group
Female	Senior	Leadership is knowing when you need to take a back-seat to the rest of the group. It is about active listening and developing a purpose for your group
Female	Senior	Leadership is leading by example, always being prepared to serve, and empowering others around you.
Female	Senior	leadership is providing an example, which if followed, will lead to some sort of benefit. Leadership does not have to be anything special and you don't have to be all that terrific to lead. In my opinion, a lot of leaders aren't that terrific of people.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Senior	Leadership is taking a role in which you are expected to correctly allocate resources. At the same time leadership should not be singularly termed, it can and should be spread amongst the group in order to reach a greater goal.
Female	Senior	Leadership is the ability of an individual to achieve a goal through synergy and empathetic listening with his/her followers.
Female	Senior	Leadership is the ability to establish direction and to influence and align others toward a common goal, motivating and committing them to action and making them responsible for their performance.
Female	Senior	Leadership is the ability to get things done through the inspiration of others to achieve a common goal.
Female	Senior	Leadership is the ability to influence others into working together to accomplish a common goal.
Female	Senior	Leadership is the ability to organize individuals to accomplish the goals that your team has set.
Female	Senior	Leadership is the ability to stir the hearts of others; to motivate and bring out the best characteristics in each person, in order to achieve a common goal.
Female	Senior	Leadership is the ability to successfully motivate and manage a group to most-efficiently succeed in achieving its shared goal.
Female	Senior	Leadership is the cause to stand up whenever everyone else can't. It is the invisible stool that lifts up only a select few of us up above the rest so that those may speak to the rest.
Female	Senior	leadership is the process of influence to lead yourself, and others, towards a common goal beneficial to the individuals involved.
Female	Senior	Leadership is using your will and knowledge of a subject or area and influencing others to acheive a certain goal.
Female	Senior	Leadership means having the ability to take control of the situation and provide guidance to those people who struggle. It also means having the ability to inspire people with your calm and with your confidence. It even means that a person can have the ability to command respect from anyone.
Female	Senior	Leadership means taking control of situations by listening to others and commanding their respect and attention through your fairness and intelligence
Female	Senior	Leadership means to me that an individual is willing to do what is right, encourage his teammates/coworkers to follow them, accomplish a goal, and do it with honesty/integrity.
Female	Senior	Leadership- the ability to bring others together to accomplish a common goal. Being able to communicate well with others and help steer the group in a direction that they want to go.
Female	Senior	Leadership to me is the ability to guide group members towards the ultimate group goal.
Female	Senior	Leadeship, briefly, is the ability to affect others in a positive way. To become a good leader, one must be a good follower. Leaders in this world make influence others to make the right decision, and motivate them to do good in life.
Female	Senior	leading a group
Female	Senior	leading others
Female	Senior	Leading others

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Senior	Leading people in new ways.
Female	Senior	Leading people in the right direction with ethical and moral traits
Female	Senior	leading people in the world to be greater people
Female	Senior	Making things that would not otherwise happen actually happen
Female	Senior	Motivating others to achieve a common goal.
Female	Senior	Not entirely sure but I suppose it might mean the ability to organize people but also behaving ethically and inspiring others to make right decisions.
Female	Senior	one who can guide others in a group toward a common goal or achievement.
Female	Senior	Organizing and encouraging people to a common goal.
Female	Senior	Positively motivating others to carry out a vision that will benefit others.
Female	Senior	Serving other people
Female	Senior	Serving wholeheartedly and accepting criticism
Female	Senior	Setting an example for others to follow, through ethical and genuine actions. Being able to help others, and take control of a situation.
Female	Senior	Someone has the ability to direct people toward a common goal.
Female	Senior	Someone that has the ability to lead others through their decisions and actions.
Female	Senior	Someone who can take control whenever no one else looks like they will be able to.
Female	Senior	someone who is trustworthy, credible, and generally shows good will towards other. someone who is strong, courageous, and confident, but smart and has common sense. Leadership not only has to do with leading but they must be willing to follow when the time comes, I guess in this sentence I'm trying to say that, to show leadership one must also be humble.
Female	Senior	something that cannot be defined by a survey
Female	Senior	the ability and willingness to lead others to common goals
Female	Senior	the ability of a person to direct and delegate to others in order to achieve a task
Female	Senior	The ability one has to bring people together from many different backgrounds for the purpose of a single goal. A leader cares for his mission and his people and then translates those beliefs into those whom he leads.
Female	Senior	The ability to develop a common purpose, sense of direction, and goal setting for you and a group of people.
Female	Senior	The ability to encourage and prompt other to do what needs to be done

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Senior	the ability to get a group of individuals motivated to accomplish/complete a task; a task in which the individuals do not have the desire to accomplish/complete
Female	Senior	The ability to guide others in the manner in which a mutually desired outcome can occur.
Female	Senior	the ability to help others improve or work towards a common goal while maintaining an ethical certainty
Female	Senior	The ability to inform, motivate, and inspire a group of people you work with.
Female	Senior	The ability to lead.
Female	Senior	The ability to put the needs of others before one's own, and help them achieve their goals
Female	Senior	The ability to unite a group of individuals that holds a common purpose and guide them in a way to successfully meet their goals.
Female	Senior	The ability to stand out and take control
Female	Senior	the ability to help others in every aspect of life. To understand, help, lead, and assist everyone and everything as they become involved with you.
Female	Senior	The act of directing, a group or organization, toward a common goal or objective.
Female	Senior	the practice, ability, and/or tendency to have others follow as you strive towards the accomplishment of a goal.
Female	Senior	The quality or ability to guide a group in an effective manner toward a common goal. Hopefully for the good of the group and society at large, but this is not always the case.
Female	Senior	to serve the ultimate goals of a group by guiding its members with excellence, integrity and care for their well-being.
Female	Senior	What leadership means to me that you have the ability not only to direct a group towards a common goal but to help solve problems and have an open mind towards everyone you are leading.
Male	Senior	A leader is one that is respected, listens and able to direct people in the right directions.
Male	Senior	ability to guide a group with a common purpose toward a common goal
Male	Senior	ability to guide and influence others towards a specific value/belief or goal
Male	Senior	Ability to guide others towards a common goal while being aware of others' ideas and facilitating progress
Male	Senior	Ability to take control of a group while allowing everyone to express their ideas
Male	Senior	Acting as a guide for others and motivating them to participate in the current plan of action
Male	Senior	Actively engaging yourself and others in a common goal.
Male	Senior	An ability to lead others in a way that they want to be lead by you and they want to follow you.
Male	Senior	Behave yourself before conduct the others, good communication skills that help group members cooperate together, be responsible and really care about the group objective and members, value and behave yourself as a leader, be able to lead the behavior and thought of your own, etc.
Male	Senior	Being a go to person in a group, project, etc. The way you demand respect defines what kind of leader you are.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	Being a good servant who can be a good example to a group of people and motivate everyone for a common task.
Male	Senior	Being able to be an active member of a group who devotes their time to making sure everyone in the group has an active say in the process and outcome. It is someone who provides enlightenment and vision while knowing when to lead and when to let others have control.
Male	Senior	being able to facilitate others into a functioning cohesive group that achieves goals, or changes in society.
Male	Senior	Being able to focus a group on a goal and to help generate ideas and cooperation among the group to accomplish that goal.
Male	Senior	Being able to guide others into the best they can be while setting an example for them through your actions matching up with your words.
Male	Senior	Being able to lead others and be innovative and having priorities or goals that you are working towards.
Male	Senior	Being able to lead others in a positive manner.
Male	Senior	Being able to take the initiative and having potential to make a difference for the common good of everyone.
Male	Senior	Being comfortable taking responsibility for individual and group situations and having the ability to influence others in a positive light.
Male	Senior	Being looked up to for guidance
Male	Senior	Being open to others ideas and guiding a group to one common goal.
Male	Senior	Being the servant of all is the only way to lead others
Male	Senior	Doing what is right even if you are not being watched.
Male	Senior	Effectively communicating ideas to inspire, direct, or work collaboratively with others.
Male	Senior	Guiding a group towards common goals; listening to everyone's opinions, considering the goals and then forming steps to guide everyone in that direction.
Male	Senior	Guiding and helping people become better at new or important things.
Male	Senior	guiding others
Male	Senior	guiding others to accomplish a shared goal.
Male	Senior	Having integrity and being an example to others of how to behave and act ethically.
Male	Senior	Having the ability to inspire others to be innovative and active individuals in society.
Male	Senior	I ability to lead individuals with confidence and respect, both for the group and self - acting genuinely and honestly to meet a common goal.
Male	Senior	I feel leadership is an ability to successfully work with others towards accomplishing a shared goal or task. A good leader is able to communicate well, value members of the group for the qualities and ideas that make them unique and inspire the group to work together to find the best solution or to take action.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	I think being a leader requires sacrifice. To be a true leader, you must be the group's needs before your own, and you must be willing to serve them. I think this 'servant leader' attitude creates an environment of trust, and allows for progress towards goals.
Male	Senior	I think it is being able to take control of a situation and helping others reach their full potential. I also think that in a leadership position you should be a good role model for others.
Male	Senior	influence
Male	Senior	Influences others towards goal achievement by using interpersonal skills to innovate, motivate, and inspire others. Produces change through effective planning, organization, coordination, and evaluation.
Male	Senior	Initiating strategy, guiding and directing others towards achieving a common goal
Male	Senior	inspires and directs a group
Male	Senior	Inspiring others to work towards a common goal.
Male	Senior	Leaders accept all people and are open to different ideas.
Male	Senior	Leadership begins with service. From there you learn to advocate for cause, and when you can show others the same value of service and advocacy, then you are a leader.
Male	Senior	Leadership can mean many things, for one it can mean taking charge over a project, listening to others, contributing to a challenging project and over-seeing the results.
Male	Senior	Leadership entails serving as a guide and role model to a particular group, organization, or community. A leader has the means and charisma to bring the potential of a group to realization. Leaders are organized, responsible, insightful and cooperative members of society that compel others to think and act ethically for the greater good of their organization/community/group.
Male	Senior	Leadership incorporates motivating and educating others around you for the betterment of the individual and the group.
Male	Senior	Leadership involves guiding other people's actions and beliefs to achieve a common goal.
Male	Senior	Leadership is a quality where someone can mediate a situation and accomplish a common goal while maintaining a positive image and environment.
Male	Senior	Leadership is a way of expressing oneself in the presence of oneself and their community. It is a way to participate in providing a greater good of others whether that be mentoring, service, etc. Giving oneself to help others, be there for others, or listen to others.
Male	Senior	Leadership is all about setting an example.
Male	Senior	Leadership is becoming an inspiration and guide for others to look up to..
Male	Senior	Leadership is being able to accomplish a set of goals through tasks done by a variety of people and being able to lead these people in an accepting and encouraging way.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	Leadership is being able to get people to work together for a common goal
Male	Senior	Leadership is being able to guide others toward a productive common goal.
Male	Senior	Leadership is being able to stand up for something and encourage others to do the same. In doing this one attempts to make a difference.
Male	Senior	Leadership is being an example for other people through your actions, in and out of school.
Male	Senior	Leadership is effectively guiding others to accomplish common goals
Male	Senior	Leadership is extending yourself to others and offering guidance while living as an example of the ideals you believe in.
Male	Senior	Leadership is guiding a group, understanding when to step back and supporting your group members.
Male	Senior	Leadership is instilling confidence and empowering others to discover the ability to create, dream, and grow beyond their own expectations of themselves.
Male	Senior	Leadership is organizing an otherwise unorganized group toward a common goal and having all of those people still supporting you at the end. Leadership is standing in the fire of other's criticism because you believe in your cause.
Male	Senior	Leadership is providing a solid base for other to acknowledge change. It is about being confident, knowledgeable, proactive and culturally sensitive to others. Leadership can change the world.
Male	Senior	Leadership is providing an above average ethical/professional example for others to follow, and possessing the ability to persuade others to follow in your direction. It also comes with the responsibility to use that leadership for the good, and to make a positive difference on a larger scale in people's lives.
Male	Senior	leadership is responsible, leading in accomplish a task
Male	Senior	leadership is standing up for what you believe in and being a model for those persons around you. A leader is someone who stands tall, is open to new ideas, and strives to improve and complete the tasks before them. A leader helps those around them, and works to bring out the good qualities in the people they are leading. To me, the best leaders are the ones that are mentors.
Male	Senior	Leadership is stepping up to make sure things get done.
Male	Senior	Leadership is taking initiative and accountability for setting an example for others, and leading others in a task to better a situation or other people.
Male	Senior	Leadership is taking initiative, responsibility and accountability for your actions.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	Leadership is the ability to assess the needs of the community, effectively plan and carry out measures to reach goals set and evaluate the outcomes. Leadership means working with others and taking the lead when necessary and at other times participating as a member of a group. Leadership means recognizing the contributions others make and helping them develop their talents and discover new ones. Leadership is a quality that allows someone to be content working where they are needed and does not always mean the spot light.
Male	Senior	Leadership is the ability to bring a group of people together to achieve a common goal or purpose.
Male	Senior	leadership is the ability to gain the trust of others and develop respect and common ground to complete a task
Male	Senior	Leadership is the ability to guide or direct others.
Male	Senior	Leadership is the ability to guide others to reach a common goal or task by using a set of useful knowledge, values, and skills while also taking responsibility for the groups action.
Male	Senior	Leadership is the ability to guide others towards an accomplishment.
Male	Senior	Leadership is the ability to have a vision, share it with others and collaborate with them to bring it to fruition. It is also the ability to run with the vision even when others either do not support you or cannot share the vision/passion that you have.
Male	Senior	Leadership is the ability to inspire others to achieve a collective goal or operate within the parameters of an organization or institution. Leadership can be positive or negative and should be people-oriented
Male	Senior	Leadership is the ability to set an example for others and inspire them to reach a common goal.
Male	Senior	Leadership is the ability to stand up and get a group to work together and collaborate on ideas, values, and goals.
Male	Senior	leadership is the art of motivating a group of people to act towards achieving a common goal. Put even more simply, the leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and skills that makes others want to follow his or her direction.
Male	Senior	Leadership is the characteristic of being able to lead people towards a common goal.
Male	Senior	Leadership is the mentoring of one or more people to a goal or specified outcome.
Male	Senior	Leadership is the way you carry yourself and aid others in every aspect of your life. You lead yourself first and once you succeed and have a strong character, leadership of others is possible.
Male	Senior	Leadership is when a person positively influences others with a common goal in mind.
Male	Senior	Leadership is when you are able to inspire a group to act under a common purpose or goal. The leader is the facilitator and the motivator to keep everyone on track to reach that goal.
Male	Senior	Leadership means being a listener, encourager, director, and enthusiast.
Male	Senior	Leadership means being a role model, taking initiative, bringing people together as a group
Male	Senior	Leadership means being able to guide others through a task or experience. It means to have the initiative to step up and make a difference.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	Leadership means being able to lead a group of people towards a common goal. Being a mentor and someone that your peers can look up to.
Male	Senior	Leadership means being able to set an example of what is right and to lead with dignity and understanding.
Male	Senior	Leadership means being someone others want to emulate and/or someone who can motivate others to action.
Male	Senior	Leadership means both being able to lead and to serve the people you are with by having the confidence and capability to unite them in a common goal and then help them to reach it.
Male	Senior	Leadership means bringing together a group of people to accomplish a common goal.
Male	Senior	Leadership means inspiring change, not demanding it. A leader is someone who is rich in character and upholds a specific code of behavior based on ethics, values, and leading principles.
Male	Senior	Leadership means knowing when it is time to stand up and take responsibility for yourself and others with a common goal.
Male	Senior	Leadership means leading people to a common goal.
Male	Senior	Leadership means recognizing and properly handling responsibility, humbly designating duties to others, maintaining harmony of the group and being the spokesperson of the group.
Male	Senior	Leadership means setting an example by your actions while guiding a group. You must listen to what others and communicate effectively in order to be a good leader.
Male	Senior	Leadership means setting the example for others in all aspects of life. Often it means stooping to the level of servant to show the way that we should act.
Male	Senior	Leadership means someone willing to work with others in achieving a common goal or objective.
Male	Senior	Leadership means taking charge and being confident in what you do.
Male	Senior	Leadership means taking control and being a role model others can follow after.
Male	Senior	Leadership means taking initiative and being able to pull together diverse groups of people to strive for a common goal. When conflicts emerge, a good leader will be able to help utilize those conflicts for the effective change/benefit of the group. It also means being flexible and listening to others around you.
Male	Senior	Leadership means taking on responsibility to organize activities and people, and it also means leading by example.
Male	Senior	Leadership means taking the initiative to do what no one else wants to and forgoing the credit if necessary.
Male	Senior	Leadership means taking the initiative to guide others. It requires being confident in who you are and your beliefs while at the same time having a great sense of empathy toward others.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	Leadership means the ability to guide others to achieve a certain goal.
Male	Senior	Leadership means the ability to lead others by example, articulate the goals of the group, and formulate a plan of action to do so. Leadership can also incorporate the ability to motivate others, make change, and bring people together to work towards a common goal(s).
Male	Senior	Leadership means to be a role model and set an example for a group. Also it means to take initiative and be one to act upon request.
Male	Senior	Leadership means to be able to both lead and follow; being innovative and cooperative; leading and mediating.
Male	Senior	leadership means to successfully direct and influence peers while obtaining a common goal.
Male	Senior	leadership means working together with others by providing a good example to others.
Male	Senior	Leadership to me is having the ability to guide and inspire others.
Male	Senior	Leadership to me is meeting someone where they are at and bringing them to a new higher level.
Male	Senior	Leadership to me means that an individual takes the initiative to make a difference in a group for a belief or an idea.
Male	Senior	Leadership to means setting a good example for others and providing direction within groups.
Male	Senior	Leadership, to me, means the ability to guide and direct a group of people in a way that promotes group unity and that clarifies a common purpose and goal. A leader should be able to help the group accomplish their mission by solving conflicts and thinking creatively, and should also give group members a sense of importance and worth.
Male	Senior	leading other in an ethical way to achieve the goals of the group.
Male	Senior	Leading others and their interaction under your leadership help you grow as a leader. Being a continuous mentor
Male	Senior	leading others in a common goal
Male	Senior	One who inspires through words and actions
Male	Senior	one who is in charge or guides others
Male	Senior	Performing the activities required to gather people and get them to work towards the same goal
Male	Senior	Pointing others to positive results
Male	Senior	providing direction to others
Male	Senior	really dont know
Male	Senior	Representing a group of individuals that have elected you their voice based on your values, ideas, visions and responsibility.
Male	Senior	Responsibly distinguishable as confident and able to face challenges and work effectively with others for a common good.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	Service is embedded in leadership. A good leader must have passion for what they do, knowledge about their field and its context within the "big picture," and self-awareness. A good leader must value others and give them credit for both their contributions and potential. In our growing global community, leadership must exist to serve an immediate need, but also relate to global issues.
Male	Senior	Setting an example of integrity and responsibly guiding others toward a common goal.
Male	Senior	some one that can control others actions in a more systematical way and efficiently.
Male	Senior	Someone who can take initiative and get things moving in a group.
Male	Senior	Someone who encourages their group members and leads by example.
Male	Senior	Someone who is able to communicate, guide, and affect a person or group of people.
Male	Senior	Someone who provides leadership to a team is a person who can work well with others, deliberate tasks even though they may want to take on the work, be open to new ideas and not only be their friend but also be able to communicate openly with their team during conflicts.
Male	Senior	someone who takes initiative
Male	Senior	Standing on the right side, even if everyone else wants to be wrong.
Male	Senior	Taking a strong enough position for or against a cause that others are willing to let you organize them in order to accomplish the purpose the way you see is best.
Male	Senior	taking charge
Male	Senior	taking charge
Male	Senior	Taking charge of a group and providing a positive influence in order to obtain a particular result
Male	Senior	Taking charge of an activity/organization and seeing it through to great accomplishments.
Male	Senior	Taking initiative of character for yourself and others, by means of integrity, in order to take a group to a common goal, by utilizing the abilities of others and yourself.
Male	Senior	Taking the initiative to lead others and be the one people come to for advice
Male	Senior	taking the lead and getting things done.
Male	Senior	taking the part of getting the job done...standing up and leading people
Male	Senior	The ability to be in charge and represent a group of people. To be a leader you need to think about all who you are representing and take in to consideration their thoughts and needs as well.
Male	Senior	The ability to effectively guide others and be someone that other people look up to
Male	Senior	The ability to guide a group toward success
Male	Senior	the ability to influence others by the way you live your life and work with others
Male	Senior	the ability to influence, lead, or guide others so to accomplish a mission in the manner desired by providing purpose, or direction.

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Male	Senior	The ability to lead others in a way that is not offensive and sets an example for others to follow.
Male	Senior	The ability to make progress and changes by motivating others to feel the same way and providing guidance.
Male	Senior	The ability to provide direction to fulfill a mutual goal for a structured organization.
Male	Senior	the ability to steer others in a common direction towards a single goal
Male	Senior	the ability to successfully lead a group of individuals and foster team cohesiveness.
Male	Senior	The act of encouraging the people around you in a charismatic, optimistic way toward a common goal.
Male	Senior	the quality of a person to which others are attracted to follow or imitate. Leadership can be outright as in being a leader of a group or can be a quieter situation of just being outstanding as a person and people are naturally attracted to follow.
Male	Senior	To guide others toward a common goal.
Male	Senior	To me leadership means knowing what has to be done and finding ways to go about it. Leaders are the first to act when something goes wrong in any given situation, and they are also take responsibility for their actions and/or the actions of their group.
Male	Senior	To me, leadership means an act of duty or responsibility to inspire, encourage, and guide others to a common goal.
Male	Senior	To me, leadership means being able to lead a group of people to work toward a common goal.
Male	Senior	To me: Leadership means to provide a positive and unbiased role while taking steps to make or help things improve, move forward, or achieve higher standards.
Male	Senior	To provide guidance and direction to others, while also being open to change and the emergence of new ideas/approaches.
Male	Senior	To take control of something you are passionate about and and show others why and why they should help make a difference
Male	Senior	To take hold of not only your responsibilities but that of the group you are leading. You must be strong, confident and most importantly, willing to listen to others opinions in order to make the best decision for the group and what the group is trying to accomplish.
Male	Senior	uniting, directing, decision-making, resolving conflicts, encouraging, engaging.
Male	Senior	When a person is strong willed and sticks to what they believe in, causing others to want to be like them or follow them. You can be a passive leader, like just make good grades or not skipping class, or an active leader by joining a student council or holding rally's.
Male	Senior	working in a position that allows for others to look to you for direction and guidance. Being open to ideas, but being able to make tough decisions when necessary.
Male	Senior +	A leader is someone who knows what they believe in and acts in accordance with those beliefs.
Female	Unclassified	ability to guide others toward a common goal
Female	Unclassified	[expletive].

Verbatim Responses

Texas Christian University

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

Sex	Class Rank	Response
Female	Unclassified	Having the ability to successfully lead other individuals while remaining self-confident and positive in all endeavors.
Female	Unclassified	Not [expletive] yourself or others. Not allowing your decisions to be influenced by personal beliefs. Only allowing your decisions to be influenced by facts and what would be best for common good. Being driven by something other than money, power, fame.
Female	Unclassified	one that sacrifices themselves for the betterment of others
Female	Unclassified	To guide and help others to reach a mutual goal
Male	Unclassified	Having enough confidence in yourself to influence any person, whether they agree with you or not.
Male	Unclassified	Leadership is position that allows one the opportunity to serve others.
Male	Unclassified	To me, leadership is being able to guide others not for your benefit alone, but the benefit of the group. When working on a project, I do not want my desires to become the end result. I want the group to discuss and work their best to agree on an end result that will satisfy the group.