Multi-Institutional Study of Leadership

A Look at the Student Employment Experience (SEE) Program

Center for the Study of Student Life

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INTRODUCTION

The Multi-Institutional Study of Leadership (MSL) is an international survey that investigates the extent to which higher education institutions develop student leaders. First administered in 2006, the MSL adapted a version of Astin's (1993) "input-environment-output" (I-E-O) college impact model to conceptually shape the study and the Social Change Model of Leadership Development (SCM) as the theoretical framework (HERI, 1996) to study socially responsible leadership development. Over time, the MSL evolved to include a wider set of theoretical concepts beyond the SCM, including contemporary leadership theory, social psychology and human development, and critical and justice-based perspective (MSL, 2015). The Ohio State University is one of 78 colleges and universities that participated in the 2018 iteration of the study.

The Student Employment Experience (SEE) is a program focused on engaging Student Life student employees in OSU GROW (Guided Reflection on Work)[1] conversations with their supervisors or student managers. These conversations, along with other aspects of the SEE program (the employment role, reflection and coaching and developmental training workshops), serve as catalysts for student development in a variety of areas.

This report utilizes data from 1,001 students that completed the MSL survey in February 2018 to examine student leadership outcomes among students in the Student Employment Experience (SEE) program. Using 10 key scales from the MSL (for a description, please see the table below), this report compares student leadership outcomes among students who were involved in SEE, had on-campus employment outside of SEE, had off-campus employment and those with no job.

In addition to examining leadership outcomes, the MSL survey items capture a wide range of experiences that occur during college, including students' experiences with mentorship. The mentorship experiences of SEE students were compared to those of Non-SEE students. Mentorship items included student self-reports of the types of mentors they encountered at Ohio State, how often mentors assisted with personal growth or development and which mentors students considered to be most significant.

For the purposes of this report, the term "Non-SEE" is used to describe the proportion of the sample comprised of students who did not participate in SEE. Non-SEE students were further divided into Non-SEE students employed off-campus, Non-SEE students employed on-campus and Non-SEE students who did not report a job. SEE employees made up 22.3% of student respondents. Among Non-SEE students, 16.9% worked on-campus, 20.7% worked off-campus and 40.2% reported no job.

Percentage of SEE and Non-SEE Students by Job Category
(N = 1,001)

- ■ SEE
- ■ Non-SEE, Off-campus
- □ Non-SEE, On-campus
- ■ Non-SEE, No Job

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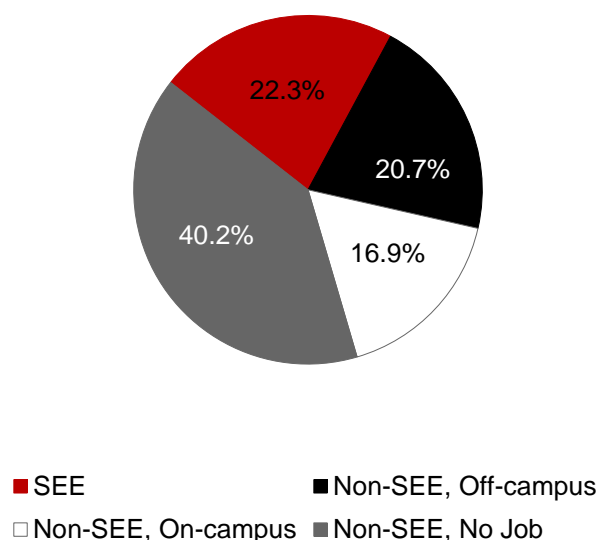
[1] GROW© is used with the permission of The University of Iowa.

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*p < .05, **p < .01, ***p < .001

HIGHLIGHTS

- SEE students were significantly more likely to indicate that they were mentored by an employer (**66.3%**), compared to Non-SEE students with an off-campus job (**52.9%**).

- There was a statistically significant difference on the citizenship scale score, with higher scores among SEE students (M = **4.13**), compared to Non-SEE students with an off-campus job (M = **3.93**) and Non-SEE students with no job (M = **3.87**).

- SEE students were significantly more likely to indicate that an employer sometimes/often assisted them in their growth or development (**57.8%**), compared to Non-SEE students with an off-campus job (**39.1%**).

METHODS

The 2018 iteration of the MSL was administered to a random sample of 4,000 undergraduate students on the Ohio State University's Columbus campus via an online survey during spring semester 2018. An additional 1,101 students who were involved in a leadership program were also surveyed for comparison purposes. Eleven involved leadership students from regional campuses were excluded to restrict the analytic sample to the Columbus campus. A total 1,095 students completed the survey (782 from the random sample, 289 from the leadership sample and 24 students counted in both the random sample and the leadership sample). The analyses excluded 76 students who were working both an on- and off- campus job, leaving an analytic sample of 1,001 students.

For this report, MSL scale scores were calculated for each respondent by creating an average, or mean score for each group. Analysis of variance (ANOVA) tests were used to compare significant differences between SEE and Non-SEE students across MSL scale scores. Frequencies and chi-square tests were used to evaluate mentorship experiences between those who participated in SEE and those who did not.

KEY MEASURES FROM THE MSL

The MSL includes several scales that measure student development and socially responsible leadership. Below are brief descriptions of the key scales examined in this report. The scales were developed and compiled by the MSL.

Scales should not be copied, used or adapted without permission of the MSL.

Scale	Description of Scale
Consciousness of Self	General self-awareness with particular attention toward the beliefs, values, attitudes, and emotions that motivate one to take action (Dugan et al., 2014; HERI, 1996).
Congruence	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions (HERI, 1996).
Commitment	The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, investment, and follow-through directed toward both the group activity as well as its intended outcomes (HERI, 1996).
Collaboration	The ability to work with others effectively in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust and shared responsibility (HERI, 1996).
Controversy with Civility	Recognition of two fundamental realities of any group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly, but with civility (HERI, 1996).
Citizenship	Occurs when one becomes responsibly connected to the community/society by working for positive change interdependently with others (Dugan et al., 2014; HERI, 1996).
Socio-Cultural Conversations	An individual's ability to clarify and articulate their own perspective, seek a better understanding of others' world views, comprehend how personal values fit into larger social structures and perspectives, and discern how to work with different communities to initiate positive change (Dugan et al., 2013).
Leadership Efficacy	One's internal belief in the likelihood that they will be successful when engaging in leadership (Bandura, 1997; Hannah et al., 2008).
Complex Cognitive Skills	The ability to practice critical thinking, self-directed learning, and complex synthesis of information (MSL, 2015).
Sense of Belonging	Feelings of affiliation with the campus community.

MSL Scores

SEE students were compared to Non-SEE students across ten MSL scales. SEE students had higher aggregate mean scores on the commitment, citizenship and sociocultural conversation scales, compared to all Non-SEE students. Additional analysis of variance (ANOVA) tests were used to examine statistically significant differences between SEE and Non-SEE students.
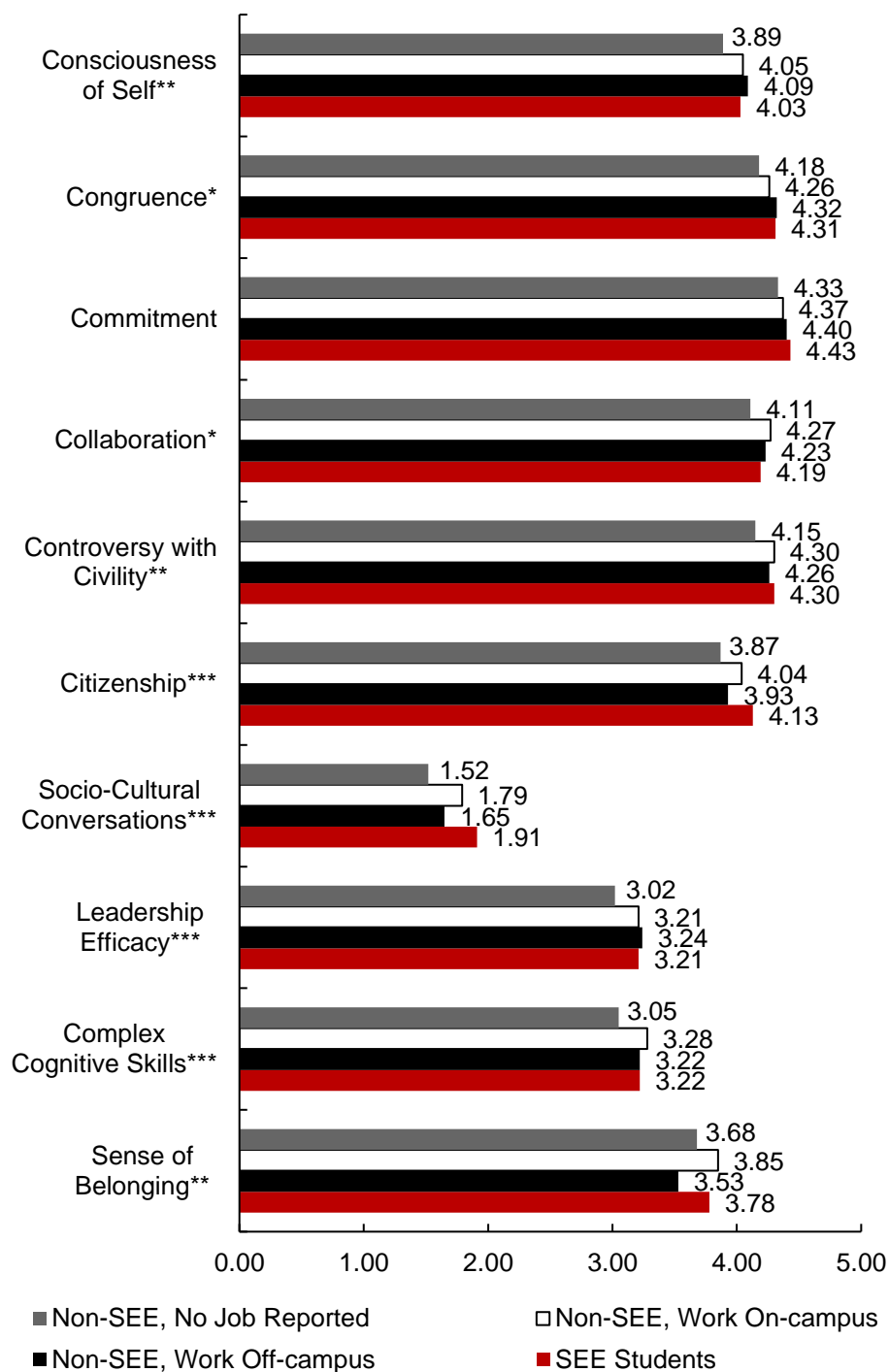
On average, SEE students scored higher on the consciousness of self scale and the congruence scale compared to Non-SEE students with no job ($p < .05$). Additionally, on average, SEE students scored higher on the controversy with civility scale, compared to Non-SEE students with no job ($p < .01$). SEE students scored higher on average on the citizenship scale, compared to Non-SEE students with an off-campus job ($p < .01$) and Non-SEE students with no job ($p < .001$).

SEE students scored higher on average on the socio-cultural conversations scale, compared to Non-SEE students with an off-campus job ($p < .01$) and Non-SEE students with no job ($p < .001$). SEE students scored higher on average on the leadership efficacy scale and complex cognitive skills, compared to Non-SEE students with no job ($p < .01$). Lastly, SEE students had higher sense of belonging scores, on average, compared to Non-SEE students with an off-campus job ($p < .01$).

Mean Scale Scores	Scale Range	SEE Students	Non-SEE, Work Off-campus	Non-SEE, Work On-campus	Non-SEE, No Job Reported	Statistical Significance
Consciousness of Self	1 - 5	4.03 ($n = 173$)	4.09 ($n = 168$)	4.05 ($n = 127$)	3.89 ($n = 319$)	**
Congruence	1 - 5	4.31 ($n = 171$)	4.32 ($n = 167$)	4.26 ($n = 127$)	4.18 ($n = 316$)	*
Commitment	1 - 5	4.43 ($n = 173$)	4.40 ($n = 168$)	4.37 ($n = 126$)	4.33 ($n = 316$)	
Collaboration	1 - 5	4.19 ($n = 171$)	4.23 ($n = 169$)	4.27 ($n = 127$)	4.11 ($n = 317$)	*
Controversy with Civility	1 - 5	4.30 ($n = 173$)	4.26 ($n = 165$)	4.30 ($n = 126$)	4.15 ($n = 316$)	**
Citizenship	1 - 5	4.13 ($n = 173$)	3.93 ($n = 169$)	4.04 ($n = 123$)	3.87 ($n = 317$)	***
Socio-Cultural Conversations	0 - 3	1.91 ($n = 179$)	1.65 ($n = 173$)	1.79 ($n = 131$)	1.52 ($n = 332$)	***
Leadership Efficacy	1 - 4	3.21 ($n = 173$)	3.24 ($n = 162$)	3.21 ($n = 125$)	3.02 ($n = 318$)	***
Complex Cognitive Skills	1 - 4	3.22 ($n = 171$)	3.22 ($n = 163$)	3.28 ($n = 123$)	3.05 ($n = 319$)	***
Sense of Belonging	1 - 5	3.78 ($n = 168$)	3.53 ($n = 160$)	3.85 ($n = 123$)	3.68 ($n = 311$)	**

Note. Table represents mean MSL scores within each student category and the n is the total number of responses within each given student category.

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$*p < .05, **p < .01, ***p < .001$

Mean Student Development and Leadership Scores: SEE Students v. Non-SEE Students

Category	Non-SEE, No Job Reported	Non-SEE, Work On-campus	Non-SEE, Work Off-campus	SEE Students
Consciousness of Self**	3.89	4.05	4.09	4.03
Congruence*	4.18	4.26	4.32	4.31
Commitment	4.33	4.37	4.40	4.43
Collaboration*	4.11	4.27	4.23	4.19
Controversy with Civility**	4.15	4.30	4.26	4.30
Citizenship***	3.87	4.04	3.93	4.13
Socio-Cultural Conversations***	1.52	1.79	1.65	1.91
Leadership Efficacy***	3.02	3.21	3.24	3.21
Complex Cognitive Skills***	3.05	3.28	3.22	3.22
Sense of Belonging**	3.68	3.85	3.53	3.78

■ Non-SEE, No Job Reported   □ Non-SEE, Work On-campus
■ Non-SEE, Work Off-campus   ■ SEE Students

Note. Graph represents percentage of mean MSL scores for each student category.

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*p < .05, **p < .01, ***p < .001

MENTORSHIP

The MSL 2018 survey items capture a wide range of experiences that occur during college, including students' experiences with mentorship. Survey items asked students about their mentoring relationships with employers, peers, academic or student affairs professional staff members, faculty and instructors, community members and parents/guardians. Chi-square analyses were used to test for significant differences between SEE and Non-SEE students. Only activities in which SEE students differed from Non-SEE students were reported as statistically significant (indicated by bolded text and asterisks).

A mentor is defined as a person who intentionally assists your growth or connects you to opportunities for career or personal development. Since you started at your current college/university, have you been mentored by the following types of people?

% Selected Yes	SEE Students	Non-SEE, Work Off-campus	Non-SEE, Work On-campus	Non-SEE, No Job Reported
Employer***	66.3%	52.9%	64.1%	17.7%
	($n = 120$)	($n = 92$)	($n = 84$)	($n = 59$)
Other Student**	72.6%	56.3%	66.4%	56.0%
	($n = 130$)	($n = 98$)	($n = 87$)	($n = 188$)
Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)***	63.5% ($n = 115$)	35.8% ($n = 62$)	53.0% ($n = 70$)	40.9% ($n = 137$)
Faculty/Instructor***	65.3%	48.2%	72.0%	50.5%
	($n = 115$)	($n = 82$)	($n = 95$)	($n = 165$)
Community member (not your employer)**	32.8%	34.7%	24.2%	22.6%
	($n = 59$)	($n = 60$)	($n = 32$)	($n = 76$)
Parent/Guardian	71.8%	69.0%	73.5%	68.4%
	($n = 130$)	($n = 120$)	($n = 97$)	($n = 229$)

Note. Table represents percentage of "yes" responses within each student category and the *n* is the total number of responses within each given student category.

Compared to Non-SEE students with off-campus jobs and Non-SEE students with no job, SEE students were significantly more likely to report that they were mentored by an employer ($p < .01$). SEE students were significantly more likely than Non-SEE students with an off-campus job and Non-SEE students with no job to report that they were mentored by another student ($p < .01$). Additionally, SEE students were significantly more likely than Non-SEE students with no job and Non-SEE students that work off-campus to say that they were mentored by an academic or student affairs professional staff member ($p < .001$). Compared to Non-SEE students with an off-campus job and Non-SEE students with no job, SEE students were significantly more likely to report that they were mentored by a faculty member or instructor ($p < .01$). Lastly, SEE students were significantly more likely than Non-SEE students with no job to report that they were mentored by a community member ($p < .05$).

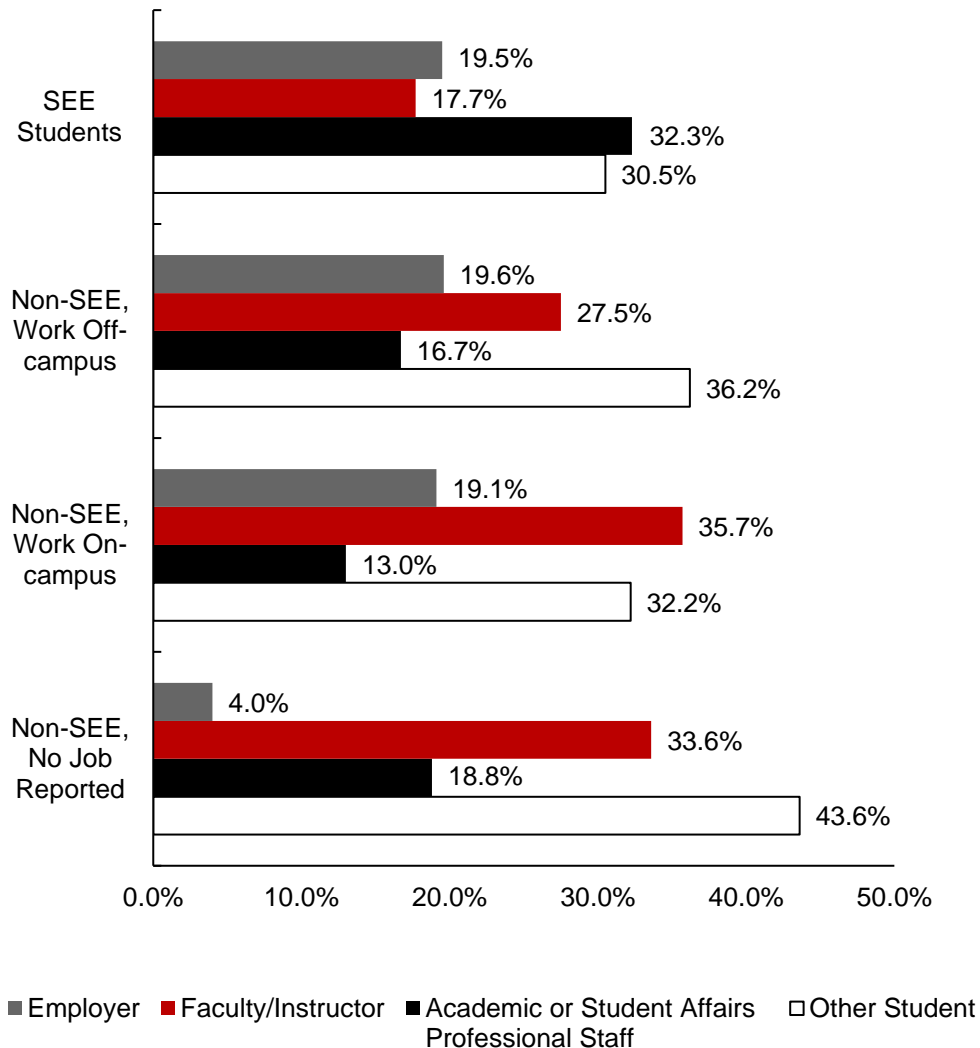THE OHIO STATE UNIVERSITY

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A mentor is defined as a person who intentionally assists your growth or connects you to opportunities for career or personal development. Since you started at your current college/university, how often have the following types of mentors assisted you in your growth or development?

% Selected Sometimes/Often	SEE Students	Non-SEE, Work Off-campus	Non-SEE, Work On-campus	Non-SEE, No Job Reported
Employer***	57.8% ($n = 104$)	39.1% ($n = 68$)	55.7% ($n = 73$)	12.9% ($n = 43$)
Other Student**	66.3% ($n = 118$)	52.0% ($n = 90$)	62.8% ($n = 81$)	51.9% ($n = 174$)
Academic or Student Affairs Professional Staff (ex. student organization advisor, career counselor, Dean of Students, academic advisor, residence hall coordinator)***	50.6% ($n = 91$)	26.6% ($n = 46$)	45.5% ($n = 60$)	29.0% ($n = 97$)
Faculty/Instructor***	54.3% ($n = 94$)	40.0% ($n = 68$)	71.0% ($n = 93$)	41.2% ($n = 134$)
Community Member (not your employer)**	22.4% ($n = 40$)	29.5% ($n = 51$)	18.2% ($n = 24$)	15.5% ($n = 52$)
Parent/Guardian	67.2% ($n = 121$)	66.7% ($n = 116$)	70.5% ($n = 93$)	65.7% ($n = 220$)

Note. Table represents percentage of "sometimes" or "often" responses within each student category and the *n* is the total number of responses within each given student category.

SEE students were more likely than Non-SEE students with an off-campus job to report that an employer sometimes/often assisted them in their growth or development ($p < .001$). Further, SEE students were more likely than Non-SEE students with an off-campus job and no job to report that another student sometimes/often assisted them in their growth or development ($p < .01$). Non-SEE students with an off-campus job or no job were less likely than SEE students to report that an academic or student affairs professional staff member sometimes/often assisted them in their growth or development ($p < .001$). SEE students were more likely than Non-SEE students with an off-campus or no job to report that a faculty member/instructor sometimes/often assisted them in their growth or development ($p < .01$). However, Non-SEE students with an on-campus job were more likely than SEE students to report that a faculty member/instructor sometimes/often assisted them in their growth or development ($p < .01$).

*$p < .05$, **$p < .01$, ***$p < .001$

When thinking of your most significant mentor at this college/university, what was this person's role?
(*n* = 667)

SEE Students
- Employer: 19.5%
- Faculty/Instructor: 17.7%
- Academic or Student Affairs Professional Staff: 32.3%
- Other Student: 30.5%

Non-SEE, Work Off-campus
- Employer: 19.6%
- Faculty/Instructor: 27.5%
- Academic or Student Affairs Professional Staff: 16.7%
- Other Student: 36.2%

Non-SEE, Work On-campus
- Employer: 19.1%
- Faculty/Instructor: 35.7%
- Academic or Student Affairs Professional Staff: 13.0%
- Other Student: 32.2%

Non-SEE, No Job Reported
- Employer: 4.0%
- Faculty/Instructor: 33.6%
- Academic or Student Affairs Professional Staff: 18.8%
- Other Student: 43.6%

■ Employer ■ Faculty/Instructor ■ Academic or Student Affairs Professional Staff □ Other Student

Note. Graph represents percentage of respondents that selected a significant mentor at Ohio State.

More SEE students (19.5%) reported that their employer was a significant mentor, compared to Non-SEE students with an on-campus job (19.1%). Additionally, more SEE students (32.3%) reported that an academic or student affairs professional staff was a significant mentor, compared to Non-SEE students with an off-campus job (16.7%), Non-SEE students with an on-campus job (13.0%) and Non-SEE students with no job (18.8%).

*$p < .05$, **$p < .01$, ***$p < .001$

CONCLUSION

This report summarizes findings on several student leadership outcomes for SEE students using data from the 2018 administration of the MSL at The Ohio State University. Compared to all Non-SEE students, SEE students had higher mean scores on citizenship, socio-cultural conversations and commitment. Further, SEE students had significantly higher scores on several MSL scales compared to Non-SEE students with off-campus jobs or those with no job. There were no statistically significant differences between SEE students and Non-SEE on these items.

Results from mentorship items show that SEE students experience more connections with their employers compared to some Non-SEE student groups. SEE students were more likely to report that they were mentored by an employer, compared to Non-SEE students with an off-campus job. Additionally, SEE students were more likely than Non-SEE students with off-campus jobs or no job to report that an employer sometimes or often assisted them in their growth or development.

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APPENDIX A: DEMOGRAPHICS

Please note that sample sizes vary because students did not have to answer every question.

Demographics	SEE Students		Non-SEE, Off-campus Job		Non-SEE, On-campus Job		Non-SEE, No Job	
	n	%	*n*	%	*n*	%	*n*	%
Gender Identity								
Man	65	38.5%	56	34.8%	49	39.8%	127	40.7%
Woman	104	61.5%	104	64.6%	73	59.4%	178	57.1%
Other Gender Identities	0	0.0%	1	0.6%	1	0.8%	7	2.2%
Racial/Ethnic Identity								
African American/Black	12	7.1%	7	4.4%	2	1.6%	16	5.2%
Asian/Asian American	13	7.7%	6	3.7%	10	8.2%	24	7.7%
Hispanic/Latinx	5	3.0%	2	1.2%	3	2.5%	5	1.6%
White or European American	114	67.5%	122	75.8%	83	68.0%	218	70.3%
Other	11	6.5%	4	2.5%	8	6.6%	18	5.8%
Multiracial	14	8.3%	20	12.4%	16	13.1%	29	9.4%
International Status								
International Student	14	8.3%	3	1.9%	12	9.8%	21	6.7%
Domestic Student	155	91.7%	158	98.1%	111	90.2%	291	93.7%
Transfer Student								
No	193	86.9%	124	59.9%	136	80.5%	325	80.9%
Yes	29	13.1%	83	40.1%	33	19.5%	77	19.1%
First-Generation Student Status								
Continuing-Generation	116	69.0%	105	65.2%	75	62.0%	228	74.3%
First-Generation	52	31.0%	56	34.8%	46	38.0%	79	25.7%
Living Situation								
University Residence Hall	121	72.0%	28	17.2%	52	43.0%	173	52.0%
University-owned	2	1.2%	0	0.0%	0	0.0%	8	2.6%
Sorority or Fraternity	3	1.8%	2	4.3%	4	3.3%	8	2.6%
Off-campus	38	22.6%	90	56.3%	46	38.0%	88	28.6%
Off-campus, with parents or family	4	2.4%	49	22.2%	19	15.7%	44	14.2%

Note. Demographics are self-reported.
[1]Other Gender Identities includes students that self-identified as genderqueer/gender non-conforming, questioning/unsure, transgender or preferred response not listed.

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