

INTEGRITY DEVELOPMENT IN COLLEGE STUDENTS

by

JAMES MATTHEW GARRETT

(Under the Direction of Diane L. Cooper)

ABSTRACT

The purpose of this study was to understand the influence of various collegiate experiences on the development of integrity and exploration of values in traditionally-aged college students. Defined by many as an important public good that promotes positive transformations in society (AAC&U, 2012), integrity is a key collegiate outcome that practitioners must better understand, including the experiences of college students that most positively promote values exploration and congruence. The development of values associated with integrity and morality has been a guiding principle of American higher education, especially in liberal arts colleges (Hersch & Schneider, 2005; Thelin, 2004).

This quantitative study was designed to be both exploratory and predictive. The study utilized a number of basic student involvement experiences and analyzed those experiences against both values and integrity scores of traditionally-aged college students. Utilizing the Multi-Institutional Study of Leadership Student Involvement Inventory (Dugan, 2013), the Portrait Values Questionnaire (Schwartz, 2011), and the Integrity Scale (Schlenker, 2008), the study analyzed three overarching research questions: (1) What is the relationship between various collegiate involvement

experiences and values?, (2) What is the relationship between various collegiate involvement experiences and the measure of a student's level of integrity?, and (3) Does a model exist, and if so what components are part of a model, that predicts a students' level of integrity based on student involvement experiences and personal values? A sample of 4,000 traditionally-aged (18-24) college students at two institutions, a large state flagship and a medium private, was used. The usable response rate was 7.5%.

Findings suggest that a number of major student engagement experiences correlate directly and significantly with various values that students hold. Further, these experiences, the associated values, and their influence on the students' level of integrity is clearly indicated. These implications can provide student affairs practitioners with information that can help structure leadership and other co-curricular experiences to better support students as they go through the process of developing integrity.

INDEX WORDS: Integrity; Integrity Development; Values; Socially Responsible Leadership; Ethical Leadership; Psychosocial Identity Development; Educational Involvement; Student Involvement; College Students; Student Affairs

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DEDICATION

To my family, students, colleagues, mentors, and friends who have shown me love, care, support, and patience as I become a better and more authentic me each day: I am inspired by each of you daily and I will forever be indebted to you. Quite simply, the people I have the privilege to interact with daily are the reason I am who I am. Thank you.

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To leave a process like this without a little more humility, I believe, would be missing one of the great life lessons that can come from receiving a terminal degree. The humility I reference comes from learning that life is too long and arduous to go-it alone; it is humility that drives me to pause regularly to reflect and thank those from whom I have learned. This, I believe, is pivotal to a happy life. One of my favorite inspirational poems, “Dream Big” (Anonymous), contains these words that always resonate so closely with my heart:

“If there were ever a time to dare, to make a difference, to embark on something worth doing, it is now. Not for any grand cause, necessarily -- but for something that tugs at your heart something that's your dream. / You owe it to yourself to make your days here count. Have fun. Dig deep. Stretch. / Dream big. / Know, though, that things worth doing seldom come easy. There will be good days. And there will be bad days. There will be days when you want to turn around, pack it up, and call it quits. Those times tell you that you are pushing yourself, that you are not afraid to learn by trying. / Persist. The start of something new brings the hope of something great. Anything is possible. There is only you. And you will only pass this way once. Do it right.”

There have been many tough days on this journey, but more importantly there have been people in my life who have surrounded me with wisdom, love, affirmation, encouragement, and who have empowered me to persist. To stretch. To dream big. To do it right. To them, I am forever thankful.

This push to do my very best has been a theme throughout my life, so I must begin by acknowledging my family. I have the privilege of being the third of three terminal degree recipients in a family where neither parent graduated college. This speaks volumes to the love, support, push, encouragement, hard work ethic, and lesson to

always do our best and to never settle that my parents taught us every day growing up. To say I am fortunate to have some of the most amazing parents a person could ask for is an understatement. My mom, Carol Roberts Garrett, and my dad, James Garrett, are two of few people with whom I try to emulate my life. My sisters, Reginna Germano, Ph.D. and Renee Hughes, Ed.D., are two of my best friends and I admire them both tremendously. My little brother, Michael Garrett, reminds me every single day that with hard work and determination you can accomplish anything and be wholly happy while in pursuit of that goal. My nieces, nephews, brothers-in-law, and sister-in-law round out a family that I love dearly and miss tremendously. I would not be who I am today or where I am without the support, encouragement, and push from Chris Holoman. Finally, I often think of some of my closest friends as family. I certainly know that Paul Cronin, Bill McKeand, and so many others have been by my side, encouraging and supporting me while also keeping me as balanced as possible (i.e. forcing me away from work). I am thankful and blessed to have you all in my life.

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CHAPTER 1

INTRODUCTION

Leadership education has evolved in the last thirty years from a nebulous, atheoretical concept linked by happenstance through uncoordinated activities to a field with established theoretical frameworks, models, standards, and research (Komives, 2011). Since the inception of higher education in America, “leadership” has been a cornerstone outcome (AAC&U, 2007) of the higher education experience, though little to no intentionality addressed this outcome until the 1970s (Astin & Astin, 2000; Dugan & Komives, 2011). Indeed, American higher education institutions produce nearly all of the country’s *positional* leaders—in business, in politics, in education, in science, in law, in medicine, in community improvement organizations, and so on. The gap that exists is that these positional leaders are often leaving colleges and universities without the *leadership capacities* to even engage in effective leadership for our country and communities (AAC&U, 2007; Osteen & Coburn, 2013).

“Many of the challenges that will be faced by the United States – including social, technical, demographic, environmental, and economic issues – will require knowledge and actions that cannot be known today. One thing is certain, however. The nation’s ability to respond and prosper will depend on the quality of leadership demonstrated at all levels of society.” (Zimmerman-Oster & Burkhardt, 1999, p. 1)

The purposeful efforts that have developed since the inception of the leadership task force by Commission IV of ACPA in 1976, by AAC&U, and the Kellogg Foundation have pushed not only student affairs but also higher education more broadly to acknowledge the role that college experiences and student affairs divisions play in contributing to one of the most important goals of higher education (AAC&U, 2007; Roberts, 2007; Roberts, 2013).

Patricia King (1997) wrote, “Helping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education” (p. 87). Guthrie and Osteen (2013) also indicated leadership education has become an essential outcome of higher education. Leadership has been identified repeatedly beyond student affairs as a core collegiate component, but leadership as an outcome also connects directly to other core liberal arts and applied discipline outcomes. As acknowledged by many, a core component of leadership is integrity (King, 1997; HERI, 1996), and the field of student affairs and higher education more broadly know very little about this important construct (Garrett & Cooper, under review).

The Social Change Model for Leadership Development (SCM), the most widely used leadership development theory in higher education (Higher Education Research Institute (HERI), 1996; Kezar, Carducci, & Contreras-McGavin, 2006), connects very closely with certain aspects of psychosocial identity development as outlined by Chickering & Reisser (1993). First, developing purpose is pivotal to effective leadership (Chickering & Reisser, 1993; Komives, Wagner, & Associates, 2009). The SCM refers to this as “commitment” where students develop a sense of purpose and focus themselves

in activities about which they are passionate (HERI, 1996). For the final vector in Chickering & Reisser's model, developing integrity directly correlates to congruence in the SCM (Chickering & Reisser, 1993; Komives, Wagner, & Associates, 2009).

Literature on college student development of integrity is sparse; some argue that developing integrity is the highest order vector, and in many ways students may not even be achieving integrity in the ways that Chickering and Reisser (1993) defined the concept. Interestingly, the results and continued analysis of the Multi-Institutional Study of Leadership (MSL) indicate that students are clarifying and committing to core values in ways that might indicate they are beginning their own personal journeys toward living lives of integrity (Dugan & Komives, 2007).

Constructs

There are no truly dominant focuses of integrity research in the field of leadership, potentially due to the lack of clarity on the definition of integrity (Palanski & Yammarino, 2007). Integrity, as defined in philosophy and moral reasoning literature, is conceptualized with five characterizations in the *Stanford Encyclopedia of Philosophy* (2011). Three of these definitions directly support the conceptualization of this research. First, integrity is seen as the view of being steadfast to one's commitments, holding true to the values that are part of one's identity. Second, integrity is seen as "standing for something," or a social virtue by which one respects and situates their own values in context of community (Calhoun, 1995). Finally, integrity is discussed as "moral purpose," an action oriented virtue by which one must consciously act in a certain way, with purpose, to demonstrate integrity. As such, integrity is not as much a particular set of character traits as it is more a systematic process through which a person develops

personal value convictions that serve as a guide for one's actions, enacts those convictions consistently, and demonstrates the courage to maintain this authenticity in the face of adversity and opposition (Calhoun, 1995; Chickering & Reisser, 1993; Komives, Wagner, & Associates, 2009; Palanski & Yammarino, 2007; Schlenker, 2008; Stanford Encyclopedia of Philosophy, 2011). Consistency between values and actions in the face of adversity has deep philosophical roots as a strong conceptualization of this often nebulous notion of integrity (Palanski & Yammarino, 2007). Integrity is core to one's identity as a person develops over time the ability to lead a more principled life, with one's core convictions and values guiding behavior (Chickering & Reisser, 1993; Schlenker, 2008). Chickering and Reisser (1993) discussed integrity as overlapping stages in which students progress from questioning, refining, and gaining greater clarity in the role of values (humanizing values) in their lives to establishing a personal values core that guides their actions (personalizing values). The ability to develop congruence between these values and their own personal actions, balanced by a sense of social responsibility, is the second construct (Chickering & Reisser, 1993).

The SCM and Socially Responsible Leadership concepts of "integrity" are also comparable to both the *Stanford Encyclopedia of Philosophy* (2011) and to how Rest (1984) conceptualized morality as a whole. Rest (1984) presented a model that included four components that help situate integrity in terms of action. The first, *moral sensitivity*, is the ability for someone to recognize a situation as ethical in nature, and then have the *moral judgment* to weigh out the situation and choose the most moral option. *Moral motivation* is the degree of commitment to and personal identification with moral action, and most closely aligns with the congruence constructs of integrity, through which

students have a personal identification with their core values and are committed to making decisions and actions based on those moral values. Finally, *moral character* is the personal strength to see the action through no matter the obstacles, or the moral courage to do what is right to the completion of the challenge.

Defining Integrity

The various constructions of integrity are numerous; however, with the support of the *Stanford Encyclopedia of Philosophy* (2011), the Ensemble that produced the SCM (HERI, 1996), and the work of Rest (1984), this research uses the framework provided by Chickering and Reisser (1993) to guide operational definitions. For the purposes of this study, integrity is defined as a systematic, lifelong process through which a person *challenges, refines, and develops personal values* grounded in moral and ethical norms of community and *enacts those convictions congruently* with courage in the face of adversity (Calhoun, 1995; Chickering & Reisser, 1993; Garrett & Cooper, under review; Komives, Wagner, & Associates, 2009; Palanski & Yammarino, 2007; Schlenker, 2008; Schlenker, 2011). These two key constructs of this definition of integrity frame the problem, that of understanding personal values and the development thereof, and maintaining congruence between those values and one's personal actions.

Values

Defining values. Values are a key predictor of behavior and help explain actions of individuals at both the individual and societal level (Schwartz, 2006). Schwartz (1994a) defined values as “desirable goals, varying in importance, that serve as guiding principles in the life of a person or other social entity” (p. 21). Values are seen as guiding forces of individual actions, and they are connected to character. Additionally,

values have been used to predict other college outcomes. One such example is academic success and the influence of values on individual motivation and behavior to achieve (Lounsbury, Fisher, Levy, & Welsh, 2009). For purposes of this dissertation, values are understood to be “guided by and situated in the idea of a social good to most closely align with socially responsible leadership constructs” (AAC&U, 2012; Calhoun, 1995; Garrett & Cooper, under review; HERI, 1996; Horn, Nelson, & Brannick, 2004; Palanski & Yammarino, 2007; Palanski & Yammarino, 2009).

Congruence

Defining congruence. At the root of integrity is congruence. Sometimes called commitment or principled commitment, congruence is understood as the process through which individuals make decisions to have greater consistency between deeply held values and their actions and decision-making processes (Chickering & Reisser, 1993; HERI, 1996; Miller & Schlenker, 2011; Schlenker, 2008; Stanford Encyclopedia of Philosophy, 2011). Congruence is realized when an individual “has identified personal values, beliefs, attitudes, and emotions and acts consistently with those values, beliefs, attitudes, and emotions” (Komives, Wagner, & Associates, 2009, p. 54). Individuals with high integrity demonstrate behaviors that directly align with their values, showing a commitment to those values through their congruence in behavior.

Interchangeability of integrity and congruence. This study used these terms interchangeably because the core of integrity is congruence between one's values and actions. The actual act or behavior, grounded in one's value structure, is the moment of both congruence (or lack thereof) and integrity (or lack thereof). What is not interchangeable but equally important is the recognition, as discussed above, that

personal values play both in determining the *guiding principle* of the action and *substance of outcome* in action congruence, or integrity.

Student Involvement

Student involvement has strong positive predictors and influences on psychosocial development broadly (Astin, 1983; Cooper, Healey, & Simpson, 1994; Hernandez, Hogan, Hathaway, & Lovell, 1999; Kuh, 1995), and has been found to influence personal values clarification processes (Garrett and Cooper, under review). Student organizations, government, and programming are some of the most significant involvement opportunities on a college campus. Involvement theory emphasizes that the amount of time a student spends on campus involved in campus life positively affects their development and sense of community in college (Astin, 1983).

Should Institutions Care about Ethics, Morality, or Values?

The development of values associated with integrity and morality has been a guiding principle of American higher education, especially at liberal arts colleges (Hersch & Schneider, 2005; Thelin, 2004). Leading scholars in higher education emphasize various aspects of integrity as core purposes of higher education. AAC&U (n.d.) identified personal integrity as a part of “personal and social responsibility,” which they name as a key outcome for higher education. In student affairs literature, Blimling, Whitt, & Associates (1999) in *Good Practices in Student Affairs: Principles to Foster Student Learning* suggested that a core role of student affairs, to be most influential, is to support students to “grow and learn from personal moral crises and ethical conflicts” (p. 51). Hundreds of universities have this type of development directly named in their mission and vision statements. Although some scholars have become uncomfortable with

the notion of teaching such “personal” or “moral” issues because of the fear of imposing values on students (Hersch & Schneider, 2005), significant research indicates that students are developing morally and ethically throughout their tenure at undergraduate institutions (Pascarella & Terenzini, 2005). Education affects students’ character, and various moral and civic messages are unavoidable, if not a core purpose, of American higher education (AAC&U, 2012; Berkowitz, 1997; Colby et al., 2003; Hersch & Schneider, 2005). Acknowledging this, research can support both faculty and student affairs practitioners to be more intentional in how they support the individuals’ moral, civic, and social responsibilities in students (Hersch & Schneider, 2005).

Problem

Integrity is an incredibly important concept to developing the public good and active, ethical citizens (AAC&U, 2012). Further, nearly all leadership literature talks about the importance of ethical behaviors in leaders (Komives, Lucas, & McMahon, 1998). Literature asserts that the collegiate experience is a positive contributor to the development of students’ integrity; however, little to no research supports these assertions. For Chickering & Reisser’s (1993) vectors, the final vector *developing integrity* has been researched the least (Cooper, Healey, & Simpson, 1994), but research is needed to gain deeper understanding of the role college plays on promoting or developing integrity. Additionally, there is little research providing direct understanding values clarification processes and integrity development with college student psychosocial development (Garrett & Cooper, under review). Little research directly identifies the variety of values that may or may not be developed and promoted through co-curricular endeavors such as civic engagement experiences, leadership development

programs, involvement in student organizations, or mentorship programs with faculty and student affairs administrators.

As student affairs practitioners support the holistic development of students with whom they engage, having a deeper understanding of how students go about developing integrity is important research to add to the existing literature. If we know that certain collegiate experiences promote greater values clarification or congruence, practitioners could better focus limited time and strained resources on these key experiences to help ensure all students are exposed to the concept of integrity. The lack of research in this area limits student affairs practitioners, especially leadership educators who ground their work in socially responsible leadership, from understanding how to best structure programs and services to meet key higher education outcomes. Further, greater understanding of how students develop integrity would be useful to conduct offices as they work to promote integral behavior of students on their campuses.

Purpose of this study

The purpose of this study was to understand the influence of various collegiate experiences on the development of integrity and exploration of values in traditional aged college students while controlling for pre-college characteristics such as religion and race/ethnicity (Garrett & Cooper, under review). Dugan and Komives (2010) found that various collegiate experiences promote greater senses of congruence and socially responsible leadership; however, no deeper analysis exists to understand the values being promoted in this increase of congruence in college students, and no research exists that understands the role various values may play in a person's sense of integrity.

Defined by many as an important public good that promotes positive transformations in society (AAC&U, 2012), it will be important to understand more deeply the experiences of college students in institutions of higher education that most positively promote values exploration. Another important aspect to understand is the type of experiences that ultimately promote congruence in those values that connect to a deeper sense of responsibility for community. The AAC&U (2012) called for the leadership of student affairs to play a crucial role in the “collective effort to make civic responsibility understood as the ethos and daily practice of the campus” (p. 16). Students may not leave institutions of higher education living lives of integrity, but it is clear that this is an important and desirable outcome, and practitioners should learn more about the experiences that promote the most significant learning around these concepts.

Research Questions

Garrett and Cooper (under review) found that student involvement and engagement are key components of both the values clarification and congruence development process. To help better understand this relationship, the purpose of this study was to increase understanding of the relationship between student involvement, values development, and integrity when controlling for demographic factors found to influence values development pre-college enrollment. These demographic variables were collected and used as possible control/predictor variables as previous research indicates that various identity variables can, though not always, be important influences for various student development (Dugan, Komives, & Segar, 2008; Garrett & Cooper, under review; Kezar & Moriarty, 2000). Thus, this study seeks to answer the following research questions while controlling for these considerations.

Research Question 1

RQ1: Do relationships exist between various collegiate involvement experiences and values? If so,

RQ1.1: where do collegiate student involvement experiences on a college campus correlate to a student's values?

RQ1.2: what variables exist in a model of student involvement on a college campus that predicts the values that a student holds?

Research Question 2

RQ2: Do relationships exist between various collegiate involvement experiences and the measure of a student's level of integrity? If so,

RQ2.1: where do collegiate student involvement experiences on a college campus correlate to personal integrity scores?

RQ2.2: what variables exist in a model of student involvement experiences on a college campus that predicts personal integrity scores?

Research Question 3

RQ3: Does a model exist that predicts a students' level of integrity based on student involvement experiences and personal values? If so, what are the key elements of that model?

Delimitations

This study is being limited to traditionally-aged college students (18-24) at two institutions in the Southeast to focus the study to a specific developmental timespan. Further, this delimitation allows for a focus on integrity as specifically outlined and described by Chickering and Reisser (1993) on more traditionally-aged college student

experiences. Finally, by better understanding this specific age demographic, future research can expand to be more inclusive of all undergraduate experiences.

Significance of the Study

This work is significant for multiple reasons. First, understanding student development is a key focus for the field of research in student affairs (Brown, 1972; Keeling, 2004). Student involvement has been shown to be associated with higher levels of development along many of Chickering and Reisser's (1993) vectors, namely developing purpose, life management, cognitive complexity, interpersonal and practical competence, intercultural competence, and interdependence (Cooper, Healey, & Simpson, 1994; Hernandez, Hogan, Hathaway, & Lovell, 1999; Kuh, 1995). Involvement in extra- or co-curricular activities on a college campus positively promotes socially responsible leadership development (Dugan & Komives, 2007; 2010). Research indicates that increases in leadership development enhance other areas of student learning and development like academic performance, self-efficacy, and personal development. (Benson & Saito, 2001; Fertman & Van Linden, 1999; Garrett & Cooper, under review; Komives et al., 2005; Scales & Leffort, 1999); however, very little research explains, connects, or even discusses the connections of Chickering & Reisser's (1993) final vector, developing integrity, with student involvement (Garrett & Cooper, under review).

Second, leadership development and integrity development are both critical college outcomes that have been identified by many scholars who study higher education (Association of American Colleges & Universities [AAC&U], 2007; Keeling, 2004; US Department of Education, 2006). Institutionally, divisions of student affairs are uniquely poised to provide the learning environments most conducive to developing leadership

(AAC&U, 2012; Dugan, 2011). The public increasingly calls for graduating ethical and principled graduates to lead a 21st century world, and specifically recognizes student affairs professionals who can “provide more arenas for students to develop their public oriented leadership” (AAC&U, 2012, p. 33). In calls from the AAC&U, to political leaders and to authors on social injustices, there is a consistent message that we are in the midst of a leadership crisis in American society because of a lack of leadership capacity and integrity. If we know that involvement experiences throughout the institution are poised, if supported with intentional research and measurement, to also support leader development and integrity development, student affairs will be better positioned to capitalize on all of those experiences, thereby helping to justify institutional resource allocation to support leadership and integrity development (Love & Estanek, 2004).

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to explore the literature surrounding psychosocial development, leadership development, integrity development, values clarification, and congruence in behavior, and to discuss the research already existing that measures these concepts. This chapter explores these concepts individually and then connects them to build the case for why they provide a strong rationale for this study.

The Role of Leadership Development and Integrity Development in Higher Education

Institutions of higher education seek to graduate leaders for their fields, their disciplines, and their communities (Dugan & Komives, 2011). Whether the goal of leadership capacity building is manifest or latent in the institution's mission (Gouldner, 1957), nearly no traditional institution focused more broadly than general "educational tooling," like perhaps technical colleges or even some community colleges, would posit that they simply graduate individual contributors instead of leaders. Indeed, graduating people into their communities who can create effective change is an important hallmark to American higher education (HERI, 1996; Astin & Astin, 2000; AAC&U, 2007; AAC&U, 2012).

Mission statements are one of the first places to look to understand why both leadership development and integrity development should be supported at institutional and student affairs divisional levels. Missions are, and should be, the guiding force

behind institutional processes, programs, service, curricula, and research (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). Educating students as leaders has long served as a central purpose for institutions, and this is regularly noted in institutional mission statements (AAC&U, 2007; Astin & Astin, 2000; Zimmerman-Oster & Burkhardt, 1999).

Meacham & Gaff (2006) surveyed the 331 institutions on Princeton's *The Best 331 Colleges* list. While the merits of exact rankings can be debated, generally these institutions are considered some of the strongest. They often serve as peer and aspirant institutions for many others around the country (Meacham & Gaff, 2006). Through the survey, they identified 39 core-learning goals from coding the statements. Certainly, this is far from a mandate. Aside from a "liberal arts" education, leadership was the second most prevalent learning goal identified in 101 of the mission statements. When coding for terms related to socially responsible leadership and the importance of service in social change, giving back to the community appeared in 121 mission statements. The next most prevalent themes included concepts of moral character and social responsibility, which are also important to understanding integrity. Other themes that connect directly to the components of leadership and integrity included critical thinking, appreciating diversity, lifelong learning, citizenship, and community. Espousing integrity or leadership development in institutional mission does not ensure effective outcome achievement. Indeed, it is but a starting point for faculty and student affairs professionals to intentionally lead their own change efforts to ensure environments are adapted to produce desired educational outcomes.

Institutions of higher education are responsible and accountable to the institution's mission and the broader purposes of higher education to support student

learning and development (ACPA, 1994; AASHE, ACPA, & NASPA, 1998; Keeling, 2004). Further, out-of-class learning environments are some of the best in which to apply classroom knowledge prior to graduation (Astin, 1993). The philosophical foundations of student affairs as a field are concerned with the holistic development of students as aligned with institutional mission and outcomes (American Council on Education, 1937). As such, these all support integrity development as a key activity for student affairs to know more about and be more intentional about when serving students (Komives et al., 2005; Kuh, Kinzie, Schuh, Whitt & Associates, 2005).

Leadership Development: a History and Emergence of Ethics, Integrity, and Moral Character as Integral Components

Defining leadership could be a lifetime of work. While leadership is one of the most observed and least understood psychosocial phenomena (Burns, 1978; Dugan & Komives, 2010), the evolution of the research helps understand the history and development of leadership as a concept over time. Many texts, scholarly and not, exist to promote definitions and theories of leadership so diverse that aligned scholars may agree one day and disagree the next. To truly define leadership, one must consider the concept in context and over the span of change in leadership as a field (Dugan & Komives, 2011).

Industrial Paradigm

The history of leadership theory, and especially leadership as a field, can be traced to the 1970s and 1980s to theories and themes of leadership considered part of the *industrial paradigm* (Northouse, 2010; Roberts, 2007). Several theories of leadership connect to this paradigm, but those theories are often focused on power, command, control, and characteristics of leaders related to management, transactional, and traits

(Astin & Astin, 2000; Kezar et al., 2006; Northouse, 2010; Roberts, 2007). For example, strong histories exist of the development of leadership from “great-man” theories (e.g. men of the Bible, royalty) to trait-based theories (e.g. born with specific, definable traits). Trait theories themselves emerged from the Great Man theory where leadership is concerned with the inherent characteristics that leaders are either born with or are able to develop, solely through a necessitation to survive in leadership positions (Bensimon, Newmann, & Birnbaum, 1989; Rost, 1991). Over time, these philosophies have weakened and focus shifted away from the innate characteristics of the person to focusing on the characteristics themselves. Bass (1990) and Northouse (2010) have identified some key characteristics of leaders such as self-confidence, integrity, and intelligence as important. The weakness of these approaches though are that no one definitive list of leadership traits has emerged, and indeed some leaders are fully successful while lacking some traits that others rely on for their success (Kezar et al., 2006). A more critical review of such theories also reveals the social identity implications of race and gender were ignored during this time of research, and writing and research failed to recognize the inherent socially constructed realities of power and privilege most prevalent in the white, heterosexual, able-bodied, cisgender men (Dugan, 2008).

Both Komives et al. (2007) and Roberts (2007) described the growing middle class being thrust into leadership roles during the industrialization and post-World War era as pivotal to expanding research and understanding of effective leadership. What emerged were *behavioral theories* that focused on the specific task and relationship behaviors, and their ability to effectively manage both, of successful leaders. Examples

of these behaviors include strong communication skills and the ability to manage others while motivating them (Roberts, 2007).

Over time, these behavioral theories began to acknowledge that not all situations require the same responses or behaviors. *Situational* theories, sometimes called *contingency* theories, recognized that the environment was also a key indicator of leadership and that different environments, or situations, required different behaviors and leadership styles (Hersey & Blanchard, 1969). While these theories are still recognized as valid to help understand leadership, they are often critiqued because of the myriad of variables that may need to be controlled for to effectively understand a leader's effectiveness (Dugan & Komives, 2011; Kezar et al., 2006; Roberts, 2007; Van Velsor, McCauley, & Ruderman, 2010).

Postindustrial Paradigm

As the twentieth century moved toward its close, new theories that challenged conventional paradigms of leader-centric, trait/behavior-oriented beliefs emerged. These theories recognized that problems both in organizations and in society are complex, and they pushed themes of leadership around group processes and transformational influences (Burns, 1978; Northouse, 2010). Emerging beliefs emphasized that the nature of complex social responsibility and social relationships among people must be recognized when seeking to both understand leadership and promote leadership development. For example, *reciprocal* theories emerged that conceptualized leadership as more of a process that was relationship focused and characterized by shared goals (Komives et al., 2007; Roberts, 2007). A great example of these types of theories was Burns' (1978) transformational leadership theory that also acknowledged for really the first time notions

of ethical purposes and moral ends in leadership. Burns also promoted extensively concepts of empowerment and social change. Burns' (1978) work has been foundational to newer leadership models that emphasize follower satisfaction, mutual and shared goals, the ability to articulate a common vision, and care for society broader than ones' own individual impact (HERI, 1996; Kezar et al., 2006; Kouzes & Posner, 2007; Roberts, 2007).

Another example of a reciprocal-based theory is Greenleaf's (1977) servant leadership theory. This foundational theory recognized that many of the world's biggest organizations were not serving the greater world's needs and Greenleaf (1977) posited that individuals first had to seek to serve others. His work is also important to ground the connection between understanding integrity and leadership development, as he too emphasized a more values-based and ethics-centered leadership mantra (Roberts, 2007).

Finally, specific to the college student experience, leadership models emerged with their foundations in postindustrial theories like Greenleaf's (1977) work on servant leadership. Scott (2004) found that over 1,000 programs are represented nationally on college campuses that focus on leadership development. Several key examples of these theories include The Leadership Challenge, the Relational Leadership Model, the Leadership Identity Development Model, and the Social Change Model for Leadership Development (Roberts, 2007). Kouzes & Posner's (1987) leadership challenge, which was modified to focus on college students, emphasizes five key characteristics of transformational leaders. The *relational leadership model* was specifically created for college students by Komives, Lucas, & McMahon (1998) and is grounded in postindustrial models that emphasize reciprocity in leadership acknowledging that

leadership is an ethical process grounded in relationships where people work together to effect positive change. The *leadership identity development model* utilizes characteristics discussed here to help practitioners understand the cognitive development that students experience while developing an identity as leader (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005).

The *social change model of leadership development* (SCM) came from the Higher Education Research Institute's (HERI) work in 1996 and is now identified as the most widely used leadership theory in the context of collegiate leadership programs (Kezar, Carducci, & Contreras-McGavin, 2006). These authors referred to themselves as the Ensemble to emphasize that leadership itself is a collaborative process. The shared values of the SCM emphasized social responsibility as a core of effective leadership and uses core capacities connected with individual, group, and community processes to effect positive change in our communities (HERI, 1996). One of these key processes is the notion of *congruence*, where student's values drive their actions. These values are situated in the context of larger social norms and needs (HERI, 1996; Komives et al., 2007). This concept provides significant theoretical underpinning for this study.

In the context of higher education, with histories of commitment to community, service-orientations, and working for the public good, postindustrial theories fit well with other core student learning outcomes. The idea of graduating students that work for the public good is not a new notion in higher education (Thelin, 2004). Regardless of the specific theoretical foundation an institution or even higher education broadly may ascribe to, there are themes that emerge related to leadership development for American colleges and universities. First, leadership is about an *orientation to public good* as a

cornerstone. Second, leadership is action-oriented as leaders seek to be engaged and *effect or promote positive change in our democratic society*. Third, leadership is *relational* in nature, acknowledging a leader needs others to achieve an agenda and must know how to work in *community with diverse others* to accomplish goals. Fourth, leadership is grounded in *ethical principles and personal integrity* ground the public good notion. Fifth, leadership is a *lifelong learning* process and not a position, indicating that one continues to refine their leadership ability throughout the lifespan. Finally, leadership requires *problem solving and critical thinking* to address the challenges in a given community, be it the community in which an institution exists or a Fortune 500 company someone leads (Dugan & Komives, 2011; Greenleaf, 1977; HERI, 1996; Kezar, Carducci, & Contreras-McGavin, 2006; Komives, Lucas, & McMahon, 1998; Roberts, 2007).

Measuring Leadership Development

In the past century, nearly 65% of all published research involving leadership development used college students as a primary sample (Avolio et al., 2005). Much of the initial work measuring or understanding leadership came from data from the Cooperative Institutional Research Program (CIRP). Astin's (1993) work analyzed a variety of involvement factors to better understand leadership development; however, much of his work lacked a leadership theoretical grounding. The W.K. Kellogg Foundation funded over 30 projects in the 1990s that focused on leadership development in college age students and found that the collegiate environment is indeed a strategic setting for learning these important skills and theories (Zimmerman-Oster, Burkhardt, 1999). Other studies have found influences like institutional type, participation in

programs and services focused on leadership development, and sociocultural experiences across race and gender as important influences in socially responsible leadership development (Antonio, 2001; Kezar & Moriarty, 2000; Smart, Ethington, Riggs, & Thompson, 2002).

Since the advent of the Multi-Institutional Study of Leadership (MSL), however, over 200 empirical studies have been published using this data in top tier student affairs and higher education journals, such as the *Journal of College Student Development*, the *Journal of Higher Education*, the *Journal of Student Affairs Research and Practice*, the *Journal of Leadership Education*, and others (Dugan, 2011). Dr. Tracy Tyree (1998) developed the initial Socially Responsible Leadership Scale which was designed to measure each of the seven core values of the SCM. Later, Dugan (2006a) refined the instrument to the 68-item instrument currently in use by the MSL. Since the creation of the MSL, much additional research has been done to test a variety of specific experiences against socially responsible leadership development; however, few, if any, have focused on understanding the construct of congruence more specifically. Research indicates that increases in leadership development enhance other areas of student learning and development like character, integrity, academic performance, self-efficacy, and personal development (Benson & Saito, 2001; Fertman & Van Linden, 1999; Garrett & Cooper, under review; Komives et al., 2005; Scales & Leffort, 1999). As calls from the AAC&U to political leaders and to authors on social injustices (e.g. Ehrenreich, 1999) echo that we are in the midst of a leadership crisis and in a crisis of values in American society, research should be continued to better understand how integrity, as a pivotal component of effective leadership, is developed in college students.

Psychosocial Identity Development

Both concepts of leadership development and of integrity development are part of the broader field of psychosocial identity development (Chickering & Reisser, 1993; Evans et al., 2010). Psychosocial development theories are associated with growth and how students develop over the course of their lifetime through social, cultural, and environmental interactions (Chickering & Reisser, 1993; Evans, et al., 2010). Grounded in the work of Marcia's (1966) model of ego identity status, other emergent theories of psychosocial development include Josselson's (1987) pathways to women's identity, Cross's (1991) model of African American identity development, Chickering & Reisser's (1993) model of identity development, Phinney's (1990) model of ethnic identity development, Cass's (1979) model of homosexual identity development, and D'Augelli's (1994) model of LGB identity development that was expanded to include transgender individuals (Bilodeau, 2005). All of these theories explain how development changes occur and describe key behaviors that are evident when certain developmental tasks have been accomplished.

Chickering and Reisser's (1993) model provided a comprehensive model of developmental tasks most common to college students. The initial model, in *Education and Identity* (Chickering, 1969), utilized Erikson's work as the foundation for seven vectors he believed ultimately contributed to the formation of a person's identity. The revised model from 1993 included an additional twenty years of new findings and revised several of the vectors significantly (Chickering & Reisser, 1993).

The model included seven total vectors that are seen as various tasks that students should/often accomplish during their collegiate experiences (and into the rest of their

lives), which are psychosocial in nature. These vectors include *developing competence* in various physical and intellectual life tasks, *managing emotions* both in the recognition and control of various emotions, *moving through autonomy toward interdependence* learning to become autonomous individuals who do not rely on others for identity or excessive support, *developing mature interpersonal relationships* that include tolerances of difference and intimacy, *establishing identity* which includes the internal definition of self, *developing purpose* in their personal and professional lives, and *developing integrity* where students should clarify and commit to values that guide their ethical actions (Chickering & Reisser, 1993). Chickering and Reisser (1993) discussed integrity as overlapping stages in which students progress from questioning, refining, and gaining greater clarity in the role of values (humanizing values) in their lives to establishing a personal values core that guides their actions (personalizing values). The ability to develop congruence between these values and their own personal actions, balanced by a sense of social responsibility, is the second construct (Chickering & Reisser, 1993).

Connecting Leadership, Psychosocial, and Integrity Development

Up to this point, a brief history of leadership development helps situate the important notions of values, congruence (SCM) and ethical/moral behavior as pivotally related to leadership. As the SCM further outlines congruence, much of the literature tied concepts of socially responsible leadership directly to values, as at their core values may be personally held convictions that could contradict what may be more broadly accepted given societal norms and social good (Palanski & Yammarino, 2007). Further, Chickering and Reisser specifically discussed integrity as a pivotal developmental task of college students, albeit one of the least understood developmental tasks. An instrumental

aspect of understanding one's own identity is a deeper understanding of those values that drive behavior and the actions that result from those values. As such, continuing to understand integrity development, specifically how students develop integrity over time while clarifying those values important to their own integrity, is instrumental to better understanding both psychosocial and leadership development as fields of research.

Integrity Development

For the purposes of this study, integrity is defined as a systematic, lifelong process through which a person *challenges, refines, and develops personal values* grounded in moral and ethical norms of community and *enacts those convictions congruently* with courage in the face of adversity (Calhoun, 1995; Chickering & Reisser, 1996; Garrett & Cooper, under review; Komives, Wagner, & Associates, 2009; Palanski & Yammarino, 2007; Schlenker, 2008). Consistency between values and actions in the face of adversity has deep philosophical roots as a strong conceptualization of this often nebulous notion of integrity (Palanski & Yammarino, 2007). Integrity is core to one's identity as a person develops over time the ability to lead a more principled life, with one's core convictions and values guiding behavior (Chickering & Reisser, 1993; Schlenker, 2008). Rost (1993) also uses similar language when talking about ethical implications of individual behavior. He discusses both content and process of integrity. Content refers to the idea that one's end purpose or values must be acceptable given the societal/communal norms and the individual's personal convictions. The process refers to how one achieves congruence with those values.

Literature on college student development of integrity is sparse. Some argue that because developing integrity is the highest order vector in Chickering and Reisser's

(1993) model, in many ways students may not even be achieving integrity in the ways the authors defined the concept. Interestingly, the results and continued analysis of the Multi-Institutional Study of Leadership (MSL) indicate that students are clarifying and committing to core values in ways that might indicate they are beginning their own personal journeys toward living lives of integrity (Dugan & Komives, 2007). As such, continuing to understand what values students are developing in college, what levels of congruence may be developing in college, and what experiences may or may not be influencing that development can help student affairs practitioners better structure programs and services to support the development of integrity. Because integrity is a life-long construct (Chickering & Reisser, 1993; HERI, 1996; Rest, 1984), students will continually refine their values and congruence throughout their lives, but it is important to understand the influence of college on this development as well.

Measuring Constructs of Integrity Development

Values Clarification

Understanding the values of today's college students can be beneficial to understanding and predicting behavior. Schwartz (2006) argued that values are "central to public discourse today" (p. 169) and that while individuals may have different value priorities, values have explanatory and predictive potential for individual behavior. Theorists have argued that values influence the speed of social change, and values are central to be able to understand social behavior. Values are themselves core convictions that explain motivations, justify attitudes, and predict behavior (Allport, Vernon, & Lindzey, 1960; Bem, 1970; Feather, 1985; Rokeach, 1973; Schwartz, 2006). Student experiences in college are widely understood as providing various influential

opportunities for students to develop psychological dimensions like values, beliefs, and attitudes (Astin, 1993; Lounsbury, Fisher, Levy, & Welsh, 2009; Pascarella & Terenzini, 2005). The Portrait Values Questionnaire used in this study was developed in a manner to adhere to these principles, acknowledging that values are beliefs that transcend specific situations and guide behavior (Schwartz, 1992)

Values are beliefs that are linked directly to affect and intention. A person's priorities can be predicted and understood by the order of values in relation to others, in essence one's personal value priorities (Schwartz, 2006). Value orientations can serve as independent variables, and can be evaluated directly in relation to social experiences that people share because of common locations that may influence their value priorities (Kohn, 1976; Rokeach, 1973; Schwartz, 2006). In the case of this study, the commonality that may influence value priorities is the collegiate experience.

Researching Values

Values have been researched extensively in a number of other, non-collegiate environments. Crase & Brown's (1995) Life-Values Inventory has been used in counseling, therapy, and team development and has identified congruence between an individual's values and his/her roles in society. Their inventory, however, is fairly limited and includes only 14 values out of an initial pool of over 190 identified values (Cheng & Fleischmann, 2010). McDonald and Gantz (1991) developed the Shared Values in Organizations instrument that accounts for various values and studies personal/individual alignment of values in the context of organizations. Much of the research on social values and personal values indicate that there is some predictability related to life circumstances and the constraints they may pose on various values

(Schwartz, 2003); however, research has been done extensively across cultures to norm various value systems in a more global context (Cheng & Fleischmann, 2010; Rokeach, 1973; Schwartz, 1994a; Schwartz, 1994b; Schwartz, 2006).

Chickering and Reisser (1993) discussed, as core components of developing integrity, both the role of questioning, refining, and gaining greater clarity of personal values and the role of values establishing a personal values core that guides one's actions. Garrett & Cooper (under review) explored the college students' experiences of how they conceptualize integrity, question and refine their personal values, and align their actions with their personal values. They found that participants' social identities were strong influences on the processes of values clarification and identification (Garrett & Cooper, under review). Further, student involvement on campus and better understanding the environmental contexts were also important parts of the integrity development journey.

To specifically measure values, Schwartz's nearly three decades of work has developed what he believes, and many support, to be a comprehensive set of different motivational types of values that are recognized across cultures (Schwartz, 1996; Schwartz, Verkasalo, Antonovsky, & Sagiv, 1997; Smith, 2004). Schwartz (1992) defined values as "trans-situational goals, varying in importance, that serve as guiding principles in the life of a person or of a group" (p. 45). The initial study, in 1992, has spawned two decades of studies that have examined how the initial ten values of the Schwartz Values Scale (SVS) relate to "various attitudes, opinions, behaviors, personality, and background characteristics" (Schwartz et al., 2012, p. 1). The goal through this process has been to identify a comprehensive set of values that are

recognized cross-culturally. Guided by both Rokeach (1973) and Kluckhohn (1951), the initial set of values fulfilled three distinct purposes. These included:

“[T]hey promote growth and self-expansion or anxiety-avoidance and self-protection, they express openness to change or conservation of the status quo, and they promote self-interest or transcendence of self-interest in the service of others.” (Schwartz et al., 2012, p. 3).

For purposes of this dissertation and study, the Portrait Values Questionnaire (PVQ - R) will be utilized. This instrument measures 57 values in 19 value themes/motivations (Schwartz, 2006), which are outlined in Table 1.

Table 1.

Portrait Values Questionnaire Values and Themes

Thematic Value	Conceptual definition in terms of motivational goals
Self-direction – thought	Freedom to cultivate one’s own ideas and abilities
Self-direction – action	Freedom to determine one’s own actions
Stimulation	Excitement, novelty, and change
Hedonism	Pleasure and sensuous gratification
Achievement	Success according to social standards
Power – dominance	Power through exercising control over people
Power – resources	Power through control of material and social resources
Face	Security and power through maintaining one’s public image and avoiding humiliation
Security – personal	Safety in one’s immediate environment
Security – societal	Safety and stability in the wider society
Tradition	Maintaining and preserving cultural, family, or religious traditions
Conformity – rules	Compliance with rules, laws, and formal obligations
Conformity – interpersonal	Avoidance of upsetting or harming other people
Humility	Recognizing one’s insignificance in the larger scheme of things
Benevolence – dependability	Being a reliable and trustworthy member of the in-group
Benevolence – caring	Devotion to the welfare of in-group members
Universalism – concern	Commitment to equality, justice, and protection for all people
Universalism – nature	Preservation of the natural environment
Universalism – tolerance	Acceptance and understanding of those who are different from oneself

The values of the PVQ represent three general principles: 1) that as *organisms*, people have innate and universal needs, 2) that people desire *interaction* and there are universal coordinated social interactions, and 3) that the *group* function made up of individuals is cross-cultural and universal. The 19 values all represent one or more of these general principles, and, as *figure 1* demonstrates, Schwartz (2011) acknowledged that these values are all related to one another and connect to one another in important ways.

The outer circle of the values continuum connects both growth and self-protective oriented values. Growth-oriented values tend to be anxiety-free, yet self-protective oriented values tend to be anxiety-avoidance values. In the next circle, the values on the right half have a self-oriented focus while those on the left have a concern for others/society. The third circle from the outside represents four meta-themes of values in which all other 19 can be grouped. Openness to change emphasizes a general readiness and openness to new ideas, actions, or experiences. These values are opposite the circle from those in the conservation section that are more related to self-restriction, avoidance of change, and order. Self-enhancement values emphasize the importance of self-directed interests and pursuing those interests, and they are opposite the self-transcendence values that emphasize the greater good or interests that are for the sake of others (Schwartz, 2011). Hedonism, humility, and face are split between two of the four meta-themes as they share characteristics of both quartiles. The relationships between the values are important. Values opposite one another represent conflicts or even direct opposition of the value across from it, and the values that are closer together will be more

likely to be correlated similarly with various actions, beliefs, or, in the case of this study, student involvement functions.

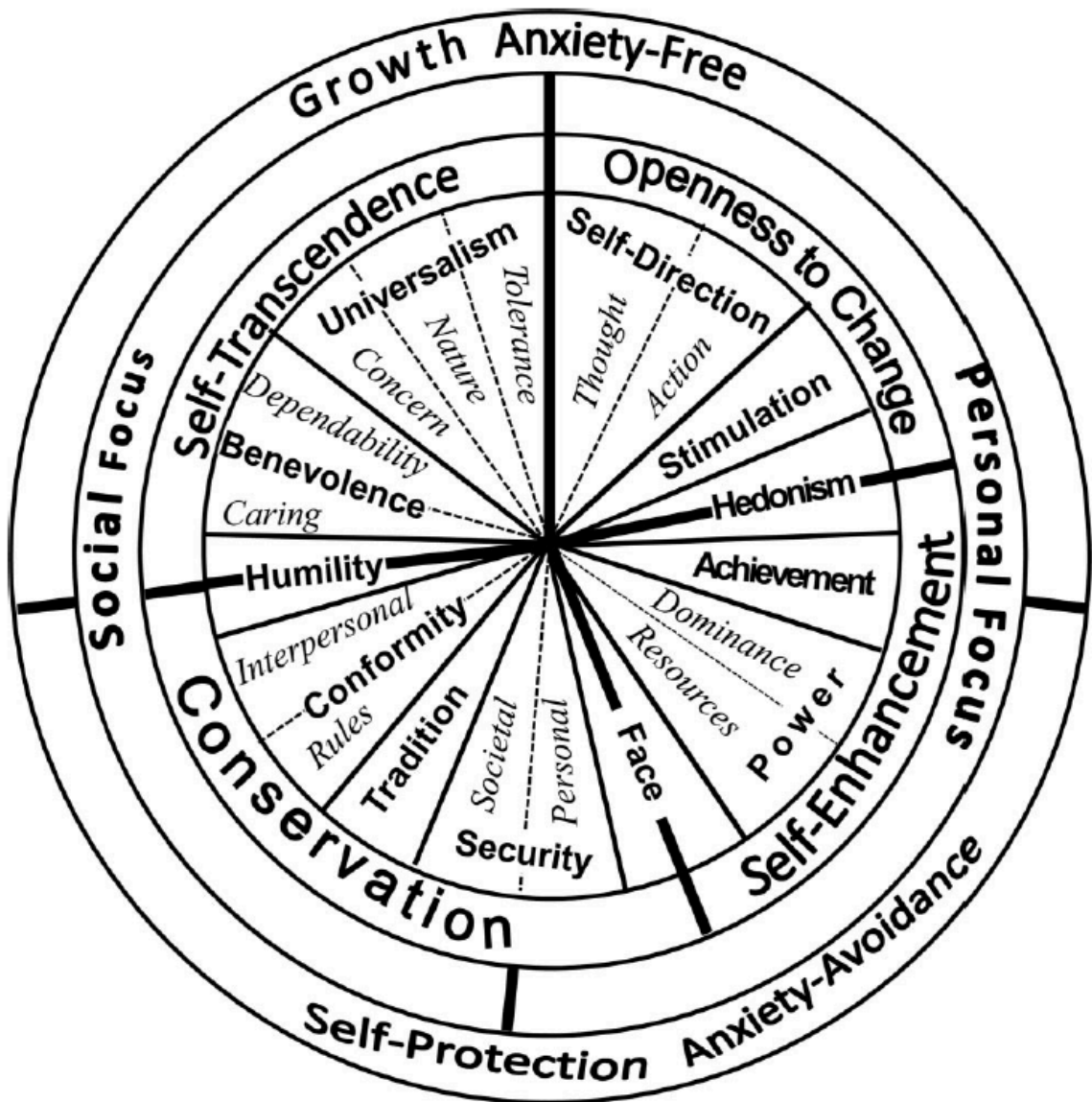


Figure 1: Circular Motivational Continuum of the 19 Values

Congruence

In order to live a life of congruence between values and actions, deeper self-understanding and awareness is required (Komives, Wagner, & Associates, 2009).

Congruence is realized when an individual “has identified personal values, beliefs,

attitudes, and emotions and acts consistently with those values, beliefs, attitudes, and emotions” (Komives et al., 2009, p. 54). Individuals with high integrity demonstrate behaviors that directly align with their values, showing a commitment to those values through their congruence in behavior. Congruence is, in the end, acting in ways that reflect these values and priorities even in the face of adversity. Not only is this important to concepts of socially responsible leadership (HERI, 1996), congruence has also been found to proffer more success for individuals in the long run when they understand the values that are most personally meaningful to them (Porras, Emery, & Thompson, 2007).

Another term in ethics literature often related to congruence and integrity is the concept of principled ideologies. Schlenker (2008) wrote, “Principled ideologies involve the ideas that moral principles exist and should guide conduct, that principles have a trans-situational quality and should be followed regardless of personal consequences or self-serving rationalizations, and that integrity, in the sense of a steadfast commitment to one’s principles, is inherently valuable and a defining quality of one’s identity” (p. 27). This essence, in socially responsible leadership literature, is the concept of *congruence* (HERI, 1996).

Measuring Congruence

As part of the SCM, congruence scores have been tested across over 150 institutions and 50,000 college students through the work of the MSL (Dugan & Komives, 2007). Congruence has been found to positively change over the duration of a student’s time in college, meaning that seniors are scoring higher as they near graduation than they scored when they entered college based on pre-college perceived scores (Dugan & Komives, 2007). While not taking into account any measure of the values or beliefs a

student holds, the scale initially developed by Tyree (1998) then modified by Dugan (2006a) contains a few questions that may have lower face validity when trying to directly measure values congruence as defined in relation to integrity (congruence). However, their findings do note that pre-disposed life experiences, like with values, explain a certain amount of the congruence students indicate (Dugan & Komives, 2007). For example, significant differences between both gender and race/ethnicity also exist on the congruence scale (Dugan, 2006b; Dugan & Komives, 2007). Continuing to understand integrity and congruence is important because various research projects have found that campus involvement, mentorship from faculty and peers, discussion across difference, and engagement in service positively impact the development of congruence (Dugan & Komives, 2007; Dugan & Komives, 2010).

Integrity research on college students specifically is non-existent. Integrity as a construct has been researched more broadly. Much of the research focuses on negative components, or past dishonesties, of daily life as a measure of integrity (i.e. giving people negative statements from which to pick, and the less negative the more “virtuous” the responses) (e.g., Craig & Gufstaffson, 1998, Hurtz & Alliger, 2002; Iddekinge, Rosh, Raymark, & Odle-Dusseau, 2012). In fact, some of the initial integrity scales developed were specifically used in job performance and job selection to screen for applicants who were likely to engage in counterproductive behaviors at work (Horn, Nelson, & Brannick, 2004; Sackett, Burris, & Callahan, 1989). Other research is more directly related to how people make moral decisions in the realm of business, driven by the organization and perceived goals (e.g., Craig & Gufstaffson, 1998; Ones, Viswesvaran, & Schmidt, 1993; Palanski & Yammarino, 2009). All of these studies indicate that integrity can be

developed over time and that certain experiences, both life experiences and structured experiences, such as employee orientations, can have an influence on personal integrity (Craig & Gufstaffson, 1998; Hertz & Alliger, 2002; Iddekinge, Rosh, Raymark, & Odle-Dusseau, 2012; Ones, Viswesvaran, & Schmidt, 1993; Palanski & Yammarino, 2009).

Barry Schlenker and various colleagues have done some of the most significant work that directly relates to this study, as they have studied the intersection of integrity and character guided by principled action (Miller & Schlenker, 2011; Schlenker 2008; Schlenker, Miller, & Johnson, 2009). Principled actions are a core component of a people displaying integrity and means that they act with conviction based on their values, that they are honest in their dealings with others, and that they are dependable based on these values (Schlenker, Pontari, & Christopher 2001; Schlenker, 2008). These core components connect to the Schlenker, Pontari, & Christopher (2001) conceptualization of integrity, where a person of integrity uses his/her own honesty and sincerity with a commitment to the greater good to be more effectual (exercising self-control, responsibility, and principled action oriented) (Schlenker, Pontari, & Christopher 2001). The development of the Integrity Scale combines a number of the core concepts discussed here, such as congruence with values despite challenges and the unwillingness to waiver or rationalize unprincipled behavior. A number of studies using this scale have found that people with higher integrity scores “attached greater importance to being principled as part of their self-concepts, [and] described themselves as behaving more consistently with their values, both absolutely and relative to others” (Miller & Schlenker, 2011; Schlenker, 2008, p. 1087). Schlenker, Weigold, and Schlenker (2008) found that people with higher integrity scores were more likely to describe people they

perceive as “heroes” to be more values-driven, principled, and concerned about others than those with lower integrity scores.

Student Involvement

Student affairs is uniquely positioned institutionally to provide the learning environments most conducive to developing leadership and integrity (Dugan, 2011; Komives, Wagner, & Associates, 2009). As Astin and Astin (2000) wrote about co-curricular development, “this kind of transformative learning is what student affairs professionals understand as student development education. The most important factor is that student development education always occurs in the active context of the students’ lives” (p. 12).

Starting with Astin (1993) who was one of the first to study leadership development through the Cooperative Institutional Research Program (CIRP) as an intentional outcome and not a by-product of student engagement, student affairs research has continued to demonstrate that students develop psychosocially, cognitively, interpersonally, and ethically throughout their college careers (Dugan, 2011; Dugan & Komives, 2007; Pascarella & Terenzini, 2005). Indeed the various environments that student affairs develop allows for the intentional psychosocial development (Dugan, 2011; Kuh, 1995; Pascarella & Terenzini, 2005). Activities that student affairs can facilitate, from sociocultural dialogues to mentor programs, to general student involvement, community service programs, and short term leadership programs, all facilitate leadership development as now proven through several decades of research (Astin & Sax, 1998; Dugan et al., 2007; Kezar & Moriarty, 2000; Komives et al., 2005).

However, more research is needed to understand the impact these types of experiences have on the values and integrity of individual students.

CHAPTER 3

METHODOLOGY

This chapter outlines an empirical study that sought to understand the influence of various collegiate experiences on the development of integrity and the exploration of values in traditionally-aged college students while controlling for pre-college characteristics, such as religion and race/ethnicity, that have been shown to influence values development (Garrett & Cooper, under review). The research questions for this study focused on understanding the relationships between instrument scores related to the constructs of values, integrity, and congruence. Thus, a quantitative methodology was employed as such research questions lent themselves to this type of research and because quantitative methods are most useful when examining relationships between and among variables (Mertens, 2005; Johnson & Christensen, 2011).

Research Design Overview

This quantitative study was designed to be both exploratory and predictive. A number of demographic variables were collected and used as possible control/predictor variables as previous research indicates that various identity variables can, though not always, be important influences for various aspects of student development (Dugan, Komives, & Segar, 2008; Garrett & Cooper, under review; Kezar & Moriarty, 2000). Additionally, the type of institution was also included as a possible control/predictor variable since there was a possibility that the responses from each institution would be significantly different from one another (Kuh, 1995). Further, all research questions that

reference “various collegiate involvement experiences” are guided by the Multi-Institutional Study of Leadership (MSL) student involvement questionnaire. This is further discussed below, but the MSL is a nationally-normed, reliable instrument that uses a very detailed student involvement survey to gather accurate involvement information related to leadership, engagement in the campus environment, engagement in the community, and other influential interactions with peers outside the classroom.

First, research questions sought to understand the relationship between and predict the influence of student involvement on the values a person holds. The research question that guided this (RQ1) was, “Do relationships exist between various collegiate involvement experiences and values?”

If so, the secondary questions include the following:

RQ1.1: Where do collegiate student involvement experiences on a college campus correlate to a student’s values?

RQ1.2: What variables exist in a model of student involvement on a college campus that predicts the values that a student holds?

Second, this research sought to explore the relationship between collegiate involvement and the measure of a student’s level of integrity. The research question (RQ2) guiding this was, “Do relationships exist between various collegiate involvement experiences and the measure of a student’s level of integrity?” If so, the secondary research questions include the following:

RQ2.1: Where do collegiate student involvement experiences on a college campus correlate to personal integrity scores?

RQ2.2: What variables exist in a model of student involvement experiences on a

college campus that predicts personal integrity scores?

Finally, this project sought to determine if a model could be built that identified experiences that led to increased levels of integrity and values development as influenced by student involvement. The research question (RQ3) guiding this was, “Does a model exist that predicts a students’ level of integrity based on student involvement experiences and personal values? If so, what are the key elements of that model?”

Instrumentation

A combination of two previously validated and reliability-tested scales along with a series of demographic and collegiate experiences questions, also used and reliability tested, were combined to help answer the proposed research questions.

Measuring values. A number of instruments exist that could be used to measure the personal values of a student (e.g. Rokeach Value Scale, Values in Action Inventory). For purposes of this study, the second iteration of the Schwartz Values Survey (SVS) called the Portrait Values Questionnaire (PVQ) was used because it is an instrument created to directly measure individual values and attitudes (Appendix A) (Cheng & Fleishmann, 2010). Schwartz (1994a) developed the initial SVS instrument, heavily influenced by both Rokeach (1973) and Kluckhohn (1951), to measure universal aspects of values orientation that included 57 total values, or guiding principles of one’s life (Schwartz, 1996). Using data from 88 samples across 40 countries, Schwartz & Sagiv (1995) confirmed the presence of ten meta-value types that were made up of these 57 values. Some values are aligned with socially responsible leadership such as universalism, social justice, equality, or social order, whereas some aligned with more personal gain such as wealth, authority, public image, and power (HERI, 1996; Schwartz,

1994a; Schwartz, 1996). After nearly two decades of data collection, an in depth factor and data mapping analysis produced the refined Portrait Values Questionnaire – Revised (PVQ – R), which ended with 19 total values as several of the original ten values had nuanced differences (Schwartz et al., 2012). Confirmatory factor analysis ($>.90$) was used to determine the relative value of using the six point scale presented in the current PVQ - R over an initial 11 point scale in the first iterations of the instrument. Finally, an additional confirmatory factor analysis proved that the revised 19 value model is a stronger, more reliable instrument than the initial 10 value model (Schwarz et al., 2012).

Another strength for this instrument is that it measures values in a global, multicultural environment, as the instrument is more cross-cultural in nature compared to other values inventories and has been tested across cultures (Cheng & Fleishmann, 2010). The instrument was normed for use with adolescent and adult populations, and various authors recommend its use in prediction of behavior and comparison of values across cultures, political views, and religions (Bardi & Schwartz, 2003; Cheng & Fleishmann, 2010; Schwartz, 1994a; Verkasalo et al., 2009). Further, the PVQ - R “demonstrated adequate psychometric properties for a short scale intended to measure multiple constructs. There is sound evidence of its predictive validity, evidence based on studies in many different countries” (Schwartz, 2003, p. 283). Test-retest reliabilities were medium to high, ranging for each value measured between .65 and .86 power, which is considered acceptable in social research (Pedhazur, 1997).

Measuring integrity. A number of scales have been developed to measure various iterations of the concept, but many have very narrow definitions of integrity as “trustworthy,” and others target only a very “business” focused approach to measuring

integrity (Van Iddekinge, Rosh, Raymark, & Odle-Dusseau, 2012). Developed to measure the inherent value of principled conduct a person has, Schlenker's (2008) Integrity Scale has strong internal consistency and reliability, with Cronbach's alpha ranging from .84 to .90 across five different iterations and with strong test-retest reliability (Appendix B) (Schlenker, 2008; Schlenker, 2011). Further, Johnson and Schlenker (2009) examined the psychometric properties. Using both exploratory and confirmatory factor analyses, the scale indicates a single latent factor confirming the scale's strength.

While some items may speak directly to certain principles such as honesty or truth, participants are mostly left to define principles and values for themselves (Schlenker, 2011). The scale has been used a number of times, mostly to understand a person's level of integrity as it relates to values-driven decision-making and actions. While some items do connect directly to strong moral values such as truth and honesty, participants are left to identify *principles* or *right vs. wrong* dilemmas for themselves, which is consistent with the notion of integrity being a personal construct. The value in these personal interpretations is important because integrity for this study is inherently defined in a way that could be a little different for each person, depending on the personal values guiding action. Those personal values, though, are situated in a communal ethos of ethics where values like truth and honesty must always prevail. One concern by critics of the scale is the idea of social desirability. Performing a Crowne-Marlowe test, Schlenker found that scores ranged from .05- .17 across various samples and only one of those achieved significance at $p < .05$. Schlenker et al. (2012) indicated the relationship is small at best, accounting for less than 3% of total variance.

Measuring student involvement. Several measures of student involvement (e.g. NSSE, Extracurricular Involvement Inventory, Multi-Institutional Study of Leadership) exist to gather data on both quality and quantity of student involvement, both important factors in student development (Astin, 1984). The Multi-Institutional Study of Leadership (MSL) contains a number of pre-college experiences, demographic, and collegiate experience questions that gauge student involvement which is directly connected to theories of socially responsible leadership, of which congruence is a core component. The MSL is widely used, and all aspects have been validated repeatedly as reported in over 20 scholarly articles (e.g. Dugan & Komives, 2007; Dugan & Komives, 2010; Dugan, Komives, & Segar, 2008; Dugan et al. 2011). Most recently, the specific measures of collegiate experiences, including group involvement, peer-to-peer interaction, and student involvement with faculty or staff mentors, has been used to analyze latent patterns in group involvement experiences with great success (Dugan, 2013). The specific aspect of the MSL that measures student involvement is not a scale unto itself, but simply a way to collect essentially demographic information about a student's involvement and the degree to which they are involved.

Data Collection and Analysis

Participants and Sampling

This study examined traditionally-aged (18 – 24) college students at two different institutions in the southeastern United States, as Kuh (2000) found that institutional type may explain small amounts of variance in the development of character traits in college students. Thus, a private liberal arts institution and a large public flagship were both chosen as sites. An a priori power analysis, using GPower 3.1, estimated that each of the

two institutions needed a sample response size of 114 to maintain power of .80 and to detect medium effect sizes (Faul, Erdfelder, Lang, & Buchner, 2007). This study sought to identify medium or larger effect sizes (Cohen, 1988), as medium is an appropriate effect size when compared to other existing research on socially responsible leadership (Dugan & Komives, 2007; Dugan & Komives, 2010; Dugan, Komives, & Segar, 2008; Dugan, Bohle, Gebhardt, Hofert, Wilk, & Cooney, 2011). In order to ensure the study achieved the ideal response rate, which is currently approximately 10% for electronic surveys (Laguilles, Williams, & Saunders, 2011) and to allow for some error in overestimation of response rates, the researcher oversampled and solicited a random sample of 4,000 students at each institution (Johnson & Christensen, 2011; Mertens, 2005; Pedhazur, 1997; Stevens, 2007).

Survey Distribution and Procedures

The researcher conducted an Institutional Review Board (IRB) review at his home institution. Once approved, the guest institution also approved the study and waived their need to conduct their own IRB review. An invitation to participate was sent to all 8,000 sample participants via their school email address from the email address of the researcher. Informed consent was managed electronically as the first step of completion of the survey (See Appendix D). The invitation (Appendix E) contained a link to participate in a web-based questionnaire that consisted of the Schlenker Integrity Scale, the Portrait Values Questionnaire, and student involvement measures from the Multi-Institutional Study of Leadership. Surveys were constructed in this order so as to have the shortest, most seemingly interesting information first to help increase response rate. The survey took approximately 30 minutes to complete. Data was collected from

October 7, 2013 – November 15, 2013, with three reminders being sent at approximately two-week intervals following the initial email invitation (Appendix F). In order to increase sample size, an incentive of the opportunity to win one of four \$50 Visa gift cards was offered.

Analysis

Because of the variety of independent variables that were analyzed but could not be manipulated, a non-experimental study was used, seeking to control for various demographics identified as possibly correlated with both values development and integrity development (Johnson & Christensen, 2011; Mertens, 2005). These demographics included race, ethnicity, and religion among others included in the Multi-Institutional Study of Leadership involvement inventory (Dugan, Komives, & Segar, 2008; Garrett & Cooper, under review; Kezar & Moriarty, 2000; Kuh, 2000). The statistical analyses that were employed included General Linear Modeling (GLM) that included all student involvement variables and demographic variables to determine which had significant relationships. From this point, the general linear modeling technique using stepwise model selection was utilized to determine if there was a predictive relationship or model between these variables on collegiate experiences, integrity scores, and values.

Scoring values. Each of the 19 values of the PVQ - R is measured using three to four underlying subvalues (Appendix J). Schwartz (2003) directed those using the measure to include the sum of individual questions for each value (Schwartz, 1992). Further, when used as a predictor variable, the centered-value scores were used and each value was treated as its own ordinal variable in order to reduce individual response bias

(Schwartz, 2003).

Scoring integrity. A student's total integrity score was used, which means the sum of each individual response on the scale was used after being adjusted for reverse coded items. Using an average item score would yield identical patterns (Schlenker, 2011).

Scoring student involvement. The student involvement questions included both quantitative and qualitative characteristics (Astin, 1993). Each question was treated as its own categorical variable, and most of the questions were categorical or ordinal scales which allow for use in general linear models (Pedhazur, 1997). The student involvement measure included three subscales: the Social Change Behavior Scale (SCBS), the Socio-Cultural Dialogues Scale (SCD), and the Spirituality Scale. Subscales consisted of nine, seven, and five questions respectively. Coding instructions from the Multi-Institutional Study of Leadership calls for each scale to be averaged and rounded (MSL Review Team, 2008).

Analysis per research question

For purposes of answering these research questions, two primary statistical analyses were employed. First, a GLM approach assisted in answering the first two research questions. GLMs are useful as they incorporate a number of different statistical analyses (e.g. ANOVA, ANCOVA, and ordinary linear regression) (Pedhazur, 1997). The other analysis that was employed was a stepwise regression to explore each of the student involvement variables and values variables to determine if an integrity score can be predicted. While stepwise regression should be used cautiously and not in the place of standard model selection, for exploratory research projects where little other research

exists to inform model selection, stepwise regression can be used to help identify possible starting models that should be explored further (Pedhazur, 1997).

Research question 1. RQ1: Do relationships exist between various collegiate involvement experiences and values? This research question was answered by exploring two subsidiary questions utilizing student involvement experience responses as independent, or explanatory, variables (Johnson & Christensen, 2012).

RQ1.1: Where do collegiate student involvement experiences on a college campus correlate to a student's values? A GLM was constructed using each item on the student involvement scale with each of the 19 associated values to determine if a correlation existed. Because a correlation did exist, then RQ 1.2 was explored.

RQ1.2: What variables exist in a model of student involvement on a college campus that predicts the values that a student holds? The same GLM data was then analyzed to determine if any predictive relationship exists between the student involvement measures and each of the 19 values scores.

Research question 2. RQ2: Do relationships exist between various collegiate involvement experiences and the measure of a student's level of integrity? This question was also explored by exploring RQ 2.1 and 2.2 utilizing student involvement experience responses as independent, or explanatory, variables (Johnson & Christensen, 2012).

RQ2.1: Where do collegiate student involvement experiences on a college campus correlate to personal integrity scores? For this, a GLM was run to determine if a correlation existed between each of the student involvement experiences and the students total integrity scale score. Because a correlation existed, RQ2.2 was also answered.

RQ2.2: What variables exist in a model of student involvement experiences on a

college campus that predicts personal integrity scores? Again, GLMs were utilized to explore more concretely each of the associated student involvement experiences with the total integrity score.

Research question 3. RQ3: Does a model exist that predicts a students' level of integrity based on student involvement experiences and personal values? If so, what are the key elements of that model? In the analysis of this question, because values are an important part of a student's integrity score, both student involvement experiences and values were utilized as independent variables to determine if a model existed that predicts a student's total integrity score. Stepwise regression analysis model selection for a general liner model was employed to answer this research question (Pehazur, 1997).

CHAPTER 4

FINDINGS

The purpose of this study was to explore the relationships between traditional student involvement experiences on a college campus, the values of the Portrait Values Questionnaire - Revised (Schwartz et al., 2011), and students' Integrity Score (Schlenker, 2008). This chapter reports the various statistical data analysis processes associated with the study to explore these relationships. Data are presented for each research question separately. This research was exploratory in nature which resulted in 70 possible variables being analyzed as dependent, predictor variables for the values a student may hold and 89 dependent, predictor variables to analyze against a student's level of integrity as measured by Schlenker's (2008) Integrity Scale. The MSL involvement measure included a number of involvement functions in several themes known to contribute significantly to student psychosocial development. Those themes included the following: 1) conducting community service in a variety of settings, 2) involvement in social change behaviors, 3) general involvement in various types of student organizations and leadership in those organizations, 4) involvement in community organizations and leadership in those organizations, 5) participation in spirituality exploration and dialogues, 6) engagement in socio-cultural dialogues, 7) participation in various leadership trainings and education programs, and 8) mentorship by various possible mentors and specific interactions with those mentors (Astin, 1993; Benson & Saito, 2001; Chickering & Reisser, 1993; Cooper, Healy, & Simpson, 1994; Dugan, 2006b; Dugan &

Komives, 2007; Dugan & Komives, 2010; Hurtz & Alliger, 2002; Kuh, 1995; Pascarella & Terenzini, 2005). Additionally, a number of demographic variables were collected and used as possible control/predictor variables as previous research indicates that various identity variables can, though not always, be important influences for various student development (Dugan, Komives, & Segar, 2008; Garrett & Cooper, under review; Kezar & Moriarty, 2000).

Response Rate and Data Preparation

The response rate for this study was generated from samples of 4,000 at two institutions, resulting in 615 completed responses. Because of the nature of the Integrity Scale and the Portrait Values Questionnaire, only minimal omissions by respondents could occur for the response to the survey to be considered usable. In order to maintain conservative approaches to data cleaning, to minimize data prediction, and to use as many responses as possible, the following techniques were employed to carefully review and prepare the data for analysis.

First, the researcher utilized the IBM SPSS Statistical Software (SPSS) to identify and eliminate incomplete cases. Due to the way the integrity and PVQ - R scales are analyzed, utilizing sum scores instead of means, participants who skipped more than two questions on the Integrity Scale or more than one question for any one of the 19 values in the PVQ - R were eliminated. If one or two responses were missing in the Integrity scale or only one was missing for any of the given 19 values, a general linear regression was conducted to predict the missing responses. Based on this process, 16 respondent cases were eliminated. Only seven predictions of one variable for any of the values had to occur, and only eight predictions of missing integrity scores were necessary. This

resulted in a usable response rate of 7.5% (N=599). While this is lower than the goal of 10%, this rate was above the 114 responses required to do statistical analysis with significant power. Further, this was a strong response rate considering the length of the survey. The average response time as computed by Qualtrics was 27 minutes.

At this point, the sum integrity score was calculated by adding together all 18 questions in the Integrity Scale. Each of the 19 values was calculated through SPSS to assist in answering the first two research questions. A centered values score, per the directives of the scale analysis information for the PVQ – R (Schwartz, 2003), was calculated to assist with answering the third research question because when the values themselves are used as predictive variables the centered value is used to reduce individual response biases (Schwartz, 2003). Next, the student involvement instrument from the Multi-Institutional Study of Leadership that included three subscales, the SCBS, the SCD, and the Spirituality Scale, was reviewed. Each of these scales is analyzed by taking the mean of the items that make up the scale and then rounding to the nearest whole integer. These averages, too, were computed using SPSS. Because missing data in the student involvement measures did not necessarily affect the regressions, missing data was coded as such in SPSS. This decision resulted in very minimal impact to overall degrees of freedom and, thus, power of the statistical tests remained as high as possible given the response rate (Pedhazer, 1997).

Finally, a frequency table was developed utilizing SPSS to determine if any values or variables needed to be collapsed (see Appendix L). A conservative approach to this was employed. Generally, as long as 10% of respondents for any variable with only two levels chose each option, or at least one response was selected for any variables with

more than two levels, there was no need to collapse the variable as enough variability existed in the responses (Myers, 1990). This was the case for all involvement variables and demographic variables except for possible majors. As such, majors were recoded and collapsed to indicate general overarching disciplines. The new categories included Natural Science Majors, Social Science Majors, Pre-Professional Majors, Arts/Humanities Majors, and Undecided Majors.

Participant Demographics

Thirteen demographic variables that have been shown to have various influences on student involvement and socially responsible leadership were collected (see Appendix K for complete response data and summary table for demographic information). These variables included institution, current class level, political orientation, major choice, age, gender, sexual orientation, citizenship/generational status, racial group membership, religious preference, grade point average (GPA), parental educational level, and socio-economic status. Generally, all demographic information indicated both a strong response rate for the various options for each category, and responses tend to mirror institutional characteristics.

The State Flagship institution made up 50.2% of the respondents (N=299). Generally, class level increased from freshmen (9.0%, N=54) to senior (52.8%, N=316). While this trend is skewed toward older students, they have had more time to be involved on campus than freshmen students have had. Dugan and Komives (2010) suggested that significant time on campus (i.e., four years) allows respondents to have greater ability to engage on campus and reflect on their experiences. The age of the participants mirrors

this same variable, as 7.9% of respondents (N=47) identified as 18 while 42.6% (N=254) identified as 21.

The academic majors of respondents were generally similar, ranging from Arts/Humanities at 20.8% (N=124) to Pre-Professional majors at 28.7% (N=171). Only 1.0% (N=6) of students reported undecided. The other academic demographic considered was GPA. Approximately 54% (N=324) respondents indicated a GPA of 3.5-4.0 while only .3% (N=2) indicated a GPA of 1.99 or less. The majority of respondents indicated a GPA of 3.0 or higher.

The racial group membership trended similarly to current institutional characteristics of the combined sample, with 65.3% (N=389) students identifying as Caucasian/White and 34.6% of respondents (N=204) identifying as a Person of Color. The sample was slightly skewed toward women, with 67.6% (N=403) identifying as female and only one respondent (.2%) identified as transgender.

Religious preferences ranged widely. The smallest group identifications were those who identified as Latter Day Saints/Mormon (.3%, N=2) and UCC/Congregational (.3%, N=2). The largest group memberships included None (10.4%, N=62), Catholic (11.1%, N=66), Atheist (11.4%, N=68), Agnostic (12.9%, N=77), and Other Christian (13.3%, N=79). A majority of respondents in this study identified as heterosexual (88.3%, N=526) but 4.5% (N=27), 3.7% (N=22), and 1.2% (N=7) responded as bisexual, gay/lesbian, and questioning respectively. Only 2.3% (N=14) of respondents reported *rather not say* as an option.

The generational citizenship status of respondents indicated that the majority of respondents were second or third generation American citizens (8.4%, N=50 and 60.2%,

N=359 respectively). First generation citizens encompassed 19.3% (N=115) of the responses and students who are foreign born/naturalized, foreign born/residents, or international comprised the rest of the sample.

Wide variability existed in the socio-economic makeup of the sample. For the smallest case, \$12,500 or less, only 2.9% (N=17) of the respondents selected this option. Approximately 13.4% (N=80) selected over \$200,000 and 11.9% (N=71) chose *don't know*. An additional 4.0% (N=24) selected *rather not say*. The college generational status as indicated by the highest level of formal education of the parents also included strong variability with 7.9% (N=47) and 1.7% (N=10) of respondents indicating their parents had a high school diploma/GED or less than a high school diploma/GED respectively. Respondents whose parents have a doctorate or other professional degree (e.g. JD, MD) comprised 23.5% (N=140) of the sample.

Additional Limitations

Several additional limitations, in addition to the delimitations in chapter 3, existed. First, the usable response rate (7.5%) is fairly low. Further, the researcher had to remove 16 cases from the sample due to incomplete responses. While this is lower than the goal of 10%, this response rate was above the 114 responses required to do statistical analysis with significant power. A smaller sample size increases risk of Type II error. However, because of the limited research related to these research questions, findings from this study contribute significantly to the literature in the field and can help guide future experimental research.

The second limitation directly related to analysis is that this study is non-experimental in nature. Relationships and correlations identified do not necessarily

indicate a direction in relationship. However, the information identified in this study will significantly contribute to future research that can help researchers hone research questions, variables, and influences to test in more experimental studies.

Scale Reliability

There were a number of sub-scales that existed in the instruments used for this study, two of which represented the primary variables being explored. As such, in order to ensure consistent and strong reliability measures to answer the research questions in this study, the Chronbach α score was computed for each of the scales in both the integrity and PVQ - R instruments (see Table 2). These range from the lowest of .651 in the PVQ - R: Conformity – Rules scale to .824 for the PVQ - R: Hedonism scale. The Integrity Scale had an alpha of .798. Both the PVQ - R and the Integrity Scales have previously tested and retested reliabilities greater than the standard .7 measure generally accepted in social research (Johnson & Christensen, 2011; Miller & Schlenker, 2010; Schlenker, 2008; Schwartz, 1995; Schwartz, 2003). Even though both of these scales are only slightly below .7, the scale measures were retained since they are part of the broader PVQ - R.

Table 2
Scale Reliability

Scale	Chronbach α
Integrity Scale	.798
PVQ - R: Self-Direction –Thought	.702
PVQ - R: Self-Direction – Action	.796
PVQ - R: Stimulation	.712
PVQ - R: Hedonism	.824
PVQ - R: Power – Dominance	.726
PVQ - R: Power – Resources	.791
PVQ - R: Achievement	.720
PVQ - R: Face	.788
PVQ - R: Security – Personal	.815
PVQ - R: Security – Social	.821

Table 2 Continued

Scale	Chronbach α
PVQ - R: Tradition	.677
PVQ - R: Conformity – Rules	.651
PVQ - R: Conformity – Interpersonal	.714
PVQ - R: Humility	.747
PVQ - R: Benevolence – Dependability	.704
PVQ - R: Benevolence – Caring	.799
PVQ - R: Universalism – Concern	.725
PVQ - R: Universalism – Nature	.795
PVQ - R: Universalism – Tolerance	.812

Multiple Regression Assumption Validation

In order to ensure that all of the assumptions of multiple regression held, various diagnostic statistics were calculated initially before progressing with full analysis. First, the research questions only required looking at the continuous variables (Integrity sum score and each of the values sum scores) as the rest of the variables were all categorical (Myers, 1990). In order to test for multicollinearity, the researcher reviewed the paired correlations for all ordinal variables, and the correlations were low and insignificant; therefore, the assumption of multicollinearity held. Additionally, their variance inflation factors (VIF) ranged from .74 to 2.01 and did not exceed 10, which is generally considered acceptable (Myers, 1990). Additionally, homoscedacity was checked utilizing Levene's test of equality of error variances between all continuous measures (Stevens, 2007). None of those tests resulted in significant results at $p < .05$, which indicates requirements for homoscedacity also held.

Variable Analysis, Inclusion, and Interpretation Standards

Each research question included several different variables as independent or dependent. The primary source of independent variables for all three research questions included those collected by the Multi-Institutional Study of Leadership. This measure

resulted in 58 variables that measure the different types of a student's involvement including general involvement in various types of student organization, leadership in those organizations, involvement in community organizations, leadership in those organizations, service in a variety of settings, mentorship by various possible mentors, specific interactions with collegiate mentors, engagement in socio-cultural dialogues, participation in spirituality dialogues, involvement in social change behaviors, and completion of various leadership trainings and workshop opportunities.

Additionally, because control variables in general linear modeling are used as simple predictor variables (Myers, 1990; Pedhazur, 1997), all demographic variables were analyzed for any significant correlations or explanatory effect on both the values and integrity scores. This resulted in 12 variables that included institution, current class level, political orientation, major choice, age, gender, sexual orientation, citizenship/generational status, racial group membership, religious preference, grade point average (GPA), parental educational level, and socio-economic status.

The 19 variables of the PVQ - R were used both as dependent and independent variables depending on the research questions. For the first set of research questions 1.1 and 1.2, the 58 involvement variables and 12 demographic variables were used as independent variables to analyze both relationships and predictive power as associated with each of the dependent 19 values of the PVQ - R. For the second set of research questions 2.1 and 2.2, the 58 involvement variables and 12 demographic variables were used as independent variables to analyze both the relationship and predictive power as associated with the respondent's integrity score. For research question 3, the 58 involvement variable, 12 demographic variables, and the 19 values were used as

independent variables to analyze both the predictive power as associated with the respondent's integrity score.

Because of the nature of categorical variables, one of the best predictors of relationship is utilizing both the R^2 coefficient of determination and $_{adj}R^2$ measures as often categorical variables have a non-parametric association between levels (Myers, 1990). All significance is evaluated at both the $\alpha < .05$ and $\alpha < .01$ levels. Partial eta-squared (η_p^2) was used throughout the analysis to determine the effect size. Generally, small effect sizes are $\eta_p^2 > .01$, medium effect sizes $\eta_p^2 > .06$, and large effect sizes include $\eta_p^2 > .14$ (Cohen, 1973; Pedhazur, 1997). For bivariate regressions with only one dependent and one independent variable, R^2 is equal to η_p^2 and therefore the same general principles can be used to evaluate R^2 for bivariate general linear models.

For the prediction equations developed for research questions 1.2, 2.2, and 3, this study employed general linear modeling using stepwise model selection. Often, R^2 and R^2 -change are quoted, sometimes perhaps due to the ease of interpretation (Myers, 1990); however, relying on R^2 and R^2 -change for this study could be dangerous. This study, for model selection, employed 70 possible dependent variables for questions 1.2 and 2.2 in the respective full models. For research question 3, there were a possible 89 dependent variables in the full model. As such, utilization of R^2 and R^2 -change for this study is hazardous. Myers (1990) encouraged researchers not to focus on these scores with numerous dependent variables because with more variables the higher the R^2 will become because of the concept of overfitting. Myers then discussed use of the $_{adj}R^2$ instead as a more appropriate form of analysis that is especially useful in the feature selection stage of model building.

“The use of R^2 as a statistic for discriminating among competing models can be very hazardous. We know, of course, that any addition of a new model term will result in an increase in R^2 (at least no decrease). [...] Many software packages compute an R^2 -like $[\text{adj}R^2]$ statistic, which guards against the practice of overfitting. This statistic punishes the user who includes marginally important model terms at the expense of error degrees of freedom.” (Myers, 1990, p. 166)

Another limitation of $\text{adj}R^2$ is that it is only truly useful if the R^2 is calculated based on a sample and not the entire population, which is the case for this study. As such, for research questions 1.2, 2.2, and 3, the primary mode of analysis will be $\text{adj}R^2$ and looking at the change in $\text{adj}R^2$ from the full to the reduced models that result from the stepwise variable selection.

Integrity and PVQ - R Scale Responses

The Integrity Scale and PVQ - R Scale raw responses, standard deviations, and variance are provided in Table 3. The sum integrity score average for all respondents was $M=60.129$ ($SD = 5.256$). According to Schwartz (2011), the higher level of variability is actually a good thing for this scale because not all people are, in reality, at the same level of integrity and principled behavior. The greater variability in scores also allowed for greater associations and relationships in analysis if relationships actually existed.

The information for the various values of the PVQ - R are also presented in Table 3. The lowest scores collectively were related to Power-Dominance ($M=9.41$, $SD=3.367$) and Power-Resources ($M=8.84$, $SD 3.67$). Both Tradition ($M=10.86$, $SD=.272$) and Universalism-Nature ($M=11.94$, $SD=3.745$) were relatively low as well. Given the

emphasis both institutions sampled have placed on sustainability and/or tradition, these values will be discussed more thoroughly in the context of the research questions.

The highest values were Self-Direction – Thought ($M=15.85$, $SD = 1.73$), Benevolence – Care ($M = 15.90$, $SD = 2.13$), and Benevolence – Dependability ($M = 15.79$, $SD = 1.98$). These values had some of the lowest standard deviations of all the values as well. Another value that respondents rated collectively high was Universalism – Tolerance ($M = 15.34$, $SD = 2.39$). Through closer analysis of the variation of the responses, there was robust variability, which allowed for more meaningful relationship and predictive analysis.

Table 3

Descriptive Statistics

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Var.</i>
Integrity Scale	599	44.00	80.40	60.9129	5.25575	27.623
Self Direction – Thought	599	9.00	18.00	15.8514	1.73098	2.996
Benevolence – Care	599	7.00	18.00	15.8096	2.13828	4.572
Benevolence – Dependability	599	6.00	18.00	15.7938	1.98100	3.924
Universalism – Tolerance	599	3.00	18.00	15.3447	2.38545	5.690
Self Direction – Action	599	5.00	18.00	14.7686	2.14220	4.589
Universalism – Concern	599	4.00	18.00	14.6342	2.60068	6.764
Achievement	599	6.00	18.00	14.1694	2.37955	5.662
Hedonism	599	6.00	18.00	14.0746	2.54590	6.482
Security – Personal	599	4.00	18.00	13.4453	2.49790	6.240
Humility	599	3.00	18.00	13.1771	2.77980	7.727
Stimulation	599	3.00	18.00	13.0127	3.02973	9.179
Conformity – Interpersonal	599	3.00	18.00	12.8483	3.44078	11.839
Security – Social	599	3.00	18.00	12.8452	2.79810	7.829
Conformity – Rules	599	3.00	18.00	12.6378	3.52507	12.426
Face	599	3.00	18.00	12.3483	3.08282	9.504
Universalism – Nature	599	3.00	18.19	11.9352	3.74453	14.022
Tradition	599	3.00	18.00	10.8602	4.27216	18.251
Power – Dominance	599	3.00	18.00	9.4156	3.36700	11.337
Power – Resources	599	3.00	18.00	8.8358	3.64573	13.291

Multi-Institutional Study of Leadership (MSL) Responses

For the student involvement measures, information on the various categorical responses is presented in Appendix L. A number of variables were of interesting note. Service conducted by student respondents occurred the most in their student organizations with 65.6% conducting service at some level (N=241). One of the lower reported avenues to do service in the community was through the classroom with 79.1% (N=474) reporting they had never conducted service as part of an academic class.

Of the three subscales of the instrument, engagement in Socio-Cultural Dialogues (SCD Scale), such as talking about different lifestyles/customs, discussing major social issues like peace and human rights, discussing views about multiculturalism and diversity, or having dialogues with students of diverse political opinions, scored the highest with 47.4% (N=283) of students reported engaging in these dialogues often. Engagement in spirituality dialogues and actions (Spirituality Scale), which includes searching for meaning in their life, discussing the meaning of life with friends, or reflecting on the mysteries of life, was also popular among respondents with 36.6% (N=218) reporting they engage in these types of activities often. Fewer students reported engaging in various social change behaviors (SCBS), with the most popular response being *once* at 40.6% (N=241). These types of actions include doing community service, protecting the environment, taking action to address a community problem, or working with others to make campus a better place. These scales can be further reviewed for their responses in Appendix L and for the items that comprise them in Appendix C, questions 6, 5, and 2 respectively.

Involvement in student organizations was very popular among respondents with 49.5% (N=296) reporting *much of the time*, but 30% (N=178) also responded that they did not hold any type of formal leadership position in those student organizations. Fewer students reported involvement or leadership in community-based organizations. The most popular types of student organizations were service organizations (53.3%, N=318) and academic/departmental organizations (52.6%, N=314). The least popular among respondents included military organizations (1.3%, N=8) and multicultural fraternities and sororities (5.9%, N=30). These findings are reflective of both institutions' general populations. The majority of students also reported that they were in their first four semesters of living on campus. Because of residency requirements at both institutions sampled, only 3.9% (N=23) reported they had lived on campus for no semesters.

Formal leadership training experiences were less popular than student involvement through organizations; however, students participated in all of those options provided by the scale. The most popular was participation in a leadership retreat with 64.6% (N=384) having participated at least once in a leadership retreat. The least popular was a leadership living-learning program, where 90.0% (N=533) responded *never*.

Finally, mentorship opportunities are important parts of the collegiate experience. Respondents in this survey rated parents as the most popular type of mentor. Only 13.3% (N=79) responded *never* to a parent/guardian as a mentor supporting their growth or development. Faculty members were also popular among student respondents with only 16.2% (N=96) reporting *never*. Of the eleven traditional types of encouragement and support that mentors often provide, all appear to be important parts of the mentor relationships students hold with fairly low responses of *strongly disagree* or *disagree* for

all eleven questions. The most popular was support from mentors for students to live up to their fullest potential and 56.1% (N=327) reported *strongly agree* to that question.

Research Question 1

The first series of research questions focused on the relationship between various collegiate involvement experiences and the values that a student holds to answer the question, “Do relationships exist between various collegiate involvement experiences and values?” The nature of relationships between involvement experiences and values was abundantly clear. Literally hundreds of significant relationships existed and warrant further exploration. Because significant relationships did exist, research questions 1.1 and 1.2 are explored. Complete tables with all regression information can be found in Appendix M for research question 1.1 and Appendix N for research question 1.2.

Research Question 1.1

The first subsidiary research question evaluated, “Where do collegiate student involvement experiences on a college campus correlate to a student’s values?” To answer this question, the researcher looked at each individual student involvement variable as independent and regressed it against each value. Data to answer these questions is presented below by value, noting positive or negative relationships and their effect size as they exist at $\alpha < .05$ and $\alpha < .01$. As a result of this analysis, the data showed that each of the 19 values has some of their own unique, statistically significant relationships with various student involvement measures; however, the majority of student involvement experiences did not have significant relationships.

Self-direction - thought. This value was described by Schwartz (2006) as the freedom to cultivate one's own ideas and abilities. There were a number of significant relationships that existed between this value and student involvement opportunities (see Table 4). The value's subscale consisted of the following statements:

- It is important to her/him to develop his/her own understanding of things.
- It is important to her/him to have his/her own original ideas.
- It is important to her/him to expand his/her knowledge.

Community service. Being involved in service opportunities was not significantly correlated to this value.

Social change behaviors. Being engaged in social change behaviors was significantly related to self-direction – thought with a small effect size ($F_{(4,588)} = 4.159$, $R^2 = .028$, $adjR^2 = .021$, $p = .028$). A Tukey post hoc test found that being involved *many times* in these behaviors was more significant than those who were only involved *once* ($p = .003$) or those who were not involved at all ($p = .035$).

Student organization and community organization involvement. Being involved in both Arts/Theatre/Music groups ($p = .001$) or Media student organizations ($p = .009$) were the only types of student organization engagement directly related to this value. Engagement in an Arts organization had a small effect size ($R^2 = .020$, $adjR^2 = .018$), while engagement in media organizations had a very small effect ($R^2 = .009$, $adjR^2 = .007$).

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to self-direction – thought. Spirituality exploration was a medium effect size ($F_{(3,592)} = 17.663$, $R^2 = .082$, $adjR^2 = .078$, $p = .000$) and post hoc tests indicated a linear relationship

with those participating at the highest level (*very often*) reporting higher self-direction – thought values than those at lower (*often*, *sometimes*, or *never*) levels ($p = .008$, $.008$, and $.001$ respectively). Participation in socio-cultural dialogues was similarly highly related to self-direction – thought with a medium effect size ($F_{(3,593)} = 18.655$, $R^2 = .086$, $adjR^2 = .082$, $p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *often*, *sometimes*, or *never* ($p = .001$, $.000$, and $.000$ respectively).

Leadership education programs. The only leadership education program significantly related to this value was participation in a leadership living-learning community, and the relationship had a small effect size ($F_{(3,588)} = 2.900$, $R^2 = .015$, $adjR^2 = .010$, $p = .034$). The post hoc test indicated that involvement in one of these programs *very often* had a greater effect than just participation *often* ($p = .033$) or *sometimes* ($p = .046$).

Mentorship. Engagement with a faculty mentor ($p = .000$), student affairs mentor ($p = .007$), parent/guardian mentor ($p = .048$), and a student mentor ($p = .022$) were all significantly related to this value (see Table 4). The largest effect size was engagement with a faculty member ($F_{(3,590)} = 13.489$, $R^2 = .064$, $adjR^2 = .059$, $p = .000$). The post hoc test indicated that those participants engaging with a faculty mentor *very often* had a stronger relationship than just participation *sometimes* ($p = .000$) or *never* ($p = .001$). For all other significant mentor relationships, this positive skew was also present. Most all of the various types of interactions between the participant and their mentors measured were statistically significant. The largest effect size was when the mentor would help the participant “be open to new experiences” ($F_{(4,580)} = 11.724$, $R^2 = .075$, $adjR^2 = .068$, $p =$

.000) (see Table 4). Respondents who responded to this statement *strongly agree* scored statistically higher than those who responded *neutral* ($p = .000$) or *disagree* ($p = .008$).

Demographics. The only demographic variable significant to this value was major selection. Majors indicated a small effect size on the score of this value ($F_{(4,580)} = 11.724$, $R^2 = .022$, $adjR^2 = .015$, $p = .011$), and the post hoc test indicated the most significant difference to be that those in the Arts/Humanities majors scored significantly higher in self-direction – thought than Pre-Professional majors scored ($p = .026$).

Table 4
Significant Correlations for Involvement Variables with Self Direction – Thought

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.028	.021	4.159**	(4, 588)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.020	.018	11.989**	(1, 595)
Media (ex. Campus Radio, Student News)	.009	.007	5.186*	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.082	.078	17.663**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.086	.082	18.655**	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Living-Learning Leadership Program	.015	.010	2.900*	(3, 588)

Table 4 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.064	.059	13.489**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.020	.015	4.100*	(3, 589)
Parent/Guardian	.013	.008	2.646*	(3, 590)
Other Student	.016	.011	3.221*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.021	.014	3.034**	(4, 579)
Live up to my potential	.054	.047	8.186**	(4, 578)
Be a more positive role model	.028	.021	4.168*	(4, 578)
Mentor others	.042	.035	6.304**	(4, 579)
Value working with others from diverse backgrounds	.066	.059	10.202**	(4, 579)
Be open to new experiences	.075	.068	11.724**	(4, 580)
Develop problem-solving skills	.063	.051	9.750**	(4, 578)
Identify areas for self-improvement	.050	.044	7.663**	(4, 578)
Make ethical decisions	.042	.035	6.340**	(4, 577)
Be a person of integrity	.043	.036	6.461**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
16) Majors (Collapsed)	.022	.015	3.278*	(4, 591)

* $p < .05$ ** $p < .01$

Self-direction - action. This value was described by Schwartz (2006) as the freedom to determine one's own actions. Significant relationships between student involvement experiences and this value can be found in Table 5. The subscale consisted of the following statements:

- It is important to her/him to make his/her own decisions about his/her life.
- It is important to her/him to plan his/her activities independently.
- It is important to her/him to be free to choose what he does by her/himself.

Community service. Community service participation did not have a significant relationship to the scores of this value.

Social change behaviors. Engagement in social change behaviors was significantly related to self-direction – action with a small effect ($F_{(4,588)} = 3.547, R^2 = .024, \text{adj}R^2 = .017, p = .007$) and post hoc tests indicated a linear relationship with those participating at the highest level (*much of the time*) reporting higher self-direction – action scores than those at lower (*never* or *once*) levels ($p = .013$ and $.020$ respectively).

Student organization and community organization involvement. No significant relationships existed related to involvement in community organizations, but involvement in student organizations was significant. Holding a leadership position in a student organization had a small effect size ($F_{(4,589)} = 2.598, R^2 = .017, \text{adj}R^2 = .011, p = .035$) with participating *much of the time* being more significant than *never* ($p = .048$). Involvement in arts/theatre organizations ($p = .005$), international interest organizations ($p = .014$), and media student organizations ($p = .023$) all had positive, small effects on self-direction – action scores (see Table 5).

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to self-direction – action. Spirituality exploration was a small effect size ($F_{(3,592)} = 5.181, R^2 = .026, \text{adj}R^2 = .021, p = .002$) and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher self-direction – action values than those reporting *sometimes* ($p = .001$). Participation in socio-cultural dialogues is similarly highly related to self-direction – action with a small effect size ($F_{(3,593)} = 5.093, R^2 = .025, \text{adj}R^2 = .020, p = .002$). A post hoc test here also indicated that

those responding *very often* scored significantly higher on this value than those responding *sometimes* ($p = .004$).

Leadership education programs. Participation in leadership lectures or workshop series was significantly related to self-direction – action with a small effect ($F_{(3,590)} = 3.073$, $R^2 = .015$, $adjR^2 = .010$, $p = .000$) and post hoc tests indicated a linear relationship with those participating *often* reporting higher self-direction – action values than responding *never* ($p = .047$).

Mentorship. Engagement with a faculty mentor ($p = .000$) and a student affairs mentor ($p = .006$) were both significantly related to this value (see Table 5). The largest effect size was engagement with a faculty member ($F_{(3,590)} = 9.165$, $R^2 = .045$, $adjR^2 = .040$, $p = .000$) while student affairs mentors were also strongly related ($F_{(3,590)} = 4.204$, $R^2 = .021$, $adjR^2 = .016$, $p = .006$). The post hoc test indicated that those participants engaging with a faculty mentor *very often* had a stronger relationship than just participation *often* ($p = .012$), *sometimes* ($p = .000$), or *never* ($p = .000$). The same test indicated that those participants engaging with a student affairs mentor *often* had a stronger relationship than those whose participation was *never* ($p = .026$).

Most all of the various types of interactions between the participant and their mentors measured were statistically significant (see Table 5). The largest effect size was when the mentor would help the participant “Value working with others from diverse backgrounds” ($F_{(4,579)} = 6.560$, $R^2 = .043$, $adjR^2 = .037$, $p = .000$) (see Table 5). Respondents who responded to this statement *strongly agree* scored statistically higher than those who responded *agree* ($p = .034$) or *neutral* ($p = .000$).

Demographics. Students enrolled at the Medium Private institution scored significantly higher than those at State Flagship with a small effect size ($F_{(1,594)} = 9.216$, $R^2 = .015$, $adjR^2 = .014$, $p = .000$). Additionally, religious preference has a medium effect size on the outcome of this value ($F_{(20,578)} = 1.829$, $R^2 = .060$, $adjR^2 = .027$, $p = .015$) although there was no significant difference between any two of the religions.

Table 5

Significant Correlations for Involvement Variables with Self Direction – Action

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.024	.017	3.547**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Held a leadership position in a college student organization	.017	.011	2.598*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.013	.011	7.931**	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.010	.008	6.070*	(1, 595)
Media (ex. Campus Radio, Student News)	.009	.007	5.228*	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.026	.021	5.181**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.025	.020	5.093**	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Lecture/Workshop Series	.015	.010	3.073*	(3, 590)

Table 5 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.045	.040	9.165**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.021	.016	4.204*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.021	.014	3.109*	(4, 579)
Live up to my potential	.016	.010	2.406*	(4, 578)
Value working with others from diverse backgrounds	.043	.037	6.560**	(4, 579)
Be open to new experiences	.029	.022	4.294**	(4, 580)
Develop problem-solving skills	.036	.029	5.331**	(4, 578)
Identify areas for self-improvement	.024	.017	3.584**	(4, 578)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.015	.014	9.216**	(1, 594)
22) Religious Preference	.060	.027	1.829*	(20, 578)
* <i>p</i> < .05 ** <i>p</i> < .01				

Stimulation. This value was described by Schwartz (2006) as excitement, novelty, and change. The stimulation subscale consisted of the following statements:

- It is important to her/him always to look for different things to do.
- It is important to her/him to take risks that make life exciting.
- It is important to her/him to have all sorts of new experiences.

Community service. Community service participation did not have a significant relationship to the scores of this value.

Social change behaviors. Engagement in social change behaviors was significantly related to stimulation with a small effect ($F_{(4,588)} = 4.722$, $R^2 = .031$, $adjR^2 = .025$, $p = .001$), and post hoc tests indicated a linear relationship with those participating at the highest level (*much of the time*) reporting higher stimulation scores than those at lower (*never* or *once*) levels ($p = .025$ and $.012$ respectively).

Student organization and community organization involvement. No significant relationships existed related to involvement in community organizations, but involvement in student organizations was significant and mattered the most. Involvement in arts/theatre organizations ($p = .001$), campus-wide programming organizations ($p = .040$), international interest organizations ($p = .031$), advocacy student organizations ($p = .028$), varsity sports ($p = .019$), recreation (hiking, climbing, camping, etc.) student organizations ($p = .002$), and social/special interest student organizations ($p = .000$) all had positive but minimal effects on stimulation scores (see Table 6).; media student organizations ($p = .000$), political student organizations ($p = .017$), club sports student organizations ($p = .003$) and student government organizations ($p = .011$) all had positive, small effects on stimulation scores (see Table 6).

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to stimulation as well. Spirituality exploration was a small effect size ($F_{(3,592)} = 9.908$, $R^2 = .048$, $adjR^2 = .043$, $p = .000$), and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher stimulation values than those reporting *often* ($p = .001$), *sometimes* ($p = .001$), or *never* ($p = .000$). Participation in socio-cultural dialogues was similarly highly related to stimulation with a small effect

size ($F_{(3,593)} = 7.504$, $R^2 = .037$, $adjR^2 = .032$, $p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *sometimes* ($p = .000$) or *never* ($p = .010$).

Leadership education programs. Participation in leadership lectures or workshop series, participation in a leadership course, or participation in a short-term service immersion experience were all significantly related to stimulation with small effects. The largest of those effects was short-term immersion participation ($F_{(3,590)} = 3.982$, $R^2 = .020$, $adjR^2 = .015$, $p = .008$), and post hoc tests indicated a linear relationship with those participating *very often* reporting higher stimulation values than those responding *never* ($p = .006$).

Mentorship. Engagement with a faculty mentor ($p = .000$) was significantly related to this value with a small effect size ($F_{(3,590)} = 3.261$, $R^2 = .016$, $adjR^2 = .011$, $p = .021$). The post hoc test indicated that those participants engaging with a faculty mentor *often* had a stronger relationship than just participation *sometimes* ($p = .029$) or *never* ($p = .000$). Most all of the various types of interactions between the participant and their mentors measured were statistically significant (see Table 6). The largest effect size was when the mentor would help the participant “Value working with others from diverse backgrounds” ($F_{(4,579)} = 8.449$, $R^2 = .055$, $adjR^2 = .049$, $p = .000$) (see Table 6). Respondents who responded to this statement *strongly agree* scored statistically higher than those who responded *agree* ($p = .034$), *neutral* ($p = .000$), or *disagree* ($p = .000$).

Demographics. Students enrolled at the Medium Private institution scored significantly higher than those at State Flagship with a minimal effect size ($F_{(1,594)} = 5.001$, $R^2 = .008$, $adjR^2 = .007$, $p = .026$). Additionally, religious preference has a medium

effect size on the outcome of this value ($F_{(20,578)} = 2.469$, $R^2 = .079$, $adjR^2 = .047$, $p = .000$)

although there was no significant difference between any two of the religions.

Table 6

Significant Correlations for Involvement Variables with Stimulation

<i>Question Variable</i>	R^2	$adjR^2$	F	Df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.031	.025	4.722**	(4, 588)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.018	.017	11.095**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.007	.005	4.241*	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.008	.006	4.701*	(1, 595)
Media (ex. Campus Radio, Student News)	.022	.020	13.170**	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.008	.006	4.872*	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.010	.008	5.715*	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.009	.008	5.557*	(1, 595)
Sports – Club (ex. Club Volleyball)	.014	.013	8.642**	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.005	.004	3.174	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.016	.014	9.492**	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.021	.019	12.713**	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.011	.009	6.529*	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.048	.043	9.908**	(3, 592)

Table 6 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>Df</i>
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.037	.032	7.504**	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Lecture/Workshop Series	.014	.009	2.727*	(3, 590)
Leadership Course	.015	.010	2.917*	(3, 590)
Short-Term Service Immersion	.020	.015	3.982**	(3, 590)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.016	.011	3.261*	(3, 590)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.021	.014	3.131*	(4, 579)
Empower others to engage in leadership	.036	.029	5.305**	(4, 574)
Live up to my potential	.016	.010	2.413*	(4, 578)
Be a more positive role model	.021	.014	3.098*	(4, 578)
Mentor others	.027	.020	3.946**	(4, 579)
Value working with others from diverse backgrounds	.055	.049	8.449**	(4, 579)
Be open to new experiences	.054	.048	8.293**	(4, 580)
Develop problem-solving skills	.025	.018	3.726*	(4, 578)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.008	.007	5.001*	(1, 594)
22) Religious Preference	.079	.047	2.469**	(20, 578)

p* < .05*p* < .01

Hedonism. This value was described by Schwartz (2006) as pleasure or sensuous gratification. The hedonism subscale consisted of the following statements:

- It is important to her/him to have a good time.
- It is important to her/him to enjoy life's pleasures.

- It is important to her/him to take advantage of every opportunity to have fun.

A number of student involvement experiences related positively to the hedonism value (see Table 7).

Community service. Community service participation as a part of a work-study experience was significantly related to this value ($F_{(7,584)} = 2.967$, $R^2 = .034$, $adjR^2 = .023$, $p = .005$). There was a general positive skew to the mean scores, but no significant differences between any two pairs as the post hoc test indicated.

Social change behaviors. Engagement in social change behaviors was significantly related to hedonism with a small effect ($F_{(4,588)} = 4.009$, $R^2 = .027$, $adjR^2 = .020$, $p = .003$), and post hoc tests indicated a linear relationship with those participating at the highest level (*much of the time*) reporting higher hedonism scores than those reporting at lower (*never* or *once*) levels ($p = .015$ and $.021$ respectively).

Student organization and community organization involvement. No significant relationships existed related to involvement in community organizations, but involvement in student organizations was significant. Being involved as a member of any college student organization had a small effect size ($F_{(4,589)} = 2.555$, $R^2 = .017$, $adjR^2 = .010$, $p = .038$) with participating *much of the time* being more significant than *never* ($p = .009$). Involvement in media student organizations ($p = .036$) and political student organizations ($p = .033$) had positive but minimal effects on hedonism scores (see Table 7). Involvement in student government student organizations ($p = .004$), intramural sports ($p = .016$), and varsity sports ($p = .005$) all had positive, small effects on hedonism scores (see Table 7). The most significant effect on hedonism was participation in a

traditionally social sorority or fraternity ($F_{(1,595)} = 18.489$, $R^2 = .030$, $adjR^2 = .029$, $p = .000$).

Spirituality exploration and socio-cultural dialogues. Socio-cultural dialogues did not have a significant relationship to hedonism; spirituality exploration was also significant and indicated a small effect size ($F_{(3,592)} = 3.698$, $R^2 = .018$, $adjR^2 = .013$, $p = .012$). A post hoc test indicated a linear relationship with those participating at the highest level (*very often*) reporting higher hedonism values than those reporting *never* ($p = .040$).

Leadership education programs. Participation in a number of leadership education experiences had significant relationships to this value (see Table 7). Perhaps the greatest effect size was related to participation in a leadership course ($F_{(3,590)} = 3.623$, $R^2 = .018$, $adjR^2 = .013$, $p = .013$), and post hoc tests indicated a linear relationship with those participating *sometimes* reporting higher hedonism values than those responding *never* ($p = .013$).

Mentorship. There were no significant relationships between types of mentors and hedonism scores. While a number of typical types of mentor interactions were significant (see Table 7), little practical significance exists because of these findings.

Demographics. The only two demographic variables with statistically significant differences were citizenship/generational status and GPA. For citizenship/generational status, first generation students (meaning one or both of their parents were not born in the United States but the respondent was) scored higher on the hedonism value than third generation students (meaning them, their parents, and their grandparents were all born in the United States) with a small effect size ($F_{(5,590)} = 3.605$, $R^2 = .030$, $adjR^2 = .021$, $p = .003$), and the post hoc test significance was ($p = .017$).

GPA was also of significance with a small effect size ($F_{(20,578)} = 2.469$, $R^2 = .079$, $adjR^2 = .047$, $p = .000$) and had an inverse relationship where those who have the highest GPA scored lowest on the hedonism value and those who scored highest on the value had the lowest GPAs (post hoc test $p = .050$).

Table 7

Significant Correlations for Involvement Variables with Hedonism

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>Df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Work Study	.034	.023	2.967**	(7,584)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.027	.020	4.009**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.017	.010	2.555*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Media (ex. Campus Radio, Student News)	.007	.006	4.432*	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.008	.006	4.551*	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.030	.029	18.489**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.013	.011	7.865**	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.010	.008	5.844*	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.014	.012	8.407**	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.018	.013	3.698*	(3, 592)

Table 7 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>Df</i>
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.014	.009	2.728*	(3, 590)
Leadership Retreat	.014	.009	2.786*	(3, 590)
Leadership Lecture/Workshop Series	.018	.013	3.593*	(3, 590)
Leadership Course	.018	.013	3.623*	(3, 590)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.024	.017	3.578**	(4, 579)
Empower others to engage in leadership	.030	.023	4.469**	(4, 574)
Be a more positive role model	.024	.018	3.601**	(4, 578)
Value working with others from diverse backgrounds	.031	.024	4.652**	(4, 579)
Be open to new experiences	.051	.004	7.742**	(4, 580)
Identify areas for self-improvement	.019	.013	2.874*	(4, 578)
Be a person of integrity	.020	.013	2.908*	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
20) Citizenship Status	.030	.021	3.605**	(5, 590)
23) GPA	.018	.012	2.759*	(4, 591)
* <i>p</i> < .05 ** <i>p</i> < .01				

Achievement. This value was described by Schwartz (2006) as success according to social standards. The achievement subscale consisted of the following statements:

- It is important to her/him to have ambitions in life.
- It is important to her/him to be very successful.
- It is important to her/him that people recognize what he achieves.

Community service. Community service participation did not have a significant relationship to the scores of this value.

Social change behaviors. Engagement in social change behaviors was not significantly related to achievement.

Student organization and community organization involvement. Holding a leadership position in a community organization was significantly related to achievement with a small effect size ($F_{(4,589)} = 2.477, R^2 = .017, \text{adj}R^2 = .010, p = .043$). Holding a leadership position in a student organization also had a small effect size ($F_{(4,589)} = 4.410, R^2 = .029, \text{adj}R^2 = .022, p = .002$) with participating *much of the time* being more significant than participating *never* ($p = .003$) or *once* ($p = .020$). Involvement in campus-wide programming organizations ($p = .007$), honor societies ($p = .003$), media student organizations ($p = .004$), sorority/fraternity student organizations ($p = .005$), and student government student organizations ($p = .000$) all had positive, small effects on achievement scores (see Table 8). Involvement in recreational student organizations ($p = .045$) had a negative, inverse relationship and a minimal effect size on achievement.

Spirituality exploration and socio-cultural dialogues. Neither of these items were significantly related to achievement.

Leadership education programs. Participation in a number of leadership education experiences has a significant relationship with achievement (see Table 8). The strongest relationship is for participation in a leadership course with a small effect ($F_{(3,590)} = 5.557, R^2 = .028, \text{adj}R^2 = .023, p = .001$), and post hoc tests indicated a linear relationship with those participating *sometimes* reporting higher achievement scores than those responding *never* ($p = .040$), and those responding *often* reported higher achievement scores than those responding *never* ($p = .004$).

Mentorship. Engagement with a faculty mentor ($p = .001$), a student affairs mentor ($p = .001$), a parent or guardian mentor ($p = .000$), and another student mentor ($p = .015$) were all significantly related to this value (see Table 8). The strongest relationship between achievement and mentorship was with a parent/guardian member ($F_{(3,590)} = 8.409$, $R^2 = .041$, $adjR^2 = .036$, $p = .000$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than just participation *sometimes* ($p = .012$) or *never* ($p = .002$).

Most all of the various types of interactions between the participant and their mentors measured were statistically significant (see Table 8). The largest effect size was when the mentor would help the participant “be a more positive role model” ($F_{(4,579)} = 4.578$, $R^2 = .036$, $adjR^2 = .029$, $p = .000$) (see Table 8). Respondents who responded to this statement *strongly agree* scored statistically higher than those who responded *never* ($p = .001$).

Demographics. Students enrolled at the Medium Private institution scored significantly higher than those at State Flagship with a small effect size ($F_{(1,594)} = 6.800$, $R^2 = .011$, $adjR^2 = .010$, $p = .009$). Additionally, religious preference has a medium effect size on the outcome of this value ($F_{(20,578)} = 2.014$, $R^2 = .065$, $adjR^2 = .033$, $p = .006$), and those participants identifying as Jewish scored higher on achievement than their atheist ($p = .001$) and agnostic ($p = .027$) counterparts. Lastly, pre-professional majors scored higher on achievement than their social science major peers ($p = .003$) with a small effect size ($F_{(4,591)} = 2.983$, $R^2 = .020$, $adjR^2 = .013$, $p = .019$).

Table 8
Significant Correlations for Involvement Variables with Achievement

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 3) How often has the respondent...</i>				
Held a leadership position in a college student organization	.029	.022	4.410**	(4, 589)
Held a leadership position in an off-campus community organization	.017	.010	2.477*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.012	.010	7.281**	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.014	.013	8.685**	(1, 595)
Media (ex. Campus Radio, Student News)	.014	.012	8.190**	(1, 595)
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)	.008	.006	4.798*	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.013	.012	8.068**	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.013	.012	8.063**	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.007	.005	4.047*	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.026	.024	15.872**	(1, 595)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.018	.013	3.503*	(3, 590)
Leadership Retreat	.014	.009	2.707*	(3, 590)
Leadership Lecture/Workshop Series	.019	.014	3.869**	(3, 590)
Leadership Course	.028	.023	5.577**	(3, 590)
Emerging Leaders or New Leaders Program	.015	.010	2.990*	(3, 590)

Table 8 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.029	.024	5.900**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.026	.021	5.273**	(3, 589)
Parent/Guardian	.041	.036	8.409**	(3, 590)
Other Student	.018	.013	3.506*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Live up to my potential	.024	.017	3.502**	(4, 578)
Be a more positive role model	.036	.029	5.329**	(4, 578)
Mentor others	.022	.015	3.239*	(4, 579)
Be open to new experiences	.020	.013	2.909*	(4, 580)
Develop problem-solving skills	.017	.011	2.560*	(4, 578)
Identify areas for self-improvement	.038	.031	5.635**	(4, 578)
Make ethical decisions	.023	.017	3.460**	(4, 577)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.011	.010	6.800**	(1, 594)
16) Majors (Collapsed)	.020	.013	2.983*	(4, 591)
22) Religious Preference	.065	.033	2.014*	(20, 578)

* $p < .05$ ** $p < .01$

Power - dominance. This value was described by Schwartz (2006) as power through exercising control over people. Again, a number of significant relationships existed between student involvement measures and the power - dominance value. The value's subscale consisted of the following statements:

- It is important to her/him that people do what he/she says they should.
- It is important to her/him to have the power to make people do what he/she wants.
- It is important to her/him to be the one who tells others what to do.

Community service. Community service participation did not have a significant relationship to the scores of this value.

Social change behaviors. Engagement in social change behaviors was significantly related to power - dominance with a small effect ($F_{(4,588)} = 2.603$, $R^2 = .017$, $adjR^2 = .011$, $p = .035$), and post hoc tests indicated a positive skew in the data with those participating at the highest level (*much of the time*) reporting higher power - dominance scores than those at lower (*never*) levels although no significant differences between those numbers existed.

Student organization and community organization involvement. Engagement in student ($p = .045$) and community organizations ($p = .012$) and holding formal leadership positions in both student ($p = .000$) and community ($p = .000$) organizations was significantly related to power-dominance. Holding a leadership position in a student organization was most significantly related to power-dominance with a small effect size ($F_{(4,589)} = 6.871$, $R^2 = .045$, $adjR^2 = .038$, $p = .000$) with participating *much of the time* being more significant than participating *never* ($p = .018$) or *sometimes* ($p = .022$). Holding a leadership position in a community organization was also significantly related to power-dominance with a small effect size ($F_{(4,589)} = 6.222$, $R^2 = .041$, $adjR^2 = .034$, $p = .000$) where holding a position *sometimes* was more significant than holding one *never* ($p = .048$).

Involvement in academic student organizations ($p = .006$), campus-wide programming organizations ($p = .000$), integrity-based student organizations ($p = .003$), international interest student organizations ($p = .012$), media student organizations ($p = .001$), military student organizations ($p = .000$), new student transition organizations (p

= .010), sorority/fraternity student organizations ($p = .015$), and student government student organizations ($p = .000$) all had positive, small effects on power – dominance scores (see Table 9).

Spirituality exploration and socio-cultural dialogues. Neither were significantly related to power – dominance.

Leadership education programs. Participation in leadership conferences ($p = .000$), leadership retreats ($p = .000$), lectures or workshop series ($p = .000$), leadership courses ($p = .002$), positional leadership trainings ($p = .000$), short-term service immersion experiences ($p = .000$), emerging leaders programs ($p = .000$), living learning programs ($p = .000$), and peer leadership education programs ($p = .000$) were all significantly related to power – dominance with small effect sizes (see Table 9). Post hoc tests in all nine of these experiences indicated participation at higher levels like *very often* to be significantly higher than *never* at $p = .000$ and $p = .001$ levels. The largest of those effects was by participating in lectures and workshop series. This activity had a medium effect size ($F_{(3,590)} = 12.705$, $R^2 = .061$, $adjR^2 = .056$, $p = .000$) and post hoc tests indicated a linear relationship with those participating *very often* reporting higher power - dominance value scores than responding *often* ($p = .000$), *sometimes* ($p = .001$), or *never* ($p = .021$).

Mentorship. Engagement with a faculty mentor was significantly related to this value with a small effect size ($F_{(3,590)} = 2.854$, $R^2 = .014$, $adjR^2 = .009$, $p = .037$); additionally, engagement with a student affairs mentor was significantly related to this value with a small effect size ($F_{(3,590)} = 4.455$, $R^2 = .022$, $adjR^2 = .017$, $p = .004$) The post hoc test indicated that those participants engaging with a student affairs mentor *very often*

had a stronger relationship than just participation *sometimes* ($p = .031$) or *never* ($p = .004$). Three of the various types of interactions between the participant and their mentors measured were statistically significant (see Table 9). The largest effect size was when the mentor would help the participant to “empower others to engage in leadership” ($F_{(4,579)} = 6.452, R^2 = .043, \text{adj}R^2 = .036, p = .000$) (see Table 9). Respondents who responded to this statement *strongly agree* scored statistically higher than those who responded *strongly disagree* ($p = .043$); those who responded *agree* scored statistically higher than those who responded *neutral* ($p = .002$), *disagree* ($p = .010$), or *strongly disagree* ($p = .013$).

Demographics. Students enrolled at the Medium Private institution scored significantly higher than those at State Flagship with a small effect size ($F_{(1,594)} = 8.505, R^2 = .014, \text{adj}R^2 = .012, p = .004$). Major selection was also significant, with social science majors ($p = .004$) and arts/humanities majors ($p = .000$) scoring lower than pre-professional majors with a medium effect size ($F_{(4,591)} = 6.096, R^2 = .040, \text{adj}R^2 = .033, p = .000$).

Additionally, international students reported higher scores than third generation students ($p = .010$) with a small effect size, while Asian American students also scored higher on this value dimension than their White counterparts with a small effect size ($p = .001$). Finally, socio-economic status also had a generally positive trend with higher SES students reporting higher scores than lower SES students ($p = .032$).

Table 9
Significant Correlations for Involvement Variables with Power - Dominance

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.017	.011	2.603*	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.016	.010	2.448*	(4, 589)
Held a leadership position in a college student organization	.045	.038	6.871**	(4, 589)
Been an involved member in an off-campus community organization	.022	.015	3.255*	(4, 589)
Held a leadership position in an off-campus community organization	.041	.034	6.222**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.012	.011	7.483**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.023	.021	13.745**	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.015	.014	9.204**	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.011	.009	6.350*	(1, 595)
Media (ex. Campus Radio, Student News)	.019	.017	11.300**	(1, 595)
Military (ex. ROTC, Cadets)	.022	.021	13.654**	(1, 595)
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)	.010	.008	5.935*	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.010	.008	5.924*	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.007	.005	4.255*	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.035	.034	21.69**	(1, 595)

Table 9 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.052	.047	10.803**	(3, 590)
Leadership Retreat	.056	.052	11.734**	(3, 590)
Leadership Lecture/Workshop Series	.061	.056	12.705**	(3, 590)
Positional Leaders Trainings	.025	.020	5.079**	(3, 590)
Leadership Course	.059	.055	12.408**	(3, 590)
Short-Term Service Immersion	.030	.025	6.136**	(3, 590)
Emerging Leaders or New Leaders Program	.056	.051	11.619**	(3, 590)
Living-Learning Leadership Program	.025	.020	5.115**	(3, 588)
Peer Leadership Education Program	.036	.031	7.294**	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.014	.009	2.854*	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.022	.017	4.455**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.036	.029	5.423**	(4, 579)
Empower others to engage in leadership	.043	.036	6.452**	(4, 574)
Mentor others	.028	.021	4.185**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.014	.012	8.505**	(1, 594)
16) Majors (Collapsed)	.040	.033	6.096**	(4, 591)
20) Citizenship Status	.025	.017	3.072*	(5, 590)
21) Broad Racial Group Membership	.036	.026	3.658**	(6, 589)
25) SES	.033	.016	1.988*	(10, 585)

p* < .05 *p* < .01

Power - resources. This value was described by Schwartz (2006) as power through control of material and social resources. This value correlated to a number of student involvement experiences significantly. The power – resources subscale consisted of the following statements:

- It is important to her/him to have the power that money can bring.
- It is important to her/him to be wealthy.
- It is important to her/him to own expensive things that show his/her wealth

Community service. Community service participation as a part of class ($p = .010$) and a work-study experience ($p = .042$) were both significantly related to this value; the highest was part of class with a small effect size ($F_{(6,587)} = 2.532, R^2 = .025, \text{adj}R^2 = .015, p = .010$). There was a general positive skew to the mean scores where those who participated at greater levels (*16 – 20 hours* in an average month) scoring higher than those participating in service *none* ($p = .006$) and *1 – 5* ($p = .026$).

Social change behaviors. The SCBS was not significantly related to the power - resources value.

Student organization and community organization involvement. Involvement in campus-wide programming organizations ($p = .000$), peer-helper student organizations ($p = .000$), political student organizations ($p = .002$), social sorority/fraternity student organizations ($p = .000$), and student government student organizations ($p = .000$) all had positive, small effects on power - resources scores (see Table 10).

Spirituality exploration and socio-cultural dialogues. Neither were significantly related to power-resources.

Leadership education programs. Participation in leadership conferences ($p = .000$), leadership retreats ($p = .010$), lectures or workshop series ($p = .001$), leadership courses ($p = .000$), short-term service immersion experiences ($p = .015$), emerging leaders programs ($p = .000$), and peer leadership education programs ($p = .001$) were all significantly related to power - resources with small effect sizes (see Table 10). The largest of those effects was a leadership course that had a small effect size ($F_{(3,590)} = 7.302$, $R^2 = .036$, $adjR^2 = .031$, $p = .000$), and post hoc tests indicated a linear relationship with those participating *sometimes* reporting higher power - resources value scores than responding *never* ($p = .000$). An interesting note is that while all of these measures had significant relationships from never to sometimes, higher levels of participation tended to show a downward skew for power – resources values. This could indicate a general decrease in this value's scores the more a participant engaged in the leadership education program.

Mentorship. Mentorship does not relate significantly to power – resources.

Demographics. A number of demographics including class level ($p = .031$), political affiliation ($p = .001$), major selection ($p = .000$), citizenship/generational status ($p = .000$), racial identification ($p = .000$), religious preference ($p = .022$), GPA ($p = .045$), and SES ($p = .000$) are correlated with power - resources.

Major selection was significant, with social science majors ($p = .000$), natural science majors ($p = .000$), and arts/humanities majors ($p = .000$) all scoring lower than pre-professional majors with a medium effect size ($F_{(4,591)} = 14.188$, $R^2 = .088$, $adjR^2 = .081$, $p = .000$). Additionally, political affiliation was correlated with power – resources as well. Those students responding that they were *very conservative* scored significantly

higher on the value power – resources than their *very liberal* peers ($p = .027$) with an overall linear relationship and a small effect size ($F_{(4,591)} = 4.595$, $R^2 = .030$, $adjR^2 = .024$, $p = .000$).

International students reported higher scores than those reported by third generation students ($p = .010$) and second generation students ($p = .046$) with a small effect size, while Asian American students also scored higher on this value dimension than their White counterparts with a small effect size ($p = .001$). Finally, socio-economic status also had a generally positive trend with higher SES students reporting higher scores for power - resources than lower SES students ($p = .016$) and a medium effect size ($F_{(10,585)} = 4.341$, $R^2 = .069$, $adjR^2 = .053$, $p = .000$).

Table 10

Significant Correlations for Involvement Variables with Power - Resources

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.025	.015	2.532*	(6,587)
Work Study	.025	.013	2.096*	(7,584)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.021	.019	12.700**	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.020	.019	12.270**	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.017	.015	10.083**	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.019	.017	11.490**	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.024	.023	14.895**	(1, 595)

Table 10 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.030	.025	6.049**	(3, 590)
Leadership Retreat	.019	.014	3.842*	(3, 590)
Leadership Lecture/Workshop Series	.029	.025	5.911**	(3, 590)
Leadership Course	.036	0.31	7.302**	(3, 590)
Short-Term Service Immersion	.018	.013	3.507*	(3, 590)
Emerging Leaders or New Leaders Program	.036	.031	1.303**	(3, 590)
Peer Leadership Education Program	.029	.024	3.868**	(3, 587)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Identify areas for self-improvement	.018	.011	2.677*	(4, 578)
<i>MSL 13 – 25) Select demographic variables</i>				
14) Class Level (freshman, sophomore, etc.)	.018	.011	2.679*	(4, 591)
15) Political Views	.030	.024	4.595**	(4, 591)
16) Majors (Collapsed)	.088	.081	14.188**	(4, 591)
20) Citizenship Status	.047	.039	5.858**	(5, 590)
21) Broad Racial Group Membership	.037	.028	3.819**	(6, 589)
22) Religious Preference	.058	.025	1.760*	(20, 578)
23) GPA	.016	.009	2.395*	(4, 591)
25) SES	.069	.053	4.341**	(10, 585)

* $p < .05$ ** $p < .01$

Face. This value was described by Schwartz (2006) as security and power through maintaining one's public image and by avoiding humiliation. The face subscale consisted of the following statements:

- It is important to her/him that no one should ever shame her/him.
- It is important to her/him to protect his/her public image.
- It is important to her/him never to be humiliated.

Community service. Community service participation as a part of a student organization was significantly related to this value with a small effect size ($F_{(7,586)} = 2.194, R^2 = .026, \text{adj}R^2 = .014, p = .050$).

Social change behaviors. The SCBS was not significantly related to the face value.

Student organization and community organization involvement. Involvement in campus-wide programming organizations ($p = .026$), identity-based student organizations ($p = .018$), religious student organizations ($p = .037$), and multicultural sorority/fraternity student organizations ($p = .023$) all had positive but minimal effects on face scores (see Table 11). Student government student organization involvement ($p = .000$) had a positive, small effect on face scores; a finding of note is that involvement in recreational student organizations ($p = .025$) actually indicated a negative relationship where those who participate in these types of organizations score lower on the face value than their peers.

Spirituality exploration and socio-cultural dialogues. Neither were significantly related to face.

Leadership education programs. None are significantly related to the face value

Mentorship. Engagement with a student affairs mentor ($p = .003$) was significantly related to this value (see Table 11) and had a small effect size ($F_{(3,590)} = 4.686, R^2 = .023, \text{adj}R^2 = .018, p = .003$). The post hoc test indicated that those participants engaging with a student affairs mentor *very often* had a stronger relationship than those whose participation was *sometimes* ($p = .000$) or *never* ($p = .005$). The only significant type of interaction is when the mentor would help the participant “identify

areas for improvement” which actually had a negative relationship with the face value and a small effect size ($F_{(4,580)} = 3.352$, $R^2 = .023$, $adjR^2 = .016$, $p = .010$) (see Table 11). Respondents who responded to this statement *strongly agree* ($p = .025$) and *neutral* ($p = .005$) scored statistically lower than those who responded *disagree*.

Demographics. A number of demographics including major selection ($p = .008$), citizenship/generational status ($p = .003$), racial identification ($p = .000$), religious preference ($p = .038$), GPA ($p = .045$), and SES ($p = .039$) are correlated with face.

Major selection was significant with arts/humanities majors ($p = .008$) scoring *lower* than pre-professional majors with a medium effect size ($F_{(4,591)} = 3.457$, $R^2 = .023$, $adjR^2 = .016$, $p = .008$). International students reported higher scores than third generation students ($p = .028$), and first generation students also scored higher than third generation students ($p = .004$) with a small effect size. Asian American students also scored higher on this value dimension than their White counterparts with a small effect size ($p = .000$), and African American students also scored higher on this value than White students ($p = .022$).

Religion was also significant. Islamic students scored significantly higher than their agnostic ($p = .019$), atheist ($p = .021$) and Unitarian Universalist ($p = .024$) peers as well as those who chose no religion ($p = .03$). Finally, socio-economic status also had a generally positive trend with higher SES students reporting higher scores for face than lower SES students with a small effect size ($F_{(10,585)} = 1.925$, $R^2 = .032$, $adjR^2 = .015$, $p = .039$).

Table 11
Significant Correlations for Involvement Variables with Face

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 1) Hours of Community Service as a part of...</i>				
A Student Organization	.026	.014	2.194*	(7,586)
<i>MSL 3) How often has the respondent...</i>				
Held a leadership position in a college student organization	.019	.012	2.819*	(4, 589)
Held a leadership position in an off-campus community organization	.016	.009	2.389*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.008	.007	4.953*	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.009	.008	5.672*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.007	.006	4.387*	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.009	.007	5.222*	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.008	.007	5.019*	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.021	.020	13.039**	(1, 595)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.023	.018	4.686**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Identify areas for self-improvement	.023	.016	3.352*	(4, 578)

Table 11 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 13 – 25) Select demographic variables</i>				
16) Majors (Collapsed)	.023	.016	3.457**	(4, 591)
20) Citizenship Status	.030	.022	3.681**	(5, 590)
21) Broad Racial Group Membership	.047	.038	4.878**	(6, 589)
22) Religious Preference	.054	.021	1.647*	(20, 578)
25) SES	.032	.015	1.925*	(10, 585)

* $p < .05$ ** $p < .01$

Security - Personal. This value was described by Schwartz (2006) as safety in one's immediate environment. This value's subscale consisted of the following statements:

- It is very important to her/him to avoid disease and protect his/her health.
- It is important to her/him to be personally safe and secure.
- It is important to her/him never to do anything dangerous.

Community service. Community service participation did not relate significantly to the security – personal value.

Social change behaviors. The SCBS was not significantly related to this value.

Student organization and community organization involvement. Involvement in student government student organizations ($p = .003$) had a positive, medium effect on security - personal scores (see Table 12), while involvement in a recreational student organization ($p = .039$) actually indicated a negative relationship where those who participate in these types of organizations score lower on the security - personal value than their peers.

Spirituality exploration and socio-cultural dialogues. Neither are significantly related to security - personal.

Leadership education programs. Participation in leadership retreats ($p = .010$) and leadership courses ($p = .000$) were both significantly related to security - personal with small effect sizes (see Table 12). The larger of those effects was a leadership retreat that had a small effect size ($F_{(3,590)} = 3.877$, $R^2 = .019$, $adjR^2 = .014$, $p = .009$), and post hoc tests indicated a linear relationship with those participating *often* reporting higher security - personal value scores than those responding *never* ($p = .007$) or *sometimes* ($p = .011$).

Mentorship. Engagement with a faculty mentor ($p = .030$) and a student affairs mentor ($p = .003$) were significantly related to this value (see Table 12). The student affairs mentor had a small effect size ($F_{(3,590)} = 5.997$, $R^2 = .030$, $adjR^2 = .025$, $p = .000$). The post hoc test indicated that those participants engaging with a student affairs mentor *very often* had a stronger relationship than those whose participation was *often* ($p = .000$), *sometimes* ($p = .003$) or *never* ($p = .000$). Several significant types of interactions with a mentor exist (see Table 12), but the only one with practical significance is when the mentor would help the participant “be a more positive role model” ($F_{(4,580)} = 2.698$, $R^2 = .018$, $adjR^2 = .012$, $p = .030$). The post hoc tests for the other three significant interactions indicated no real practical significance as the levels of interaction did not form any type of truly normal, linear relationship.

Demographics. A number of demographics including gender ($p = .000$), sexual orientation ($p = .008$), citizenship/generational status ($p = .005$), and racial identification ($p = .000$) are correlated with security – personal. For gender, those identifying as female value personal security higher than those identifying as male value it with a small effect size ($p = .000$). Further, those participants who selected *heterosexual* scored significantly

lower with a small effect size on valuing personal security than their *bisexual*, *gay/lesbian*, or *rather not say* counterparts ($p = .008$).

Naturalized students reported higher values of security – personal than third generation students ($p = .017$) and second generation students ($p = .044$) reported with a small effect size. Asian American students ($p = .001$) and African American students ($p = .001$) also scored higher on this value dimension than their White counterparts with a small effect size; further, African American students scored higher on this value than Latino students scored ($p = .046$).

Table 12
Correlations for Involvement Variables with Security - Personal

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.010	.003	1.488	(4, 588)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Recreational (ex. Climbing Club, Hiking Group)	.007	.005	4.290*	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.015	.013	9.040**	(1, 595)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Retreat	.019	.014	3.877**	(3, 590)
Leadership Course	.015	.010	2.942*	(3, 590)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.015	.010	3.012*	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.03	.025	5.997**	(3, 589)
Community Member (not your employer)	.021	.016	4.273**	(3, 589)

Table 12 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
Parent/Guardian	.041	.036	8.409**	(3, 590)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Be a more positive role model	.018	.012	2.698*	(4, 578)
Value working with others from diverse backgrounds	.027	.020	4.402**	(4, 579)
Be open to new experiences	.023	.016	3.361**	(4, 580)
Make ethical decisions	.031	.024	4.648**	(4, 577)
<i>MSL 13 – 25) Select demographic variables</i>				
18) Gender	0.31	.028	9.610**	(2, 593)
19) Sexual Orientation	0.23	.017	3.510**	(4, 591)
20) Citizenship Status	.028	.020	3.392**	(5, 590)
21) Broad Racial Group Membership	.051	.042	5.298**	(6, 589)

* $p < .05$ ** $p < .01$

Security - social. This value was described by Schwartz (2006) as safety and stability in the wider society. The security - social subscale consisted of the following statements:

- It is important to her/him that there is stability and order in the wider society.
- It is important to her/him to have a strong state that can defend its citizens.
- It is important to her/him that his/her country protect itself against all threats.

Community service. Community service participation did not relate significantly to the security – social value.

Social change behaviors. The SCBS was not significantly related to this value.

Student organization and community organization involvement. Involvement in military student organizations ($p = .003$), political student organizations ($p = .009$), religious student organizations ($p = .009$), service student organizations ($p = .024$), and student governance student organizations ($p = .030$), all had a positive, small effect on security - social scores (see Table 13), whereas involvement in an arts/theatre student organizations ($p = .006$) actually indicated a negative relationship where those who participate in these types of organizations score lower on the security - social value than their peers.

Spirituality exploration and socio-cultural dialogues. Neither were significantly related to security - social.

Leadership education programs. No leadership education experiences were significantly related to security - social.

Mentorship. Engagement with a parent/guardian mentor ($p = .030$) was significantly related to this value (see Table 13) and had a small effect size ($F_{(3,590)} = 7.204, R^2 = .035, \text{adj}R^2 = .030, p = .000$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than just participation *sometimes* ($p = .000$) or *never* ($p = .027$). Several significant types of interactions with a mentor exist (see Table 13), and the most significant was when the mentor would help the participant “develop problem-solving skills” ($F_{(4,580)} = 4.904, R^2 = .033, \text{adj}R^2 = .026, p = .001$).

Demographics. A number of demographics including political views ($p = .000$), gender ($p = .043$), sexual orientation ($p = .000$), racial identification status ($p = .005$),

religious preference ($p = .000$), major selection ($p = .001$), and SES ($p = .001$) are correlated with security – social. Political affiliation was correlated with security – social as those students responding that they were *very conservative* scored significantly higher on the value security - social than their *very liberal* peers ($p = .006$) with an overall linear relationship and a medium effect size ($F_{(4,591)} = 10.809$, $R^2 = .068$, $adjR^2 = .062$, $p = .000$).

For gender, those identifying as female value security - social higher than those identifying as male value it with a small effect size ($p = .043$). Further, those participants who selected *heterosexual* scored significantly higher with a small effect size on valuing security – social than their *bisexual*, *gay/lesbian*, or *rather not say* counterparts ($p = .008$).

Major selection was also significant, with natural science majors ($p = .044$) and pre-professional majors ($p = .008$) scoring higher than arts/humanities majors with a small effect size ($F_{(4,591)} = 3.335$, $R^2 = .022$, $adjR^2 = .015$, $p = .010$). Asian American students ($p = .016$) also scored higher on this value dimension than their White counterparts with a small effect size. Socio-economic status also had a generally negative trend with lower SES students reporting higher scores than higher SES students ($p = .001$).

Finally, religious preference was significant ($p = .000$) and most religions, such as Baptists ($p = .000$), Catholics ($p = .018$), Hindus ($p = .007$), Muslims ($p = .004$), Methodists ($p = .007$), and Presbyterians ($p = .021$), scored higher than their Atheist counterparts.

Table 13

Significant Correlations for Involvement Variables with Security - Social

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 3) How often has the respondent...</i>				
Been an involved member in an off-campus community organization	.028	.021	4.211**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.013	.011	7.617**	(1, 595)
Military (ex. ROTC, Cadets)	.015	.013	8.048**	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.012	.010	6.967**	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.011	.010	6.855**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.009	.007	5.119*	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.008	.006	4.753*	(1, 595)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Parent/Guardian	.035	.030	7.204**	(3, 590)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.024	.017	3.565**	(4, 579)
Mentor others	.020	.014	3.029*	(4, 579)
Develop problem-solving skills	.033	.026	4.904**	(4, 578)
Identify areas for self-improvement	.019	.012	2.776*	(4, 578)
Be a person of integrity	.022	.015	3.254*	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
15) Political Views	.068	.062	10.809**	(4, 591)
16) Majors (Collapsed)	.022	.015	3.335**	(4, 591)
19) Sexual Orientation	.037	.030	5.640**	(4, 591)
21) Broad Racial Group Membership	.002	.012	2.235*	(6, 589)
22) Religious Preference	.101	.069	3.218**	(20, 578)
25) SES	.051	.034	3.120**	(10, 585)

p* < .05*p* < .01

Tradition. This value was described by Schwartz (2006) as maintaining and preserving cultural, family, or religious traditions. This value's subscale consisted of the following statements:

- It is important to her/him to maintain traditional values and ways of thinking.
- It is important to her/him to follow his/her family's customs or the customs of a religion.
- It is important to her/him to honor the traditional practices of his/her culture.

Community service. Community service participation as a part of a class ($p = .13$), with a student organization ($p = .002$), and with a community organization ($p = .000$) were all significantly related to tradition. The most significantly related was service as part of a community organization, which had a small effect size ($F_{(7,586)} = 3.998$, $R^2 = .046$, $adjR^2 = .034$, $p = .000$). Those who participated in service *1-5 hours per month* scored significantly higher than those who reported *none* ($p = .000$).

Social change behaviors. Social change behaviors were not significantly related to tradition.

Student organization and community organization involvement. Engagement in community organizations ($p = .012$) and holding formal leadership in those organizations ($p = .000$) were significantly related to tradition. Being involved in the organization had a medium effect size ($F_{(4,589)} = 16.033$, $R^2 = .098$, $adjR^2 = .092$, $p = .000$) with participating *much of the time* being more significant than *never* ($p = .000$), *sometimes* ($p = .038$), *often* ($p = .012$) and *many times* ($p = .000$). Holding a leadership position in a community

organization was also significantly related to tradition with a medium effect size ($F_{(4,589)} = 15.643$, $R^2 = .096$, $adjR^2 = .090$, $p = .000$) where holding a position *much of the time* was more significant than *never* ($p = .000$), *sometimes* ($p = .001$), and *many times* ($p = .001$).

Involvement in academic student organizations ($p = .041$) and military student organizations ($p = .019$) were both significant but with minimal effect sizes. Involvement in advocacy organizations ($p = .049$) and service student organizations ($p = .000$) were both significant with small effect sizes, though advocacy organizations were actually inversely related to the tradition value where those who participate in those organizations value tradition less than those who do not participate. The most significant relationship was for religious student organizations, which had a medium effect size ($F_{(1,595)} = 79.577$, $R^2 = .118$, $adjR^2 = .116$, $p = .000$) (see Table 14).

Spirituality exploration and socio-cultural dialogues. Neither subscales were significantly related to tradition.

Leadership education programs. Participation in leadership conferences ($p = .001$), leadership retreats ($p = .000$), leadership lectures/workshop series ($p = .000$), leadership courses ($p = .000$), short term service immersions ($p = .024$), and emerging leaders programs ($p = .002$) were all significantly related to tradition with small effect sizes (see Table 14). The larger of those effects was leadership retreats which had a small effect size ($F_{(3,590)} = 6.915$, $R^2 = .036$, $adjR^2 = .031$, $p = .000$), and post hoc tests indicated a linear relationship with those participating *never* reporting lower tradition than those responding *often* ($p = .001$) or *sometimes* ($p = .019$).

Mentorship. Engagement with a student affairs mentor ($p = .010$), employee mentor ($p = .046$), community member mentor ($p = .000$), parent/guardian mentor ($p =$

.000), or other student mentors ($p = .002$) were all significantly related to tradition (see Table 14). The most significant relationship was that with a parent/guardian, which had a medium effect size ($F_{(3,590)} = 18.166$, $R^2 = .085$, $adjR^2 = .080$, $p = .000$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than just participation *often* ($p = .002$), *sometimes* ($p = .000$) or *never* ($p = .000$). Several significant types of interactions with a mentor exist (see Table 14), and the most significant was when the mentor would help the participant “be a person of integrity” ($F_{(4,580)} = 10.788$, $R^2 = .069$, $adjR^2 = .062$, $p = .000$). When respondents chose *strongly agreed* ($p = .027$) or *agreed* ($p = .001$), they scored significantly higher on this value than those who selected *disagreed*.

Demographics. A number of demographics including political views ($p = .000$), gender ($p = .000$), sexual orientation ($p = .000$), racial identification status ($p = .000$), religious preference ($p = .000$), major selection ($p = .002$), citizenship/generational status ($p = .000$), and SES ($p = .016$) are correlated with tradition. Political affiliation was correlated with tradition as those students responding that they were *very conservative* scored significantly higher on the value tradition than their *very liberal* peers ($p = .000$) with an overall linear relationship and a large effect size ($F_{(4,591)} = 42.590$, $R^2 = .234$, $adjR^2 = .219$, $p = .000$).

For gender, those identifying as female value tradition higher than those identifying as male value it with a small effect size ($p = .000$). Further, those participants who selected *heterosexual* scored significantly higher with a small effect size on valuing tradition than their *bisexual*, *gay/lesbian*, or *rather not say* counterparts ($p = .000$).

Major selection was also significant, with social science majors ($p = .043$) and arts/humanities majors ($p = .021$) scoring lower than pre-professional majors with a small effect size (see Table 14). International students valued tradition more than second or third generation domestic students ($p = .001$ for each). Asian American students also scored higher on this value dimension than their White ($p = .000$) or Multiracial ($p = .017$) counterparts with a small effect size. Finally, religious preference was significant ($p = .000$) and most all religions ($p = .000$) scored higher on tradition than their Atheist or Agnostic counterparts.

Table 14
Significant Correlations for Involvement Variables with Tradition

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.027	.017	2.712*	(6,587)
A Student Organization	.038	.027	3.320**	(7,586)
A Community Organization	.046	.034	3.998**	(7,584)
<i>MSL 3) How often has the respondent...</i>				
Been an involved member in an off-campus community organization	.098	.092	16.033**	(4, 589)
Held a leadership position in an off-campus community organization	.096	.090	15.643**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.007	.005	4.180*	(1, 595)
Military (ex. ROTC, Cadets)	.009	.008	5.562*	(1, 595)
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)	.010	.008	5.762*	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.006	.005	3.887*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.118	.116	79.577*	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.028	.026	16.914**	(1, 595)

Table 14 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.029	.024	5.948**	(3, 590)
Leadership Retreat	.036	.031	7.338**	(3, 590)
Leadership Lecture/Workshop Series	.034	.029	6.915**	(3, 590)
Leadership Course	.034	.029	6.923**	(3, 590)
Short-Term Service Immersion	.016	.011	3.174*	(3, 590)
Emerging Leaders or New Leaders Program	.026	.021	5.199**	(3, 590)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.019	.014	3.825**	(3, 589)
Employer	.014	.008	2.675*	(3, 585)
Community Member (not your employer)	.053	.048	10.971**	(3, 589)
Parent/Guardian	.085	.080	18.166**	(3, 590)
Other Student	.026	.021	5.181**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.036	.029	5.344**	(4, 579)
Empower others to engage in leadership	.031	.024	4.572**	(4, 574)
Live up to my potential	.017	.010	2.500*	(4, 578)
Be a more positive role model	.042	.035	6.346**	(4, 578)
Mentor others	.028	.022	4.231**	(4, 579)
Be open to new experiences	.018	.011	2.684*	(4, 580)
Develop problem-solving skills	.018	.009	2.388*	(4, 578)
Make ethical decisions	.043	.037	6.504**	(4, 577)
Be a person of integrity	.069	.062	10.788**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
15) Political Views	.234	.219	42.590**	(4, 591)
16) Majors (Collapsed)	.026	.022	4.311**	(4, 591)
18) Gender	.044	.044	14.796**	(2, 593)
19) Sexual Orientation	.064	.057	10.028**	(4, 591)
20) Citizenship Status	.046	.038	5.730**	(5, 590)
21) Broad Racial Group Membership	.045	.036	4.676**	(6, 589)

Table 14 Continued

Question Variable	R^2	$adjR^2$	F	df
22) Religious Preference	.347	.318	14.853**	(20, 578)
25) SES	.036	-.020	2.202*	(10, 585)

* $p < .05$ ** $p < .01$

Conformity - rules. This value was described by Schwartz (2006) as compliance with rules, laws, and formal obligations. This value's subscale consisted of the following statements:

- It is important to her/him never to violate rules or regulations.
- It is important to her/him to follow rules even when no one is watching.
- It is important to her/him to obey all the laws.

Community service. Engagement in community service did not have a significant relationship with conformity – rules.

Social change behaviors. Social change behaviors were not related to this value.

Student organization and community organization involvement. Engagement in off-campus community organizations ($p = .006$) and holding formal leadership in those organizations ($p = .026$) were significantly related to conformity – rules. Being involved in the organization had a small effect size ($F_{(4,589)} = 3.666$, $R^2 = .024$, $adjR^2 = .018$, $p = .000$) when participating *much of the time* being more significant than *never* ($p = .010$). Involvement in academic student organizations ($p = .011$) had a small effect size, and involvement in military student organizations ($p = .027$) was also positively related with a minimal effect size. Involvement in academic student organizations was also significant ($p = .011$) and had a small effect size.

Involvement in advocacy organizations ($p = .029$) and media student organizations ($p = .000$) were both significant though were inversely related to the conformity - rules value where those who participate in those organizations value conformity in rules less than those who do not participate. The most significant relationship was for religious student organizations, which had a small effect size ($F_{(1,595)} = 30.651, R^2 = .049, \text{adj}R^2 = .047, p = .000$) (see Table 15).

Spirituality exploration and socio-cultural dialogues. Neither spirituality exploration nor socio-cultural dialogues were significantly related to this value.

Leadership education programs. Participation in leadership retreats was significantly related to the conformity – rules value with a medium effect size (see Table 15). The larger of those effects was a leadership retreats that had a small effect size ($F_{(3,590)} = 2.799, R^2 = .014, \text{adj}R^2 = .009, p = .000$) and post hoc tests indicated a linear relationship with those participating *never* reporting lower value scores than those responding *often* ($p = .022$).

Mentorship. Engagement with a community member mentor ($p = .001$) or a parent/guardian mentor ($p = .000$) were significantly related to conformity - rules (see Table 15). The most significant relationship was that with a parent/guardian, which had a small effect size ($F_{(3,590)} = 12.021, R^2 = .058, \text{adj}R^2 = .053, p = .000$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than just participation *often* ($p = .002$), *sometimes* ($p = .000$) or *never* ($p = .001$). Several significant types of interactions with a mentor exist (see Table 15), and the most significant was when the mentor would help the participant “be a person of integrity” ($F_{(4,580)} = 6.336, R^2 = .045, \text{adj}R^2 = .039, p = .000$). When respondents

selected *strongly agreed* with the statement, they scored significantly higher on this value than those who selected *neutral* ($p = .006$) or *agreed* ($p = .013$)

Demographics. A number of demographics including political views ($p = .000$), gender ($p = .000$), sexual orientation ($p = .000$), religious preference ($p = .000$), and SES ($p = .007$) are correlated with conformity - rules. Political affiliation was correlated with conformity – rules as those students responding that they were *very conservative* scored significantly higher on the value conformity - rules than their *very liberal* peers ($p = .026$), and *conservative* respondents scored higher than their *very liberal* ($p = .000$) and *liberal* ($p = .012$) peers. The effect size was small ($F_{(4,591)} = 8.361$, $R^2 = .054$, $adjR^2 = .047$, $p = .000$).

For gender, those identifying as female value conformity - rules scored higher than those identifying as male scored with a small effect size ($p = .000$). Further, those participants who selected *heterosexual* scored significantly higher with a small effect size on valuing conformity – rules than their *bisexual*, *gay/lesbian*, or *rather not say* counterparts ($p = .000$). Religious preference was significant ($p = .000$) with Baptist ($p = .013$), Methodist ($p = .027$), Presbyterian ($p = .002$), and Other Christian ($p = .005$) respondents scoring higher on this value than their Agnostic counterparts.

Table 15
Significant Correlations for Involvement Variables with Conformity - Rules

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 3) How often has the respondent...</i>				
Been an involved member in an off-campus community organization	.024	.018	3.666**	(4, 589)
Held a leadership position in an off-campus community organization	.017	.011	2.580*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				

Table 15

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.011	.009	6.556*	(1, 595)
Media (ex. Campus Radio, Student News)	.008	.007	5.074*	(1, 595)
Military (ex. ROTC, Cadets)	.008	.007	4.924*	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.005	.006	4.802*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.049	.047	30.651**	(1, 595)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Retreat	.014	.009	2.799*	(3, 590)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Community Member (not your employer)	.028	.023	5.574**	(3, 589)
Parent/Guardian	.058	.053	12.021**	(3, 590)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower others to engage in leadership	.024	.017	3.520**	(4, 574)
Live up to my potential	.026	.019	3.841**	(4, 578)
Be a more positive role model	.045	.039	6.855**	(4, 578)
Make ethical decisions	.034	.027	5.086**	(4, 577)
Be a person of integrity	.045	.039	6.336**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
15) Political Views	.054	.047	8.361**	(4, 591)
18) Gender	.028	.024	8.454**	(2, 593)
19) Sexual Orientation	.036	.029	5.460**	(4, 591)
22) Religious Preference	.086	.054	2.691**	(20, 578)
25) SES	.040	.024	2.450**	(10, 585)

p* < .05*p* < .01

Conformity - interpersonal. This value was described by Schwartz (2006) as avoidance of upsetting or harming other people. There were a lot fewer significant relationships with this value (see Table 16). The conformity - interpersonal subscale consisted of the following statements:

- It is important to her/him to avoid upsetting other people.
- It is important to her/him never to annoy anyone.
- It is important to her/him never to make other people angry.

Community service. Involvement in community service was not significantly correlated with this value.

Social change behaviors. The SCBS was not significantly related to conformity – interpersonal.

Student organization and community organization involvement. Involvement in both religious ($p = .000$) and service student organizations ($p = .004$) were positively related to this value and both had small effect sizes.

Spirituality exploration and socio-cultural dialogues. Neither the Spirituality nor the Socio-Cultural Dialogues scales were significantly related to conformity – interpersonal.

Leadership education programs. Leadership education programs were not significantly related to this value.

Mentorship. Neither the type of mentor nor the various types of mentorship interactions were significant.

Demographics. Political affiliation was correlated with conformity - interpersonal as those students responding that they were *conservative* scored

significantly higher on the value than their *very liberal* peers ($p = .041$) with an overall linear relationship and a medium effect size ($F_{(4,591)} = 2.500$, $R^2 = .017$, $adjR^2 = .010$, $p = .042$). Additionally, *moderate* students also scored significantly higher than their *very liberal* peers ($p = .032$). Gender was also significantly related to conformity – interpersonal with those identifying as *female* scoring significantly higher than their *male* peers. Gender has a small effect on the prediction ($F_{(2,593)} = 8.358$, $R^2 = .027$, $adjR^2 = .024$, $p = .000$).

Table 16

Significant Correlations for Involvement Variables with Conformity - Interpersonal

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Religious (ex. Fellowship of Christian Athletes, Hillel)	.023	.022	14.313**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.014	.012	8.506**	(1, 595)
<i>MSL 13 – 25) Select demographic variables</i>				
15) Political Views	.017	.010	2.500*	(4, 591)
18) Gender	.027	.024	8.358**	(2, 593)

* $p < .05$ ** $p < .01$

Humility. This value was described by Schwartz (2006) as recognizing one's insignificance in the larger scheme of things. See Table 17 for correlation information.

The humility subscale consisted of the following statements:

- It is important to her/him never to be boastful or self-important.
- It is important to her/him to be humble.
- It is important to her/him never to seek public attention or praise.

Community service. Involvement in community service was not directly related to humility.

Social change behaviors. The SCBS scale was not significantly related to humility.

Student organization and community organization involvement. Engagement in off-campus community organizations ($p = .003$) and holding formal leadership in those organizations ($p = .000$) were significantly related to humility. Being involved in the organization had a small effect size ($F_{(4,589)} = 4.124$, $R^2 = .027$, $adjR^2 = .021$, $p = .003$) with participating *many times* being more significant than *sometimes* ($p = .028$). Involvement in service student organizations ($p = .046$) had a minimal effect size but a positive relationship with humility.

Spirituality exploration and socio-cultural dialogues. The SCD subscale was not significantly related to humility, but spirituality exploration was significantly related. Spirituality exploration was a small effect size ($F_{(3,592)} = 4.013$, $R^2 = .020$, $adjR^2 = .015$, $p = .008$), and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher stimulation values than those reporting *often* ($p = .043$) and *sometimes* ($p = .007$).

Leadership education programs. Participation in leadership conferences was significantly related to the humility value with a small effect size ($F_{(3,590)} = 3.006$, $R^2 = .015$, $adjR^2 = .010$, $p = .000$), and post hoc tests indicated a linear relationship with those participating *very often* reporting higher value scores than those responding *sometimes* ($p = .016$).

Mentorship. No significant relationships existed for the various types of mentors, and thus perhaps no practical significance exists even though a number of interactions with mentors were significant.

Demographics. Racial group identification was the only significant demographic variable ($p = .022$) with Asian American students scoring higher in humility than their White peers scored.

Table 17

Significant Correlations for Involvement Variables with Humility

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 3) How often has the respondent...</i>				
Been an involved member in an off-campus community organization	.027	.021	4.124**	(4, 589)
Held a leadership position in an off-campus community organization	.023	.016	3.486**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.007	.005	3.981*	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.008	.006	4.826*	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.020	.015	4.013**	(3, 592)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.015	.010	3.006*	(3, 590)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Live up to my potential	.020	.013	2.877*	(4, 578)

Table 17 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
Be a more positive role model	.020	.014	3.011*	(4, 578)
Mentor others	.017	.011	2.559*	(4, 579)
Value working with others from diverse backgrounds	.023	.016	3.406*	(4, 579)
Make ethical decisions	.017	.010	2.496*	(4, 577)
Be a person of integrity	.022	.016	3.327**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
21) Broad Racial Group Membership	.025	.015	2.495*	(6, 589)

* $p < .05$ ** $p < .01$

Benevolence - dependability. This value was described by Schwartz (2006) as being a reliable and trustworthy member of the in-group. See Table 18 for a number of significant relationships that existed between this value and various student involvement functions. The value's subscale consisted of the following statements:

- It is important to her/him that people he/she knows have full confidence in her/him.
- It is important to her/him to be a dependable and trustworthy friend.
- It is important to her/him that all his/her friends and family can rely on her/him completely.

Community service. Engagement in community service did not have a significant relationship with benevolence – dependability.

Social change behaviors. The SCBS subscale was also not significantly related to this value.

Student organization and community organization involvement. Engagement in on-campus student organizations ($p = .019$), holding a leadership position in those organizations ($p = .000$), and being involved in off-campus community organizations (p

= .000) were significantly related to benevolence – dependability. Being involved in the off-campus community organization had the most significant relationship and a small effect size ($F_{(4,589)} = 6.712$, $R^2 = .044$, $adjR^2 = .037$, $p = .000$) with participating *much of the time* being more significant than participating *never* ($p = .031$). The only significant relationship of types of organizations was for religious student organizations, which had a small effect size ($F_{(1,595)} = 10.231$, $R^2 = .017$, $adjR^2 = .015$, $p = .001$) (see Table 18).

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to benevolence - dependability as well. Spirituality exploration was a small effect size ($F_{(3,592)} = 5.787$, $R^2 = .028$, $adjR^2 = .024$, $p = .000$) and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher value scores than those reporting *never* ($p = .000$). Participation in socio-cultural dialogues is similarly highly related to this value with a small effect size ($F_{(3,593)} = 5.027$, $R^2 = .025$, $adjR^2 = .020$, $p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *never* ($p = .035$).

Leadership education programs. Participation in leadership conferences was significantly related to the benevolence - dependability value with a small effect size ($F_{(3,590)} = 4.363$, $R^2 = .020$, $adjR^2 = .015$, $p = .000$), and post hoc tests indicated a linear relationship with those participating *very often* reporting higher value scores than those responding *never* ($p = .007$) or *often* ($p = .024$). Additionally, participation in leadership lecture/workshop series was also significant ($p = .049$).

Mentorship. Engagement with a faculty mentor ($p = .002$), employee mentor ($p = .020$), student affairs mentor ($p = .004$), parent/guardian mentor ($p = .000$), or other student mentors ($p = .000$) were all significantly related to benevolence - dependability (see Table 18). The most significant relationship was that with a parent/guardian, which had a medium effect size ($F_{(3,590)} = 17.119$, $R^2 = .080$, $adjR^2 = .075$, $p = .000$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than those whose participation was *often* ($p = .009$), *sometimes* ($p = .000$), or *never* ($p = .000$). Several significant types of interactions with a mentor exist (see Table 18), and the most significant was when the mentor would help the participant “be a person of integrity” ($F_{(4,580)} = 17.568$, $R^2 = .108$, $adjR^2 = .102$, $p = .000$). When respondents *strongly agreed* ($p = .000$) or *agreed* ($p = .004$) with the statement, they scored significantly higher on this value than those who *strongly disagreed*.

Demographics. A number of demographics including political views ($p = .005$), gender ($p = .000$), sexual orientation ($p = .042$), religious preference ($p = .010$), and citizenship/generational ($p = .036$) are correlated with benevolence - dependability. Political affiliation was correlated with benevolence - dependability as those students responding that they were *very conservative* scored significantly higher on the value benevolence - dependability than their *very liberal* peers ($p = .004$).

For gender, those identifying as female value benevolence - dependability higher than those identifying as male ($p = .000$) value it. The effect size was small ($F_{(4,591)} = 8.998$, $R^2 = .029$, $adjR^2 = .026$, $p = .000$). Those participants who selected *heterosexual* scored significantly higher with a small effect size on valuing benevolence - dependability than their *bisexual*, *gay/lesbian*, or *rather not say* counterparts ($p = .042$).

Religious preference was significant ($p = .000$) and was interesting in that Other Christians ($p = .026$) scored higher on this value than their Atheist counterparts. Citizenship/generational status also had a significant relationship ($p = .010$) but no difference existed between any two of the categories.

Table 18

Significant Correlations for Involvement Variables with Benevolence - Dependability

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.020	.013	2.968*	(4, 589)
Held a leadership position in a college student organization	.035	.028	5.301**	(4, 589)
Been an involved member in an off-campus community organization	.044	.037	6.712**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Religious (ex. Fellowship of Christian Athletes, Hillel)	.017	.015	10.231**	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.028	.024	5.787**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.025	.020	5.027**	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.020	.015	4.363**	(3, 590)
Leadership Lecture/Workshop Series	.013	.008	2.640*	(3, 590)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.024	.019	4.839**	(3, 590)
Employer	.017	.012	3.320*	(3, 585)

Table 18

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
Student Affairs Mentor	.023	.018	4.539**	(3, 589)
Parent/Guardian	.080	.075	17.119**	(3, 590)
Other Student	.039	.035	8.053**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.062	.055	9.550**	(4, 579)
Empower others to engage in leadership	.037	.031	5.562**	(4, 574)
Live up to my potential	.088	.082	3.942**	(4, 578)
Be a more positive role model	.099	.093	15.889**	(4, 578)
Mentor others	.060	.053	9.170**	(4, 579)
Value working with others from diverse backgrounds	.051	.044	7.702**	(4, 579)
Be open to new experiences	.053	.046	7.996**	(4, 580)
Develop problem-solving skills	.036	.030	5.453**	(4, 578)
Identify areas for self-improvement	.030	.023	4.459**	(4, 578)
Make ethical decisions	.075	.068	11.663**	(4, 577)
Be a person of integrity	.108	.102	17.568**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
15) Political Views	.025	.018	3.764**	(4, 591)
18) Gender	.029	.026	8.998**	(2, 593)
19) Sexual Orientation	.017	.010	2.496*	(4, 591)
20) Citizenship Status	.020	.012	2.394*	(5, 590)
22) Religious Preference	.062	.030	9.106**	(20, 578)

* $p < .05$ ** $p < .01$

Benevolence - caring. This value was described by Schwartz (2006) as devotion to the welfare of in-group members. This value's subscale consisted of the following statements:

- It is important to her/him to take care of people he/she is close to.
- It is very important to her/him to help the people dear to her/him.
- It is important to her/him to concern her/himself with every need of his/her dear ones.

Community service. Engagement in community service did not have a significant relationship with benevolence – caring.

Social change behaviors. Being engaged in social change behaviors was significantly related to benevolence - caring with a small effect size ($F_{(4,588)} = 5.312$, $R^2 = .035$, $adjR^2 = .028$, $p = .000$). A Tukey post hoc test found that being involved *many times* ($p = .000$) or *much of the time* ($p = .002$) in these behaviors was more significant than those who were not involved at all.

Student organization and community organization involvement. Engagement in on-campus student organizations ($p = .000$), holding a leadership position in those organizations ($p = .001$), and being involved in an off-campus community organizations ($p = .001$) were significantly related to benevolence – caring. Being involved in the on-campus student organization had the most significant relationship and a small effect size ($F_{(4,589)} = 6.826$, $R^2 = .044$, $adjR^2 = .038$, $p = .000$) with participating *much of the time* ($p = .002$) or *many times* ($p = .000$) being more significant than *sometimes*. Involvement in a number of types of organizations was significant (see Table 19) all with small or minimal effect sizes. These types of organizations included arts/theatre ($p = .007$), honor societies ($p = .050$), peer helpers ($p = .008$), religious ($p = .001$), and service ($p = .001$).

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to benevolence - caring as well. Spirituality exploration had a small effect size ($F_{(3,592)} = 7.516$, $R^2 = .037$, $adjR^2 = .032$, $p = .000$) and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher value scores than those reporting *never* ($p = .020$), *sometimes* ($p = .033$), or *often* ($p = .021$). Participation

in socio-cultural dialogues in similarly related to this value with a small effect size ($F_{(3,593)} = 11.905$, $R^2 = .057$, $adjR^2 = .052$, $p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *never* ($p = .000$), *sometimes* ($p = .000$), or *often* ($p = .010$).

Leadership education programs. Participation in leadership conferences ($p = .035$), retreats ($p = .044$), and lecture/workshop series ($p = .022$) were significantly related to the benevolence - caring value. The most significant was leadership lecture/workshop series with a small effect size ($F_{(3,590)} = 3.234$, $R^2 = .015$, $adjR^2 = .011$, $p = .022$), and post hoc tests indicated a general linear relationship though no significant differences emerged between various levels of participation.

Mentorship. Engagement with a faculty mentor ($p = .002$), employee mentor ($p = .044$), student affairs mentor ($p = .022$), parent/guardian mentor ($p = .000$), or other student mentors ($p = .000$) were all significantly related to benevolence - caring (see Table 18). The most significant relationship was that with a parent/guardian, which had a medium effect size ($F_{(3,590)} = 12.839$, $R^2 = .061$, $adjR^2 = .057$, $p = .000$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than just participation *never* ($p = .000$). Several significant types of interactions with a mentor exist (see Table 19), and the most significant was when the mentor would help the participant “be a more positive role model” ($F_{(4,580)} = 16.960$, $R^2 = .105$, $adjR^2 = .099$, $p = .000$). When the respondents *strongly agreed* ($p = .002$) with the statement, they scored significantly higher on this value than those who *strongly disagreed*.

Demographics. Gender was the only significant demographic variable related to benevolence – caring. The effect size was small and females scored higher on this value than males scored ($F_{(2,593)} = 16.658$, $R^2 = .053$, $adjR^2 = .050$, $p = .000$).

Table 19

Significant Correlations for Involvement Variables with Benevolence - Caring

Question Variable	R^2	$adjR^2$	F	Df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.035	.028	5.312**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.044	.038	6.826**	(4, 589)
Held a leadership position in a college student organization	.030	.024	4.602**	(4, 589)
Been an involved member in an off-campus community organization	.030	.024	4.587**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.012	.011	7.379**	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.006	.005	3.869*	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.012	.010	7.115**	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.017	.015	10.375**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.020	.018	12.165**	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.037	.032	7.516**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.057	.052	11.905**	(3, 593)

Table 19 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>Df</i>
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.014	.009	2.879*	(3, 590)
Leadership Retreat	.014	.009	2.712*	(3, 590)
Leadership Lecture/Workshop Series	.015	.011	3.234*	(3, 590)
Living-Learning Leadership Program	.016	.011	3.255*	(3, 588)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.025	.020	4.975*	(3, 590)
Employer	.014	.009	2.709*	(3, 585)
Student affairs mentor	.016	.011	3.228*	(3, 589)
Parent/Guardian	.061	.057	12.839**	(3, 590)
Other Student	.041	.036	8.314**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.060	.053	9.188**	(4, 579)
Empower others to engage in leadership	.049	.043	7.433**	(4, 574)
Live up to my potential	.078	.071	12.199**	(4, 578)
Be a more positive role model	.105	.099	16.960**	(4, 578)
Mentor others	.058	.051	8.884**	(4, 579)
Value working with others from diverse backgrounds	.051	.044	7.738**	(4, 579)
Be open to new experiences	.039	.032	5.763**	(4, 580)
Develop problem-solving skills	.080	.073	12.538**	(4, 578)
Identify areas for self-improvement	.059	.052	9.048**	(4, 578)
Make ethical decisions	.079	.073	12.386**	(4, 577)
Be a person of integrity	.101	.095	16.282**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
18) Gender	.053	.050	16.658**	(2, 593)

p* < .05 *p* < .01

Universalism - concern. This value was described by Schwartz (2006) as commitment to equality, justice, and protection for all people. This value's subscale consisted of the following statements:

- It is important to her/him to protect the weak and vulnerable people in society.
- It is important to her/him that every person in the world has equal opportunities in life.
- It is important to her/him that everyone be treated justly, even people he/she doesn't know.

Community service. Community service participation on their own was significantly related to this value ($F_{(7,584)} = 3.221$, $R^2 = .037$, $adjR^2 = .026$, $p = .002$). The post hoc test revealed a peak at 11 – 15 hours per month, which was the highest and significantly higher than *none* ($p = .007$).

Social change behaviors. Being engaged in social change behaviors was significantly related to universalism - concern with a medium effect size ($F_{(4,588)} = 14.635$, $R^2 = .091$, $adjR^2 = .084$, $p = .000$). A Tukey post hoc test found that being involved *many times* ($p = .009$) or *much of the time* ($p = .007$) in these behaviors was more significant than those who were not involved at all.

Student organization and community organization involvement. Engagement in on-campus student organizations ($p = .031$) and being involved in off-campus community organizations ($p = .013$) were significantly related to universalism - concern. Being involved in the off-campus community organization had the most significant relationship and a small effect size ($F_{(4,589)} = 3.182$, $R^2 = .021$, $adjR^2 = .015$, $p = .013$) with participating *many times* ($p = .013$) being more significant than participating *never*. Involvement in a number of types of organizations was significant (see Table 20) all with small or minimal effect sizes. These types of organizations included arts/theatre ($p = .026$), identity-based

organizations ($p = .000$), new student transition groups ($p = .036$), service ($p = .002$), and special interest ($p = .009$). The most interesting relationship though was that involvement in social fraternities and sororities actually had a negative relationship ($p = .000$), meaning students involved in these organizations scored *lower* on the universalism – concern value.

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to universalism - concern as well. Spirituality exploration had a small effect size ($F_{(3,592)} = 10.182$, $R^2 = .049$, $adjR^2 = .044$, $p = .000$), and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher value scores than those reporting *never* ($p = .000$), *sometimes* ($p = .000$), or *often* ($p = .002$). Participation in socio-cultural dialogues is similarly related to this value with a medium effect size ($F_{(3,593)} = 21.919$, $R^2 = .100$, $adjR^2 = .095$, $p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *never* ($p = .000$), *sometimes* ($p = .000$), or *often* ($p = .013$).

Leadership education programs. Participation in leadership education programs was not significantly related to this value.

Mentorship. Engagement with a faculty mentor ($p = .010$), student affairs mentor ($p = .011$), or other student mentors ($p = .012$) were all significantly related to universalism - concern (see Table 20). The most significant relationship was that with a faculty member, which had a small effect size ($F_{(3,590)} = 3.824$, $R^2 = .019$, $adjR^2 = .014$, $p = .000$). The post hoc test indicated that those participants engaging with a faculty mentor *often* had a stronger relationship than those with participation *never* ($p = .016$). Several

significant types of interactions with a mentor exist (see Table 19), and the most significant was when the mentor would help the participant “value working with others from diverse backgrounds” ($F_{(4,580)} = 17.080, R^2 = .106, \text{adj}R^2 = .090, p = .006$). There was a clear linear relationship and when the respondents *strongly agreed* ($p = .000$) with the statement, they scored significantly higher on this value than those who *strongly disagreed* or *disagreed*.

Demographics. A number of demographics including institution type ($p = .002$), political affiliation ($p = .000$), sexual orientation ($p = .034$), major selection ($p = .000$), and parental educational level ($p = .031$) are correlated with universalism - concern. Medium private students scored higher on this value than the state flagship students scored. Political affiliation was correlated with universalism - concern as those students responding that they were *very liberal* scored significantly higher on the value universalism - concern than their *very conservative* ($p = .000$), *conservative* ($p = .000$), or *moderate* ($p = .000$) peers with an overall linear relationship and a large effect size ($F_{(4,591)} = 16.150, R^2 = .099, \text{adj}R^2 = .092, p = .000$).

Those participants who selected *heterosexual* scored significantly lower with a small effect size on valuing universalism - concern than their *bisexual*, *gay/lesbian*, or *rather not say* counterparts ($p = .000$). Major selection was also significant, with social science majors ($p = .000$) and arts/humanities majors ($p = .009$) scoring *higher* than pre-professional majors with a small effect size (see Table 20). Parental education also had a significant relationship with this value, but there was no significant difference between the various levels. Generally, the trend was that the respondents whose parents had the

lowest levels of education or the highest levels of education scored highest, with those with very little college scored the lowest.

Table 20

Significant Correlations for Involvement Variables with Universalism - Concern

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
On their Own	.037	.026	3.221**	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.091	.084	14.635**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.018	.011	2.680*	(4, 589)
Been an involved member in an off-campus community organization	.021	.015	3.182*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.008	.007	4.949*	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.028	.026	17.006**	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.006	.005	3.857*	(1, 595)
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)	.007	.006	4.3695*	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.049	.048	30.944**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.015	.014	9.434**	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.047	.045	29.132**	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.007	.005	4.141*	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.012	.010	6.960**	(1, 595)

Table 20 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.049	.044	10.182**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.100	.095	21.919**	(3, 593)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.019	.014	3.824**	(3, 590)
Other Student	.018	.013	3.652*	(3, 589)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.017	.012	3.601*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower others to engage in leadership	.020	.013	2.937*	(4, 574)
Live up to my potential	.039	.032	5.875**	(4, 578)
Be a more positive role model	.045	.039	6.879**	(4, 578)
Mentor others	.058	.051	8.824**	(4, 579)
Value working with others from diverse backgrounds	.106	.090	17.080**	(4, 579)
Be open to new experiences	.037	.030	5.577**	(4, 580)
Develop problem-solving skills	.041	.034	6.150**	(4, 578)
Identify areas for self-improvement	.020	.013	2.934*	(4, 578)
Make ethical decisions	.050	.043	7.568**	(4, 577)
Be a person of integrity	.027	.020	4.044**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.016	.015	9.911**	(1, 594)
15) Political Views	.099	.092	16.150**	(4, 591)
16) Majors (Collapsed)	.036	.029	5.478**	(4, 591)
19) Sexual Orientation	.017	.011	2.624*	(4, 591)
24) Highest level of formal education by parents	.026	.014	2.222*	(7, 588)
25) SES	.036	.020	2.002*	(10, 585)

p* < .05 *p* < .01

Universalism - nature. This value was described by Schwartz (2006) as preservation of the natural environment. This value's subscale consisted of the following statements:

- It is important to her/him to care for nature.
- It is important to her/him to take part in activities to defend nature.
- It is important to her/him to protect the natural environment from destruction or pollution.

Community service. Community service participation as part of a work study position ($p = .022$), with a student organization ($p = .030$), with a community organization ($p = .039$), or on their own ($p = .003$) was significantly related to this value. Conducting service on their own demonstrated the most concern for nature with a small effect size ($F_{(7,584)} = 3.155$, $R^2 = .037$, $adjR^2 = .025$, $p = .003$). The post hoc test revealed a peak at 16 – 20 hours per month which was the highest, and significantly higher than none ($p = .003$); however, this level was also the peak and scores on the value decreased after this peak.

Social change behaviors. Being engaged in social change behaviors was significantly related to universalism - nature with a medium effect size ($F_{(4,588)} = 10.706$, $R^2 = .068$, $adjR^2 = .062$, $p = .000$). A Tukey post hoc test found that being involved *many times* ($p = .000$) or *much of the time* ($p = .000$) in these behaviors was more significant than those who were not involved at all.

Student organization and community organization involvement. Holding a leadership position in an off-campus community organization was significantly related to universalism – nature and had a small effect size ($F_{(4,589)} = 3.625$, $R^2 = .024$, $adjR^2 = .017$, p

= .006). Students scored highest on this value when participating *once* ($p = .014$) over *never*. Involvement in a number of types of organizations was significant (see Table 21), all with small or minimal effect sizes. These types of organizations included advocacy ($p = .000$), religious organizations ($p = .000$), service ($p = .024$), varsity sports ($p = .000$), recreational ($p = .003$), and special interest ($p = .001$). The most interesting relationship though was that involvement in social fraternities and sororities actually had a negative relationship ($p = .001$), meaning students involved in these organizations scored *lower* on the universalism – nature value.

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to universalism - nature as well. Spirituality exploration had a small effect size ($F_{(3,592)} = 6.197$, $R^2 = .030$, $adjR^2 = .026$, $p = .000$) and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher value scores than those reporting *never* ($p = .001$), *sometimes* ($p = .005$), or *often* ($p = .045$). Participation in socio-cultural dialogues is similarly related to this value with a small effect size ($F_{(3,593)} = 10.103$, $R^2 = .049$, $adjR^2 = .044$, $p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *never* ($p = .020$), or *sometimes* ($p = .000$).

Leadership education programs. Participation in short term service immersions was significantly related to the universalism - nature value with a small effect size ($F_{(3,590)} = 3.778$, $R^2 = .019$, $adjR^2 = .014$, $p = .011$) and post hoc tests indicated a general linear relationship though no significant differences emerged between various levels of participation.

Mentorship. Engagement with a student affairs mentor ($p = .020$) and another student mentor ($p = .030$) were significantly related to universalism - nature (see Table 21) and had a small effect size ($F_{(3,590)} = 3.007$, $R^2 = .015$, $adjR^2 = .010$, $p = .000$). The post hoc test indicated that those participants engaging with another student mentor *often* had a stronger relationship than those whose participation was *never* ($p = .023$). Several significant types of interactions with a mentor exist (see Table 21), and one of the more significant was when the mentor would help the participant with “mentoring others” ($F_{(4,580)} = 4.914$, $R^2 = .033$, $adjR^2 = .026$, $p = .001$). There was a clear linear relationship, and when the respondent *strongly agreed* ($p = .045$) or *agreed* ($p = .004$) with the statement, they scored significantly higher on this value than those who *strongly disagreed*.

Demographics. A number of demographics including institution type ($p = .018$), political affiliation ($p = .000$), age ($p = .012$), major selection ($p = .016$), and religious affiliation ($p = .005$) are correlated with universalism - nature. Medium private students scored higher on this value than did the state flagship students. Political affiliation was correlated with universalism - nature as those students responding that they were *very liberal* scored significantly higher on the value universalism - nature than their *very conservative* ($p = .000$), *conservative* ($p = .000$), and *moderate* ($p = .006$) peers with an overall linear relationship and a large effect size ($F_{(4,591)} = 11.649$, $R^2 = .073$, $adjR^2 = .067$, $p = .000$).

Major selection was also significant, with natural science majors ($p = .016$) scoring *higher* than pre-professional majors with a small effect size (see Table 21). Age was also significant, and older students were more likely to value universalism – nature

than their younger peers ($p = .012$). Finally, Agnostic ($p = .001$) and Atheist ($p = .043$) students scored higher on this value than Christian students.

Table 21

Significant Correlations for Involvement Variables with Universalism - Nature

<i>Question Variable</i>	R^2	$adjR^2$	F	Df
<i>MSL 1) Hours of Community Service as a part of...</i>				
Work Study	.028	.016	2.359*	(7,584)
A Student Organization	.026	.014	2.231*	(7,586)
A Community Organization	.025	.013	2.132*	(7,584)
On their Own	.037	.025	3.155*	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.068	.062	10.706**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Held a leadership position in an off-campus community organization	.024	.017	3.625**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.016	.015	9.828**	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.011	.010	6.770**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.009	.007	5.128*	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.017	.016	10.399**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.007	.005	3.901*	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.015	.013	8.814**	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.019	.018	11.683**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Table 21 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>Df</i>
Spirituality Subscale	.030	.026	6.197**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.049	.044	10.103**	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Short-Term Service Immersion	.019	.014	3.778*	(3, 590)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.014	.009	3.001**	(3, 589)
Other Student	.015	.010	3.007*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Mentor others	.033	.026	4.914**	(4, 579)
Value working with others from diverse backgrounds	.046	.040	7.041**	(4, 579)
Be open to new experiences	.022	.015	3.200*	(4, 580)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.009	.008	5.634*	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.019	.012	2.877*	(4, 591)
15) Political Views	.073	.067	11.649**	(4, 591)
16) Majors (Collapsed)	.020	.014	3.6062*	(4, 591)
17) Age	.030	.018	2.586*	(7, 588)
22) Religious Preference	.066	.034	2.046**	(20, 578)

p* < .05*p* < .01

Universalism - tolerance. This value was described by Schwartz (2006) as acceptance and understanding of those who are different from one's self. This value's subscale consisted of the following statements:

- It is important to her/him to be tolerant toward all kinds of people and groups.
- It is important to her/him to listen to and understand people who are different from her/him.
- It is important to her/him to accept people even when he/she disagrees with them.

Community service. Community service participation did not relate significantly to this value.

Social change behaviors. Being engaged in social change behaviors was significantly related to universalism - tolerance with a small effect size ($F_{(4,588)} = 6.443$, $R^2 = .042$, $adjR^2 = .035$, $p = .000$). A post hoc test found that being involved *much of the time* ($p = .002$) in these behaviors was more significant than those who were not involved at all.

Student organization and community organization involvement. Involvement in a number of types of organizations was significant (see Table 22), all with small or minimal effect sizes. These types of organizations included arts/theatre ($p = .022$), identity-based organizations ($p = .004$), and advocacy ($p = .001$). The most interesting relationship though was that involvement in social fraternities and sororities actually had a negative relationship ($p = .018$), meaning students involved in these organizations scored *lower* on the universalism – tolerance value.

Spirituality exploration and socio-cultural dialogues. Both engagement in spirituality exploration and engaging in socio-cultural dialogues are significantly related to universalism - tolerance as well. Spirituality exploration had a small effect size ($F_{(3,592)} = 10.358, R^2 = .050, \text{adj}R^2 = .045, p = .000$) and post hoc tests indicated a linear relationship with those participating at the highest level (*very often*) reporting higher value scores than those reporting *never* ($p = .000$) or *sometimes* ($p = .000$). Participation in socio-cultural dialogues is similarly related to this value with a medium effect size ($F_{(3,593)} = 21.463, R^2 = .098, \text{adj}R^2 = .093, p = .000$). A post hoc test here also indicated that those responding *very often* scored significantly higher on this value than those responding *never* ($p = .000$), *sometimes* ($p = .000$), or *often* ($p = .001$).

Leadership education programs. Participation in leadership education programs was not related to universalism – tolerance.

Mentorship. Engagement with a faculty mentor ($p = .000$), a student affairs mentor ($p = .007$), a parent/guardian mentor ($p = .010$), and another student mentor ($p = .008$) were significantly related to universalism - tolerance (see Table 22). The largest significance was faculty mentor interactions, which had a small effect size ($F_{(3,590)} = 6.912, R^2 = .034, \text{adj}R^2 = .029, p = .000$). The post hoc test indicated that those participants engaging with a faculty mentor *very often* had a stronger relationship than those whose participation was *never* ($p = .007$) or *sometimes* ($p = .010$). Several significant types of interactions with a mentor exist (see Table 22), and one of the more significant was when the mentor would help the participant “value working with others from diverse backgrounds” with a medium effect size ($F_{(4,580)} = 16.967, R^2 = .105, \text{adj}R^2 = .099, p = .000$). There was a clear linear relationship and when they responded *strongly*

agree ($p = .000$), *agree* ($p = .000$), *neutral* ($p = .000$), or *disagree* ($p = .006$) with the statement, they scored significantly higher on this value than those who *strongly disagreed*.

Demographics. A number of demographics including institution type ($p = .031$), political affiliation ($p = .000$), major selection ($p = .031$), gender ($p = .002$), and citizenship/generational status ($p = .049$) are correlated with universalism - tolerance. Medium private students scored higher on this value than did the state flagship students. Political affiliation was correlated with universalism - tolerance as those students responding that they were *very liberal* scored significantly higher on the value universalism - tolerance than their *very conservative* ($p = .000$), *conservative* ($p = .000$), and *moderate* ($p = .000$) peers with an overall linear relationship and a large effect size ($F_{(4,591)} = 11.879$, $R^2 = .074$, $adjR^2 = .068$, $p = .000$).

Major selection was also significant, with social science majors ($p = .048$) scoring higher than pre-professional majors with a small effect size (see Table 22). Gender was also significant, and female students were more likely to value universalism – tolerance than males did ($p = .002$). Finally, citizenship/generational status is significantly related but no significant differences existed between groups.

Table 22
Significant Correlations for Involvement Variables with Universalism - Tolerance

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.042	.035	6.443*	(4, 588)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.009	.007	5.281*	(1, 595)

Table 22

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.014	.012	8.307**	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.018	.016	10.667**	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.009	.008	5.670*	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.050	.045	10.358**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.098	.093	21.463**	(3, 593)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.034	.029	6.912**	(3, 590)
Parent/Guardian	.019	.014	3.839**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.018	.013	3.801**	(3, 590)
Other Student	.020	.015	3.989**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.023	.016	3.404**	(4, 579)
Empower others to engage in leadership	.031	.024	4.607**	(4, 574)
Live up to my potential	.046	.039	6.910**	(4, 578)
Be a more positive role model	.049	.042	7.447**	(4, 578)
Mentor others	.040	.033	5.979**	(4, 579)
Value working with others from diverse backgrounds	.105	.099	16.967**	(4, 579)
Be open to new experiences	.043	.036	6.496**	(4, 580)
Develop problem-solving skills	.039	.033	5.933**	(4, 578)
Identify areas for self-improvement	.026	.018	3.887**	(4, 578)
Make ethical decisions	.039	.032	5.823**	(4, 577)

Table 22 Continued

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
Be a person of integrity	.030	.023	4.433**	(4, 579)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.008	.006	4.653*	(1, 594)
15) Political Views	.074	.068	11.879**	(4, 591)
16) Majors (Collapsed)	.018	.011	2.683*	(4, 591)
18) Gender	.021	.018	6.423**	(2, 593)
20) Citizenship Status	.019	.010	2.244*	(5, 590)

* $p < .05$ ** $p < .01$

Research Question 1.2

The second part of the first research question asked, “What variables exist in a model of student involvement on a college campus that predicts the values that a student holds?” To answer this question, the researcher utilized the SAS statistical software as SPSS cannot handle the extensive coding process required of categorical variables in a stepwise model selection for a general linear model. The general linear model, using forward stepwise selection, analyzed the most significant variables and determined a reduced model for each value.

As a result of this analysis, the data show that a significant model exists for nearly all of the values that results in a positive change in $\text{adj}R^2$ for the full to reduced model; however, the conformity-interpersonal value did not produce such change, even though the model presented suggested the model was significant. This indicated predicting those values to be more difficult using student involvement as a measure.

The data here are also organized by value emphasizing the most significant aspects of each model that were selected during the general linear modeling process. The nature of categorical variables does not allow for a precise equation because of the

nonparametric nature of each possible level of response for a categorical variable (Pedhazur, 1997); however, the regression coefficients and standard errors for each level are presented in tables that would be used to predict a student's value score given their responses to the variables in the model. All possible regression coefficients for the full model are not presented due to the overfitting risk that so many possible dependent variables provides. Finally, the change in $_{adj}R^2$ from the full model to the reduced model is presented to guide discussion about the quality of the reduced model.

Self-Direction - Thought. The stepwise model selection process to determine if a significant model exists to predict self-direction - thought resulted in ten variables being entered into the model. These variables included the following, in order of selection:

- Spirituality dialogues
- Mentorship by a faculty member
- Having a mentor that helped them to “be open to new experiences”
- Mentorship by a community member
- Leadership living-learning community participation
- Involvement in an arts/theatre student organization
- Socio-cultural dialogues
- Race
- Having a mentor that helped them to “develop problem solving skills”
- Involvement in a religious student organization

The reduced model explains 27.45% of the variation in self-direction - thought scores, or conservatively 23.13% ($F_{(31,521)} = 6.36$, $R^2 = .2745$, $_{adj}R^2 = .2313$, $p = .000$).

The $adjR^2$ increased 7.46% in the reduced model (see Table 23) and the regression line coefficients are presented in Appendix N.

Table 23

Model Goodness of Fit from Full to Reduced for Self-Direction Thought

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5539	.2745	*
$adjR^2$	.1567	.2313	.0746

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Self-Direction - Action. The stepwise model selection process to determine if a significant model exists to predict self-direction - action resulted in ten variables being entered into the model. These variables included the following, in order of selection:

- Mentorship by a faculty member
- Having a mentor who helped them to “value working with others from diverse backgrounds”
- Participation in an emerging leaders or new leaders program
- Religious preferences
- Having a mentor who helped them to “empower myself to engage in leadership”
- Having a mentor who helped them “identify areas for self-improvement”
- Having a mentor who helped them to “become ethical leaders”
- Being involved in an off-campus community organization
- GPA
- Spirituality dialogues

The reduced model explains 25.19% of the variation in self-direction - action scores, or conservatively 17.25% ($F_{(53,499)}=3.17$, $R^2 = .2519$, $adjR^2= .1725$, $p = .000$). The

$adjR^2$ increased 7.88% in the reduced model (see Table 24) and the regression line coefficients are presented in Appendix N.

Table 24

Model Goodness of Fit from Full to Reduced for Self-Direction Action

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5206	.2519	*
$adjR^2$	.0937	.1725	.0788

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Stimulation. The stepwise model selection process to determine if a significant model exists to predict stimulation resulted in eleven variables being entered into the model. These variables included the following, in order of selection:

- Spirituality dialogues
- Having a mentor who helped them to “be open to new experiences”
- Religious preference
- Involvement in a media student organization
- Involvement in an honor society student organization
- Involvement in a sports-intramural student organization
- Involvement in a special interest/social student organization
- Involvement in a political student organization
- Involvement in an arts/theatre student organization
- Involvement as a resident assistant
- Mentor who helped them to “empower others to engage in leadership”

The reduced model explains 25.65% of the variation in stimulation scores, or conservatively 20.15% ($F_{(38,514)}=4.67$, $R^2 = .2565$, $adjR^2 = .2015$, $p = .000$). The $adjR^2$

increased 2.36% in the reduced model (see Table 25) and the regression line coefficients are presented in Appendix N.

Table 25

Model Goodness of Fit from Full to Reduced for Stimulation

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5651	.2565	*
$adjR^2$	.1779	.2015	.0236

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Hedonism. The stepwise model selection process to determine if a significant model exists to predict hedonism resulted in nine variables being entered into the model.

These variables included the following, in order of selection:

- Having a mentor who helped them to “be open to new experiences”
- Involvement in a social fraternity or sorority
- Generational/Citizenship status
- Involvement in an honor society student organization
- Involvement in a media student organization
- Involvement as a resident assistant
- Involvement in a student government student organization
- Having a mentor who helped them to “be a more positive role model”
- Having a mentor who helped them to “identify areas for self-improvement”

The reduced model explains 18.73% of the variation in hedonism scores, or conservatively 15.35% ($F_{(22,530)}=5.55$, $R^2 = .1873$, $adjR^2 = .1535$, $p = .000$). The $adjR^2$ increased 1.46% in the reduced model (see Table 26) and the regression line coefficients are presented in Appendix N.

Table 26
Model Goodness of Fit from Full to Hedonism

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5445	.1873	*
$adjR^2$	.1389	.1535	.0146

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Achievement. The stepwise model selection process to determine if a significant model exists to predict achievement resulted in fourteen variables being entered into the model. These variables included the following, in order of selection:

- Mentorship by a parent/guardian mentor
- Having a mentor who helped them to “identify areas of self-improvement”
- Involvement in a media student organization
- Racial group membership
- Having a mentor who helped them to “be a more positive role model”
- Involvement in a social fraternity or sorority
- Involvement in a campus wide programming student organization
- Mentorship by a community member
- Involvement in a political student organization
- Semesters lived on campus
- GPA
- Holding a leadership position in an off-campus community organization
- Average weekly hours of completed service as part of a community organization
- Mentorship by a student affairs mentor

The reduced model explains 30.09% of the variation in achievement scores, or conservatively 22.82% ($F_{(52,500)}=4.14$, $R^2 = .3009$, $adjR^2 = .2282$, $p = .000$). The $adjR^2$

increased 7.09% in the reduced model (see Table 27) and the regression line coefficients are presented in Appendix N.

Table 27

Model Goodness of Fit from Full to Reduced for Achievement

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5542	.3009	*
$adjR^2$	.1573	.2282	.0709

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Power - Dominance. The stepwise model selection process to determine if a significant model exists to predict power - dominance resulted in eight variables being entered into the model. These variables included the following, in order of selection:

- Participation in an emerging leaders or new leaders program
- Involvement in a student governance student organization
- Involvement in a military student organization
- Major selection
- University of attendance
- Having a mentor who helped them to “empower others to engage in leadership”
- Involvement in a media student organization
- Involvement in a political student organization

The reduced model explains 27.97% of the variation in power-dominance scores, or conservatively 21.53% ($F_{(16,536)}=7.34$, $R^2 = .2797$, $adjR^2 = .2153$, $p = .000$). The $adjR^2$ increased 1.97% in the reduced model (see Table 28) and the regression line coefficients are presented in Appendix N.

Table 28
Model Goodness of Fit from Full to Reduced for Power Dominance

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5745	.2797	*
$_{adj}R^2$	.1956	.2153	.0197

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Power - resources. The stepwise model selection process to determine if a significant model exists to predict power - resources resulted in ten variables being entered into the model. These variables included the following, in order of selection:

- Major selection
- Socio-economic status
- Involvement in a political student organization
- Political view/affiliation
- Involvement in a peer helpers student organization
- Having a mentor who helped them to “identify areas for self-improvement”
- Involvement in a media student organization
- GPA
- Involvement in a student governance student organization
- Race

The reduced model explains 31.40% of the variation in power-resources scores, or conservatively 26.62% ($F_{(36,516)}=6.56$, $R^2 = .3140$, $_{adj}R^2= .2662$, $p = .000$). The $_{adj}R^2$ increased 1.85% in the reduced model (see Table 29) and the regression line coefficients are presented in Appendix N.

Table 29

Model Goodness of Fit from Full to Reduced for Power Resources

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.6020	.3140	*
$adjR^2$.2477	.2662	.0185

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Face. The stepwise model selection process to determine if a significant model exists to predict face resulted in eight variables being entered into the model. These variables included the following, in order of selection:

- Race
- Involvement in a student governance student organization
- Having a mentor who helped them to “identify areas for self-improvement”
- Involvement in a religious student organization
- Involvement in a recreational student organization
- Mentorship by a student affairs mentor
- Having a mentor who helped them to “identify areas for self-improvement”
- Average hours of service completed as part of a student organization

The reduced model explains 18.00% of the variation in face scores, or conservatively 13.78% ($F_{(27,525)}=4.27$, $R^2 = .1800$, $adjR^2 = .1378$, $p = .000$). The $adjR^2$ increased 8.06% in the reduced model (see Table 30) and the regression line coefficients are presented in Appendix N.

Table 30

Model Goodness of Fit from Full to Reduced for Face

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5013	.1800	*
$adjR^2$	.0572	.1378	.0806

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Security – Personal. The stepwise model selection process to determine if a significant model exists to predict security - personal resulted in thirteen variables being entered into the model. These variables included the following, in order of selection:

- Race
- Mentorship by a parent/guardian
- Gender
- Involvement in a student governance student organization
- Involvement in an advocacy student organization
- Mentorship by a community mentor
- Mentorship by a student affairs mentor
- Participation in a leadership retreat
- Participation in a leadership course
- Having a mentor who helped them to “be open to new experiences”
- Having a mentor who helped them to “make ethical decisions”
- Having a mentor who helped them to “identify areas of improvement”
- Sexual orientation

The reduced model explains 28.89% of the variation in security - personal scores, or conservatively 23.19% ($F_{(41,511)} = 5.06$, $R^2 = .2889$, $adjR^2 = .2319$, $p = .000$). The $adjR^2$ increased 9.34% in the reduced model (see Table 31) and the regression line coefficients are presented in Appendix N.

Table 31
Model Goodness of Fit from Full to Reduced for Security - Personal

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5443	.2889	*
$adjR^2$	.1385	.2319	.0934

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Security - Social. The stepwise model selection process to determine if a significant model exists to predict security - social resulted in ten variables being entered into the model. These variables included the following, in order of selection:

- Political views
- Religious preferences
- Involvement in a political student organization
- Sexual orientation
- Involvement in a military student organization
- Involvement in a recreational student organization
- Socio-economic status
- Having a mentor who helped them to “empower myself to engage in leadership”
- Involvement in a social fraternity/sorority
- Involvement in a student governance student organization

The reduced model explains 26.81% of the variation in security - social scores, or conservatively 20.00% ($F_{(47,505)}=3.94$, $R^2 = .2681$, $adjR^2 = .2000$, $p = .000$). The $adjR^2$ increased 9.13% in the reduced model (see Table 32) and the regression line coefficients are presented in Appendix N.

Table 32
Model Goodness of Fit from Full to Reduced for Security - Social

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5285	.2681	*
$adjR^2$	.1087	.2000	.0913

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Tradition. The stepwise model selection process to determine if a significant model exists to predict tradition resulted in ten variables being entered into the model.

These variables included the following, in order of selection:

- Religious preferences
- Political affiliation/views
- Generational/Citizenship status
- Mentorship by a parent/guardian
- Gender
- Holding a leadership position in an off-campus student organization
- Having a mentor who helped them to “be a person of integrity”
- Mentorship by a faculty member
- Having a mentor who helped them to “value working with others from diverse backgrounds”

The reduced model explains 56.93% of the variation in tradition scores, or conservatively 54.45% ($F_{(52,500)}=12.71$, $R^2 = .5693$, $adjR^2 = .5445$, $p = .000$). The $adjR^2$ increased 0.7% in the reduced model (see Table 33) and the regression line coefficients are presented in Appendix N.

Table 33
Model Goodness of Fit from Full to Reduced for Tradition

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.7553	.5693	*
$_{adj}R^2$	.5375	.5445	.007

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Conformity - Rules. The stepwise model selection process to determine if a significant model exists to predict conformity - rules resulted in eleven variables being entered into the model. These variables included the following, in order of selection:

- Involvement in a religious student organization
- Mentorship by a parent/guardian
- Gender
- Having a mentor who helped them to “be a positive role model”
- Political views/affiliation
- Socio-economic status
- Involvement in a social fraternity or sorority
- Participation in a leadership retreat
- Participation in social change behavior
- Participation in a leadership course
- Involvement in an academic or departmental student organization

The reduced model explains 25.43% of the variation in conformity - rules scores, or conservatively 21.23% ($F_{(36,516)}=4.89$, $R^2 = .2543$, $_{adj}R^2 = .2123$, $p = .000$). The $_{adj}R^2$ increased 0.2% in the reduced model (see Table 34) and the regression line coefficients are presented in Appendix N.

Table 34

Model Goodness of Fit from Full to Reduced for Conformity - Rules

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5822	.2543	*
$adjR^2$.2102	.2123	.0020

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Conformity - Interpersonal. The stepwise model selection process to determine if a significant model exists to predict conformity - interpersonal resulted in three variables being entered into the model. These variables included the following, in order of selection:

- Involvement in a religious student organization
- Gender
- Mentorship by a faculty member

The reduced model explains 6.66%% of the variation in conformity - rules scores, or conservatively 5.64%% ($F_{(6,546)} = 6.50$, $R^2 = .0666$, $adjR^2 = .0564$, $p = .000$). The $adjR^2$ actually decreased from full to reduced model (see Table 35) and the regression line coefficients are presented in Appendix N. This indicates that this particular model is probably the least useful or least significant, or would be of little practical significance because no model with all of the variables studied would be considered a strong model.

Table 35

Model Goodness of Fit from Full to Reduced for Conformity - Interpersonal

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5257	.0666	*
$adjR^2$.1034	.0564	-.047

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Humility. The stepwise model selection process to determine if a significant model exists to predict humility resulted in four variables being entered into the model.

These variables included the following, in order of selection:

- Being involved in an off-campus community organization
- Having a mentor who helped them to “be a positive role model”
- Racial group membership
- Participation in a leadership conference

The reduced model explains 8.89% of the variation in humility scores, or conservatively 6.00% ($F_{(17,535)} = 3.07$, $R^2 = .0889$, $adjR^2 = .0600$, $p = .000$). The $adjR^2$ increased 10.63% in the reduced model (see Table 36) and the regression line coefficients are presented in Appendix N.

Table 36
Model Goodness of Fit from Full to Reduced for Humility

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.4465	.0889	*
$adjR^2$	-.0463	.0600	.1063

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Benevolence - Caring. The stepwise model selection process to determine if a significant model exists to predict benevolence - caring resulted in nine variables being entered into the model. These variables included the following, in order of selection:

- Having a mentor who helped them to “be a positive role model”
- Gender
- Being an involved member of a college student organization
- Having a mentor who helped them to “develop problem-solving skills”
- Having a mentor who helped them to “be a person of integrity”

- Participation in a leadership living-learning community
- Involvement in an identity-based student organization
- Participation in socio-cultural dialogues
- Current class level

The reduced model explains 28.42% of the variation in benevolence - caring scores, or conservatively 24.45% ($F_{(29,523)} = 7.16$, $R^2 = .2842$, $adjR^2 = .2445$, $p = .000$). The $adjR^2$ increased 5.52% in the reduced model (see Table 37) and the regression line coefficients are presented in Appendix N.

Table 37

Model Goodness of Fit from Full to Reduced for Benevolence - Care

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5711	.2842	*
$adjR^2$	.1893	.2445	.0552

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Benevolence - Dependability. The stepwise model selection process to determine if a significant model exists to predict benevolence - dependability resulted in nine variables being entered into the model. These variables included the following, in order of selection:

- Having a mentor who helped them to “be a positive role model”
- Mentorship by a parent/guardian
- Gender
- Having a mentor who helped them to “make ethical decisions”
- Having a mentor who helped them to “be open to new experiences
- Having a mentor who helped them to “mentor others”
- Political views

- Holding a leadership position in a college student organization
- Participation in a leadership conference

The reduced model explains 26.93% of the variation in benevolence - dependability scores, or conservatively 22.43% ($F_{(32,520)} = 5.99$, $R^2 = .2693$, $adjR^2 = .2243$, $p = .000$). The $adjR^2$ increased 5.52% in the reduced model (see Table 38) and the regression line coefficients are presented in Appendix N.

Table 38

Model Goodness of Fit from Full to Reduced for Benevolence - Dependability

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5787	.2693	*
$adjR^2$	.2036	.2243	.0207

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Universalism - Nature. The stepwise model selection process to determine if a significant model exists to predict universalism - nature resulted in seventeen variables being entered into the model. These variables included the following, in order of selection:

- Engaging in social change behaviors
- Participation in a leadership conference
- Political views
- Major selection
- Engaging in spirituality dialogues
- Involvement in an honor society student organization
- Participation in a leadership workshop
- Involvement in a social fraternity or sorority
- Involvement as a resident assistant

- Involvement in an identity-based student organization
- Leadership living-learning community participation
- Current class level
- Mentorship by a student affairs mentor
- Involvement in a service student organization
- Having a mentor who helped them to “be open to new experiences”
- Average weekly hours of completed service as part of a community organization

The reduced model explains 37.73% of the variation in universalism - nature scores, or conservatively 31.79% ($F_{(48,504)} = 6.36$, $R^2 = .3773$, $adjR^2 = .3179$, $p = .000$).

The $adjR^2$ increased 11.89% in the reduced model (see Table 39) and the regression line coefficients are presented in Table 39.

Table 39

Model Goodness of Fit from Full to Reduced for Universalism - Nature

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.6048	.3773	*
$adjR^2$	.2530	.3179	.1189

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Universalism - Concern. The stepwise model selection process to determine if a significant model exists to predict universalism - concern resulted in ten variables being entered into the model. These variables included the following, in order of selection:

- Participation in socio-cultural dialogues
- Political views
- Involvement in a social fraternity or sorority
- Having a mentor who helped them to “mentor others”
- Having a mentor who helped them to “make ethical decisions”

- Involvement in a service student organization
- Involvement in a religious student organization
- Major selection
- Having a mentor who helped them to “identify areas for self-improvement”
- Age

The reduced model explains 38.15% of the variation in universalism - concern scores, or conservatively 37.03% ($F_{(33,519)}=8.53$, $R^2 = .3815$, $adjR^2=.3703$, $p = .000$). The $adjR^2$ increased 0.18% in the reduced model (see Table 40) and the regression line coefficients are presented in Appendix 40.

Table 40

Model Goodness of Fit from Full to Reduced for Universalism - Concern

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.6660	.3815	*
$adjR^2$	.3685	.3703	.0018

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Universalism - tolerance. The stepwise model selection process to determine if a significant model exists to predict universalism - tolerance resulted in ten variables being entered into the model. These variables included the following, in order of selection:

- Having a mentor who helped them to “value working with others from diverse backgrounds”
- Political affiliation
- Participation in socio-cultural dialogues
- Having a mentor who helped them to “live up to their potential”
- Involvement in a political student organization

- Gender
- Having a mentor who helped them to “be a person of integrity”
- Having a mentor who helped them to “empower myself to engage in leadership”

The reduced model explains 29.35% of the variation in universalism - tolerance scores, or conservatively 25.85% ($F_{(26,526)} = 8.40$, $R^2 = .2935$, $adjR^2 = .2585$, $p = .000$). The $adjR^2$ increased 3.51% in the reduced model (see Table 41) and the regression line coefficients are presented in Appendix N.

Table 41

Model Goodness of Fit from Full to Reduced for Universalism - Tolerance

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5892	.2935	*
$adjR^2$	.2234	.2585	.0351

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Research Question 2

The second set of research questions focus on the relationship between the general student involvement measures and the level of integrity a student scores to answer the question, “Do relationships exist between various collegiate involvement experiences and the measure of a student’s level of integrity?” The data clearly indicated significant relationships between a number of involvement experiences and integrity scores. Because the answer was yes, subsidiary research questions 2.1 and 2.2 were explored. Complete results are presented in Appendix O and Appendix P for research questions 2.1 and 2.2 respectively.

Research Question 2.1

The first subsidiary question asked, “Where do collegiate student involvement experiences on a college campus correlate to personal integrity scores?” To answer this

question, the researcher looked at each individual student involvement variable as independent and regressed it against the sum integrity score. Data to answer this question is presented, noting positive relationships and their effect size as they exist. As a result of this analysis, the data show that several student involvement measures have statistically significant relationships with the integrity score.

Some of the most significant relationships related to involvement in both on campus and off campus student organizations, specifically related to a few key types of student organizations such as political, religious, and student government; participation in several leadership experiences like conferences, retreats, lectures, and short-term service immersions; mentorship by student affairs mentors, parents/guardians, and other students; and several traditional mentorship experiences. These are further outlined in table 42. All data are presented in Appendix O, including insignificant relationships and associated data.

Community service. Community service participation did not relate significantly to integrity.

Social change behaviors. Being engaged in social change behaviors was also not related significantly to integrity scores.

Student organization and community organization involvement. Engagement in student ($p = .000$) and community organizations ($p = .000$) and holding formal leadership positions in both student ($p = .025$) and community ($p = .005$) organizations was significantly related to integrity scores. Being involved in a student organization was most significantly related to the integrity score with a small effect size ($F_{(4,589)} = 4.447$, R^2

= .029, $adjR^2 = .023$, $p = .000$) with participating *much of the time* being more significant than *never* ($p = .036$) or *sometimes* ($p = .018$).

Involvement in a number of types of organizations was significant (see Table 42) all with small or minimal effect sizes. These types of organizations included political ($p = .024$), religious organizations ($p = .000$), and student governance organizations ($p = .040$).

Spirituality exploration and socio-cultural dialogues. Neither of these subscales had a significant relationship with the integrity score.

Leadership education programs. Participation in a number of leadership education experiences has a significant relationship with the integrity score (see Table 42). The strongest relationship is for participation in a leadership retreat with a small effect ($F_{(3,590)} = 5.673$, $R^2 = .028$, $adjR^2 = .023$, $p = .001$), and post hoc tests indicated a linear relationship with those participating *very often* reporting higher integrity scores than those responding *never* ($p = .013$), and those responding *often* reported higher integrity scores than those responding *never* ($p = .035$).

Mentorship. Engagement with a student affairs mentor ($p = .000$) and a parent/guardian mentor ($p = .002$) was significantly related to the integrity score (see Table 42). The largest significance was parent/guardian mentor interactions, which had a small effect size ($F_{(3,590)} = 4.917$, $R^2 = .024$, $adjR^2 = .019$, $p = .002$). The post hoc test indicated that those participants engaging with a parent/guardian mentor *very often* had a stronger relationship than just participation *sometimes* ($p = .001$). Several significant types of interactions with a mentor exist (see Table 42), and one of the more significant was when the mentor would help the participant “mentor others” with a small

effect size ($F_{(4,580)} = 5.078$, $R^2 = .034$, $adjR^2 = .027$, $p = .000$). There was a clear relationship and, when they responded *strongly agree* with the statement, they scored significantly higher on integrity than those who *disagreed* ($p = .003$) or *strongly disagreed* ($p = .031$).

Demographics. No demographic variables were significantly related to the integrity score.

Table 42

Significant Correlations for Involvement Variables with Integrity

Question Variable	R^2	$adjR^2$	F	df
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.029	.023	4.447**	(4, 589)
Held a leadership position in a college student organization	.019	.012	2.796*	(4, 589)
Been an involved member in an off-campus community organization	.017	.011	2.573*	(4, 589)
Held a leadership position in an off-campus community organization	.025	.018	3.722*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Political (ex. College Democrats, College Republicans, Libertarians)	.009	.007	5.139*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.020	.019	12.440**	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.007	.005	4.250*	(1, 595)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.022	.017	4.518**	(3, 590)
Leadership Retreat	.028	.023	5.673**	(3, 590)
Leadership Lecture/Workshop Series	.018	.013	3.597*	(3, 590)
Short-Term Service Immersion	.016	.011	3.289*	(3, 590)

Table 42

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.021	.016	4.201**	(3, 589)
Parent/Guardian	.024	.019	4.917**	(3, 590)
Other Student	.017	.012	3.473*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower others to engage in leadership	.018	.012	2.682*	(4, 574)
Live up to my potential	.017	.011	2.560*	(4, 578)
Mentor others	.034	.027	5.078**	(4, 579)
Value working with others from diverse backgrounds	.020	.013	2.880*	(4, 579)
Identify areas for self-improvement	.016	.009	2.395*	(4, 578)
Make ethical decisions	.017	.010	2.424*	(4, 577)
Be a person of integrity	.020	.013	2.991**	(4, 579)
* <i>p</i> < .05 ** <i>p</i> < .01				

Research Question 2.2

This research question asked, “What variables exist in a model of student involvement experiences on a college campus that predicts personal integrity scores?” To answer this question, the researcher utilized the SAS statistical software as SPSS is unable to complete the extensive coding process required of categorical variables in a stepwise model selection for a general linear model. The general linear model, using forward stepwise selection, analyzed the most significant variables and determined a reduced model for the integrity scale. As a result of this analysis, the data showed that a significant model exists for the integrity score that results in a positive change in $\text{adj}R^2$ for

the full to reduced model. The specific variables that were selected for this model included the following, in order of selection:

- Having a mentor who helped them to “mentor others”
- Being involved as a member of a college student organization
- Involvement in a campus-wide programming board student organization
- Generational/citizenship status
- Involvement in a student governance student organization
- Involvement in a religious student organization
- Current class level
- Mentorship by a parent/guardian

The data here is also organized emphasizing the most significant aspects of each model that were selected during the general linear modeling process. The nature of categorical variables does not allow for a precise equation because of the nonparametric nature of each possible level of response for a categorical variable (Pedhazur, 1997); however, the regression coefficients and standard errors for each level are presented in Appendix P that would be used to predict a student’s integrity score given their responses to the variables in the model. All possible regression coefficients for the full model are not presented due to the overfitting risk that so many possible dependent variables provide. Finally, the change in $_{adj}R^2$ from the full model to the reduced model is presented to guide discussion about the quality of the reduced model.

The stepwise model selection process to determine if a significant model exists to predict integrity resulted in eight variables being entered into the model. The reduced model explains 15.35% of the variation in integrity scores, or conservatively 11.67%

($F_{(23,529)}=4.17$, $R^2 = .1535$, $adjR^2 = .1167$, $p = .000$). The $adjR^2$ increased 4.2% in the reduced model (see Table 43) and the regression line coefficients are presented in Appendix P.

Table 43
Model Goodness of Fit from Full to Reduced for Integrity

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5109	.1535	*
$adjR^2$	.0755	.1167	.042

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Research Question 3

This research question asked, “Does a model exist that predicts a students’ level of integrity based on student involvement experiences and personal values? If so, what are the key elements of that model?” To answer this question, the researcher utilized the SAS statistical software as SPSS cannot handle the extensive coding process required of categorical variables in a stepwise model selection for a general linear model. The general linear model, using forward stepwise selection, analyzed the most significant variables of both the student involvement scale and the PVQ - R and determined a reduced model for the integrity scale. As a result of this analysis, the data show that a significant model exists to predict the integrity score that results in a positive change in $adjR^2$ for the full to reduced model. Also importantly, as the definition of integrity presented for purposes of this study requires values clarification in order for a person to have a higher level of integrity, several values arose as the most significant predictor variables of the integrity score.

The data here is also organized emphasizing the most significant aspects of each model that were selected during the general linear modeling process. The nature of categorical variables does not allow for a precise equation because of the nonparametric nature of each possible level of response for a categorical variable (Pedhazur, 1997); however, the regression coefficients and standard errors for each level are presented in Appendix Q that would be used to predict a student's integrity score given their responses to the variables in the model. All possible regression coefficients for the full model are not presented due to the overfitting risk that so many possible dependent variables provide. Finally, the change in $_{adj}R^2$ from the full model to the reduced model is presented to guide discussion about the quality of the reduced model.

Model

The specific variables that were selected for this model included the following, in order of selection:

- Score on the value “Security – social”
- Score on the value “Benevolence – care”
- Having a mentor who helped them to “mentor others”
- Involvement in a campus-wide programming student organization
- Institution type
- Participation in a leadership retreat
- Involvement in an academic-department student organization
- Score on the value “Self-directed – action”
- Score on the value “Universalism – nature”
- Average number of hours completed service as part of class

The stepwise model selection process to determine if a significant model exists to predict integrity resulted in ten variables being entered into the model. The reduced model explains 19.55% of the variation in integrity scores, or conservatively 16.76% ($F_{(20,532)} = 6.56$, $R^2 = .1977$, $adjR^2 = .1676$, $p = .000$). The $adjR^2$ increased 1.83% in the reduced model (see Table 44) and the regression line coefficients are presented in Appendix Q.

Table 44

Model Goodness of Fit from Full to Reduced for Integrity (Values and Involvement)

<i>Model Statistic</i>	<i>Full Model</i>	<i>Reduced Model</i>	<i>Change</i>
R^2	.5793	.1977	*
$adjR^2$	.1493	.1676	.0183

*not evaluated due to size of full model and number of predictor variables (Myers, 1990).

Conclusion

In conclusion, each of the research questions has been presented with data to support the answer. Student involvement variables are significantly related to each of the 19 values of the PVQ and the integrity scale. Using a stepwise selection general linear modeling process, significant models exist to predict all 19 values except conformity – interpersonal. Additionally, models exist that predict the integrity score of students that includes both core values and student involvement experiences.

The correlations that existed with values may best be surmised when thinking about each theme of student involvement. For community service, those participating more voluntarily with a student organization or on their own tended to relate most closely to social-focused values whereas more compulsory service, such as for a class, correlated with personal values (see figure 1). Engagement in social change behaviors correlated

most specifically with change oriented and social-oriented values. Student organization participation was diverse and varied greatly, although the majority of significant correlations existed depending on type. For example, religious student organization involvement correlated most directly with conservation values (see figure 1) while student government involvement correlated with control and power values. Participation in historically social fraternities or sororities was significantly correlated with hedonism and power values but negatively correlated with the universalism values. Involvement in socio-cultural discussion and spirituality dialogues correlated to values that fall most within the openness to change and self-transcendence values. Leadership education participation correlated with nearly all value types, which indicates that the most diversity of values fell within leadership programs. Mentorship had a high number of significant correlations as well, and type of mentor is correlated with different values; for example, parental mentors were related more to students with conservation values, faculty members equated generally to openness to change values, and student affairs practitioners tended to correlate with self-transcendence values in addition to several others (see figure 1). Finally, demographics were also correlated to a number of values. For example, major selection indicated that liberal arts and humanities majors valued more self-directed values and pre-professional students valued more personal enhancement values (see figure 1). Political conservatism versus liberalism was directly correlated with conservation versus self-transcendence respectively. More underrepresented or historically oppressed populations related to race, gender and sexual orientation were significantly correlated to values like safety and face while more majority populations correlated higher to conformity and tradition.

Integrity was directly correlated with a number of student involvement functions as well. Some of the most significant relationships existed related to involvement in both on campus and off campus student organizations; specifically, relationships existed with a few key types of student organizations such as political, religious, and student government. Participation in several leadership experiences like conferences, retreats, lectures, and short-term service immersions; mentorship by student affairs mentors, parents/guardians, and other students; and several traditional mentorship experiences.

Finally, the third research question indicated a model exists to predict integrity. The first predictors to enter the equation were three social-oriented values (see figure 1): security – social, benevolence – caring, universalism – nature, and one personal, self-transcendence value: self-directed – action. The student organization functions that also entered the model were related to mentorship, involvement in various student organizations, service, and participation in a leadership retreat.

CHAPTER 5

DISCUSSION

This study identified a number of important relationships between the values that students hold, the types of involvement in which they participate, and the level of integrity that students have. This final chapter includes an overview of the study, a summary of the key findings, and discussion of them. Implications for practice in student affairs and suggestions for future research are also provided.

Research Problem Overview

The purpose of this study was to gain a deeper understanding of the relationship between student involvement, values, and integrity in college students. Integrity, an important construct to continue exploring and understanding, was defined for the purposes of this study as a systematic, lifelong process through which a person challenges, refines, and develops personal values that are grounded in moral and ethical norms of their community and enacts those convictions congruently with courage in the face of adversity. Schlenker (2008) calls this principled behavior. The development of integrity is a key task of the collegiate experience, as is questioning and refining values that have been instilled in a person throughout their childhood (Chickering & Reisser, 1993). Student involvement in a variety of contexts is known to influence greatly the psychosocial development of students (Astin, 1993; Lounsbury, Fisher, Levy, & Welsh, 2009; Pascarella & Terenzini, 2005). This study explored the key relationships that exist

among various student involvement functions, the values a student holds, and the level of integrity a student scored on the measure used in this study.

Review of Methodology

This study was designed to be both exploratory and predictive, though the emphasis was more on understanding existing relationships. While a truly experimental study would better allow for causation to be explored, the challenges inherent in such a study are overwhelming. A sample of 4,000 students aged 18 – 24 at two institutions, a large public land-grant and a medium private institution, was surveyed. The sample yielded 615 completed responses. This resulted in a usable response rate of 7.5% (N=599). See Appendix K for more detailed information about the makeup of the sample.

The survey included three previously tested instruments that all have strong reliability and validity measures. Values were measured by using the Schwartz (2011) Portrait Values Questionnaire – Revised (PVQ – R). This instrument is a cross-cultural, broad instrument that measures 19 values that range from power associated through controlling resources to a universal tolerance. Table 1 outlines the 19 values. Integrity was measured with Schlenker's (2008) Integrity Scale in which participants are mostly left to define principles and values for themselves. This instrument aligned very closely with the operational definitions of integrity for this study.

Student involvement was measured by the Multi-Institutional Study of Leadership (MSL) involvement measure, which included a number of involvement functions in several themes known to contribute significantly to student psychosocial development (Astin, 1993; Benson & Saito, 2001; Chickering & Reisser, 1993; Cooper, Healy, &

Simpson, 1994; Dugan, 2006b; Dugan & Komives, 2007; Dugan & Komives, 2010; Hurtz & Alliger, 2002; Kuh, 1995; Pascarella & Terenzini, 2005). Those themes included: 1) conducting community service in a variety of settings, 2) involvement in social change behaviors, 3) general involvement in various types of student organizations and leadership in those organizations, 4) involvement in community organizations and leadership in those organizations, 5) participation in spirituality exploration and dialogues, 6) engagement in socio-cultural dialogues, 7) participation in various leadership trainings and education programs, and 8) mentorship by various possible mentors and specific interactions with those mentors. Additionally, the MSL instrument collected thirteen demographic variables shown to have various influences on student involvement and socially responsible leadership (see Appendix L for complete response data). These variables included institution, current class level, political orientation, major choice, age, gender, sexual orientation, citizenship/generational status, racial group membership, religious preference, grade point average (GPA), parental educational level, and socio-economic status.

Summary of Results

These instruments allowed for the following research questions to be explored.

Research Question 1

RQ1: Do relationships exist between various collegiate involvement experiences and values? If so,

RQ1.1: where do collegiate student involvement experiences on a college campus correlate to a student's values?

RQ1.2: what variables exist in a model of student involvement on a

college campus that predicts the values that a student holds?

Each individual student involvement variable was treated as an independent variable and was regressed against each of the 19 values. As a result of this analysis, the data showed that each of the 19 values has several of their own, unique, statistically significant relationships with various student involvement measures. A number of student involvement measures were also commonly related to multiple values. While the majority of student involvement experiences did not have significant relationships, those that did had both face validity and statistical validity.

The second part of this research question was answered using a general linear model with forward stepwise selection to analyze the most significant variables and determined a reduced model for each value. As a result of this analysis, the data show that a significant model exists for almost all of the values that resulted in a positive change in $_{adj}R^2$ for the full to reduced model; however, the Conformity-Interpersonal value did not produce such change, even though the model presented suggested the model was significant. This indicated predicting the conformity-interpersonal value to be more difficult using student involvement as a measure.

Research Question 2

RQ2: Do relationships exist between various collegiate involvement experiences and the measure of a student's level of integrity? If so,

RQ2.1: where do collegiate student involvement experiences on a college campus correlate to personal integrity scores?

RQ2.2: what variables exist in a model of student involvement experiences on a college campus that predicts personal integrity scores?

To answer this question, the researcher looked at each individual student involvement variable as independent and regressed it against the sum integrity score. The data showed that several student involvement measures have statistically significant relationships with the integrity score; however, the majority of student involvement experiences did not have a significant relationship with the integrity score. The second part of this research question explored a predictive relationship between involvement and integrity by using a general linear model with forward stepwise selection. As a result of this analysis, the data showed that a significant model does exist for the integrity score.

Research Question 3

RQ3: Does a model exist that predicts a students' level of integrity based on student involvement experiences and personal values? If so, what are the key elements of that model?

A general linear model, using forward stepwise selection, analyzed the most significant variables of both the student involvement scale and the PVQ - R and determined a reduced model for the integrity scale. As a result of this analysis, the data show that a significant model exists to predict the integrity score that results in a positive change in $_{adj}R^2$ for the full to reduced model. Also importantly, as the definition of integrity presented for purposes of this study requires values clarification in order for a person to have a higher level of integrity, several values arose as the most significant predictor variables of the integrity score.

Discussion of Study Findings by Student Involvement

For purposes of reflecting on the data in a variety of ways, the discussion section has been split into two different components. The first focuses on the findings as

grouped by type of student involvement. The second discusses several of the more significant models that were identified and their usefulness along with the most important findings based on values. Further, the discussion is in context of related values as outlined in figure 1, repeated here to assist with interpretation of the results.

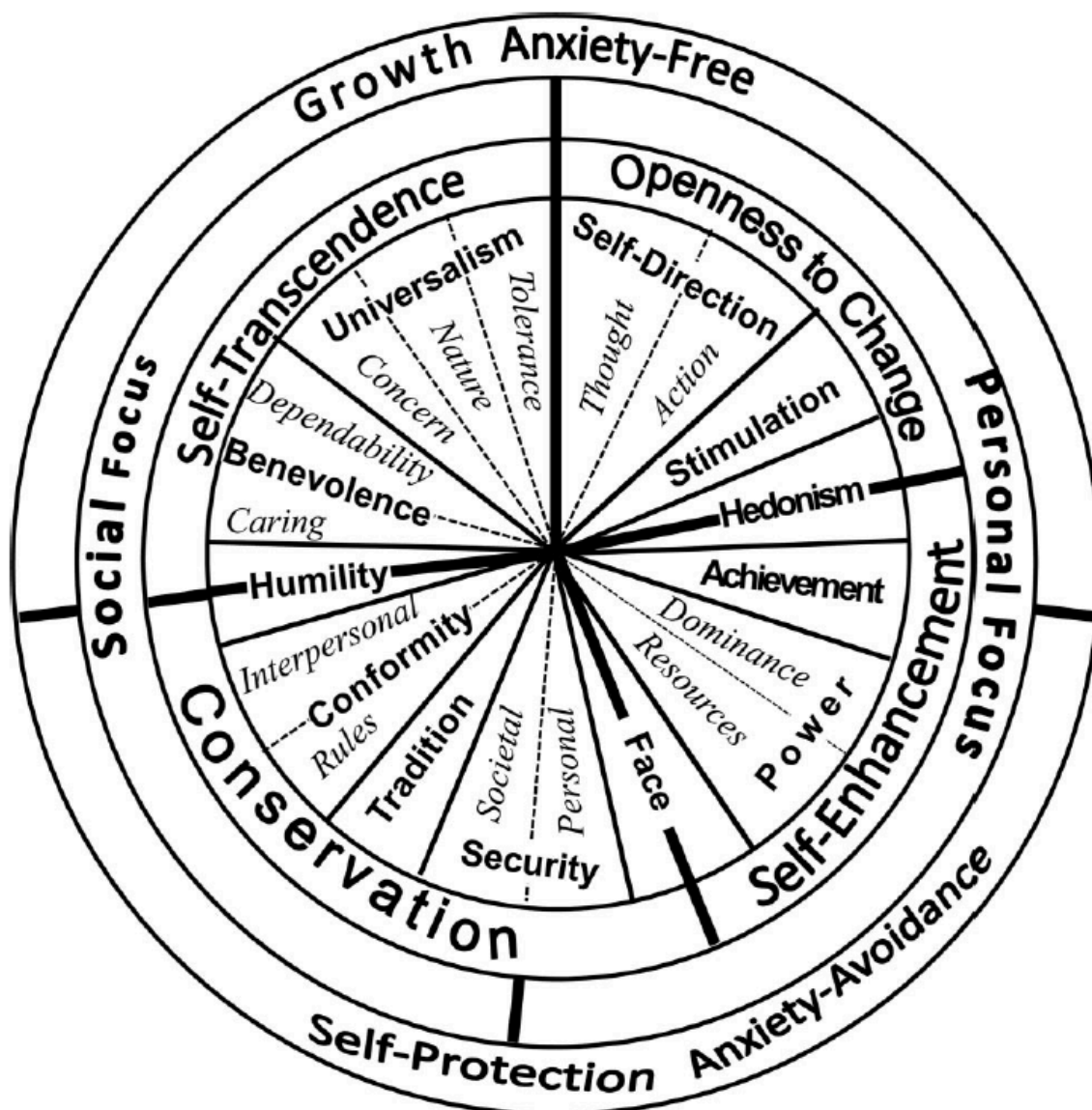


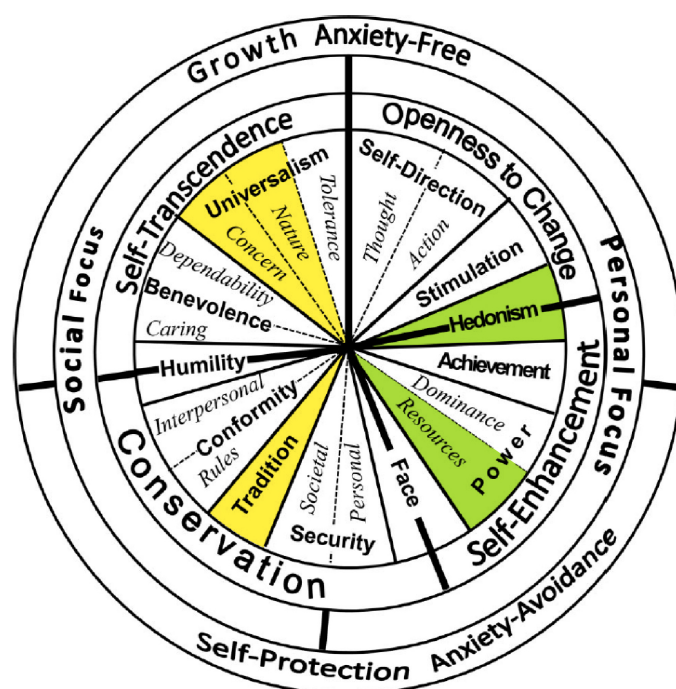
Figure 1: Circular Motivational Continuum of the 19 Values

Community Service

Community service had several key value relationships that included hedonism, power-resources, face, tradition, universalism – concern, and universalism – nature. When looking at the continuum of values in figure 1, the relationship of the values identified for community service involvement yields several important findings. Students who participated in service when part of an obligation like work-study or class were correlated with power-resources and hedonism. These are shaded green in figure 2 below. Those values fall in the personal/focus, self-enhancement spheres of values; however, when students participated in service either on their own or more voluntarily through a community or student organization, they valued face, tradition, universalism – concern, and universalism – nature more (shaded yellow in figure 2). This is consistent, similarly, with findings where the impact of service was most closely related to “social” or “other-oriented” skills in leadership development as well (Dugan & Komives, 2007) as those values are all in the social focus of the values spectrum (see figure 2). This might suggest one of two important characteristics of students who choose to participate in community service: 1) either students are more likely to participate in service when they have more of a social focus/orientation in their value structure or 2) community service helps develop these types of values in the students who participate in service.

Sometimes in data analysis, the lack of a significant finding also warrants discussion. In the case of community service, much literature exists about the role that community service plays in the development of a broader world-view and more socially just attitudes (Dugan & Komives, 2010). In the case of this study, it was surprising that benevolence – caring and universalism – tolerance were not significantly correlated to

these types of involvement. For example, Kezar and Rhodes (2001) found that community service provided participants with stronger senses of personal and social responsibility and with a stronger civic-mindedness, and Einfeld and Collins (2008) found that service-learning increased students' senses of multicultural competence. Although this does not mean that students participating in community service do not value these, there is not a statistically higher likelihood that they hold these values above their peers who do not engage in community service. Finally, involvement in community service was also not significantly related to integrity scores. This could be worth further exploration as some students who do hold more social, self-transcendence values are



indeed leading more integral lives if they are engaging in service.

Figure 2: Community Service Associated Values

Social Change Behaviors

The values most significantly aligned with participation in social change behaviors are all grouped in the self-transcendence and openness to change meta-values on the growth (anxiety – free) half of the value structure (see Figure 1). The values of significance included self-direction – thought, self-direction – action, stimulation, hedonism, power – dominance, benevolence – caring, universalism – concern, universalism – nature, and universalism – tolerance (see figure 3). This certainly suggests that students who are most engaged in these behaviors are most comfortable with change, and they see beyond self to the betterment of others. Perhaps students are more engaged in these types of behaviors because they value, in and of itself, the notion of social change (and the associated values such as universalism – concern and self-directed – action). Further, participation in social change activities could indeed reinforce these as core values in those who participate.

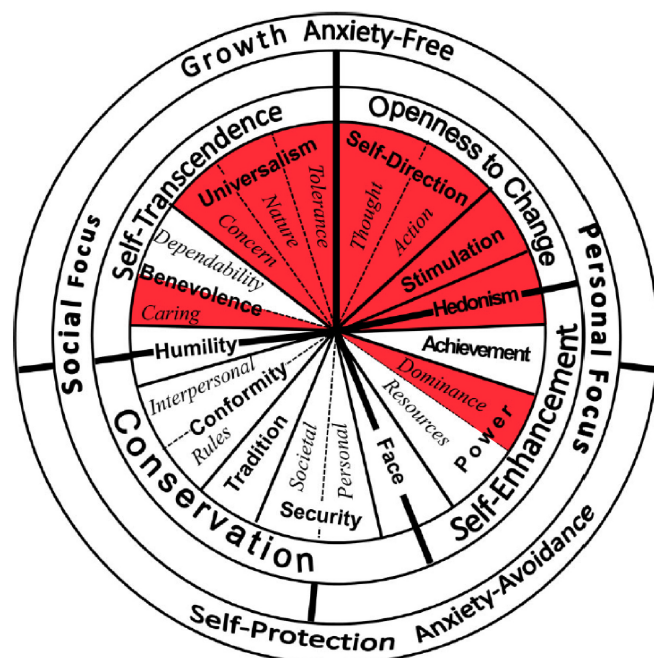


Figure 3: Social Change Behavior Associated Values

Student Organization And Community Organization Involvement

Involvement in student organizations is related to each value in one way or another. There did not appear to be any real meaning to the role that holding leadership positions in these organizations plays related to values because holding leadership positions related significantly to values across the spectrum. It is important to note the diversity of values that appear to exist throughout all types of organizations that were part of this survey. Each type of organization was correlated to at least one value. The value with the fewest correlations was conformity – interpersonal (which positively correlated to religion and service) and self-direction – thought (which positively correlated to involvement in arts and media organizations). The values that had the greatest number of relationships with various types of student organizations such as religious, political, student government, honor societies, and others were all in the personal focus sphere of values and included stimulation, hedonism, achievement, and power – dominance (see figure 4). This is worthy of further exploration as students may be involving themselves in student organizations more because of a personal interest than an “other” interest. Several values related to student organization types are not necessarily surprising, such as military organizations having greater association with security-social (see green shading in figure 4) and service organizations appearing more around self-transcendence values like benevolence – caring and universalism – concern (see yellow shading in figure 4).

Involvement in a religious organization was associated with several values, including tradition, conformity – rules, conformity – interpersonal, and security – social (all conservation values shaded red in figure 4). Previous studies have indicated the important role religion plays related to values development in a person. Fowler (1981)

discussed the development of faith and how earlier stages of faith development actually promote less exploration and more “acceptance” of faith and values from those who people view as experts or authorities (e.g. family, religious leaders). Religious organization involvement did not appear in more change-oriented values like self-direction – thought or self-direction – action.

Involvement in Inter-Fraternity Council and National PanHellenic Council historically white fraternities and sororities and the correlation with values was one of the more significant findings (see values shaded blue in figure 4). The history of these organizations is as values-based entities that do positively promote student learning and development, especially around increased levels of service and philanthropy (Hayek, Carini, O’Day, & Kuh, 2002; Whipple & Sullivan, 1998). These organizations have been increasingly under the microscope of university administrators, as they often seem to promote or at least contribute to more partying and misconduct than the types of values that these organizations espouse to promote (Asel, Seifert, & Pascarella, 2009). The single strongest correlation in the entire study was between student involvement with a fraternity or sorority and hedonism. Students involved in fraternities and sororities also valued achievement and power-resources (all personal values) significantly above the rest of their peers; however, they had negative correlations to values for all three of the universalism values (nature, concern, and tolerance). This is also significant given the nature of these organizations to philanthropic and service engagement. Antonio (2001) found that involvement in fraternities and sororities indicated those students were less open to interacting with diverse peer groups or being challenged on their assumptions and beliefs about difference. Understanding the causality relationship between involvement

in fraternities and sororities and values clarification is important to more fully understand the impact of these organizations. This information could be very useful for practitioners in helping create culture change in fraternity and sorority campus communities. For example, if the causality link is identified that hedonism as a value is the biggest predictor of whether someone will participate in the recruitment process, institutions could tailor risk management and new member education programs more specifically to appeal to students' other values; perhaps honoring these students' values around fun/indulgence while recognizing a more urgent need to find ways to develop or encourage organizations to focus more on other values could be a way to assist in the transformation of a fraternity/sorority community. Other studies have found this same dichotomy where some outcomes appear to be in alignment with the organizations' espoused values; some findings from this seem to be misaligned and may suggest more critical work needs to be continued to better understand the influence of these organizations on values development and clarification (Asel, Seifert, & Pascarella, 2009).

Two other trends stand out in relation to involvement in student government organizations and involvement in arts/theatre organizations. First, involvement in student government is correlated to hedonism, stimulation, achievement, power – dominance, power – resources, face, security – personal, security – social, and integrity overall. These values tend to be associated with more personal enhancement and conservation of the status quo over more change-oriented or other-oriented (see orange shading in figure 4). This is an interesting finding because often students seek these leadership positions with platforms that advertise a concern for the student body or student experience, though no social-focused values such as benevolence – caring, benevolence – dependability, or

universalism - concern were significantly related to this variable. Arts and theatre organizations have associations that appear at the top of figure 4 indicating more freedom of thought and comfort with change. Because this also aligns with the liberal arts major, perhaps involvement in these organizations is associated with less traditional or conventional students who are more open to critical thinking. Baker (2008), in her review of various related studies, indicated that involvement in arts/theatre organizations is associated with creativity, critical thinking, and freedom of expression. These outcomes benefit students both academically and personally.

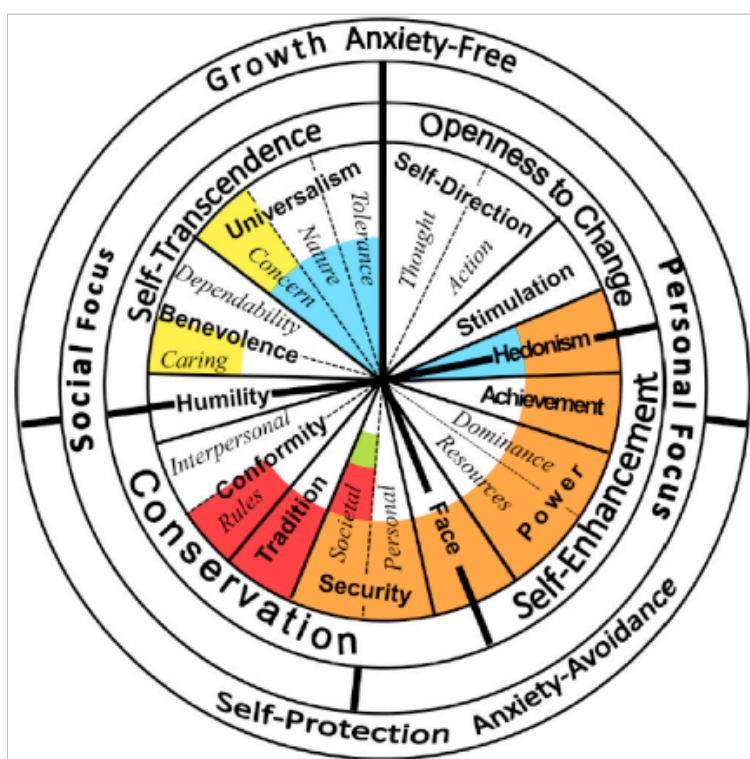


Figure 4: Select Student Organization Associated Values

The relationship of involvement in student and community organizations to integrity was significant. Both being engaged in a student organization or a community organization *and* holding leadership positions in both were all four significantly related to integrity. The types of student organizations most statistically significant included

political, religious, and student governance student organizations. It makes sense that deeply held convictions around religion and politics may indeed guide a person to live out those values by being involved in those types of organizations, which is core to the notion of integrity. What is also interesting is that since so many organizations had significant values, perhaps the diversity of involvement allowed students to align and be involved with the student organizations that they most closely identify with because of values congruence. If this is the case, having a higher integrity score would also make sense to follow. Since Astin (1984) touted so many benefits to being involved on campus, student organizations have been one of the primary means of involvement. These findings may indicate this type of involvement may be one of the best ways to support students living a life of congruence and integrity by allowing them the individualized opportunity to engage in the ways they want to engage. A fine balance must be struck between supporting students in their current value structure versus promoting engagement in organizations that may not initially appeal to them. For example, transition theory suggests that identifying community is a primary goal for students early in their college careers and thus participating in organizations that align with current value structures may better support this transition (Astin, 1984; Schlossberg, Waters, & Goodman, 1995). As students fully transition, beginning to push engagement in other organizations that may expand and challenge values could help better engage students in this important developmental process.

Spirituality Exploration And Socio-Cultural Dialogues

Both spirituality exploration and socio-cultural dialogues (SCD) were similarly related to a number of values. SCD engagement was significantly related to self-

direction – thought, self-direction – action, stimulation, benevolence – dependability, benevolence – caring, universalism – concern, universalism – nature, and universalism – tolerance (see yellow shading in figure 5). Spirituality exploration was related to all of these values and additionally hedonism and humility (see red shading in figure 5). Socio-cultural dialogues certainly warrant further exploration as they are some of the single largest predictors of students’ senses of socially responsible leadership. Their influence on student development is already clear (Dugan, Komives, & Segar, 2008), but better understanding the specific influence on values will be important to continue to explore.

Not surprisingly, students who engaged in these activities more than their peers have values that are associated with openness to change and self-transcendence. All of these values fall in the growth half of the values spectrum (see figure 5). These also appear on the opposite side of the values sphere from where participation in religious student organizations fell, which as noted above was much more about conservation and self-protection. Perhaps students who are involved significantly in religious organizations are, indeed, in one of Fowler’s (1981) earlier stages like “synthetic-conventional faith” and thus less likely to question their own values which would promote engagement in spirituality exploration conversations, for example. Either way, the students who value self-transcendence and openness to change values are engaging in some of the deeper, more meaningful conversations that students can have in college related to the meaning and purpose of life, reflecting on the mysteries of life, talking about different lifestyles/customs, engaging in difference, considering peace and human rights, or discussing ethics and integrity specifically (see questions five and six in Appendix C).

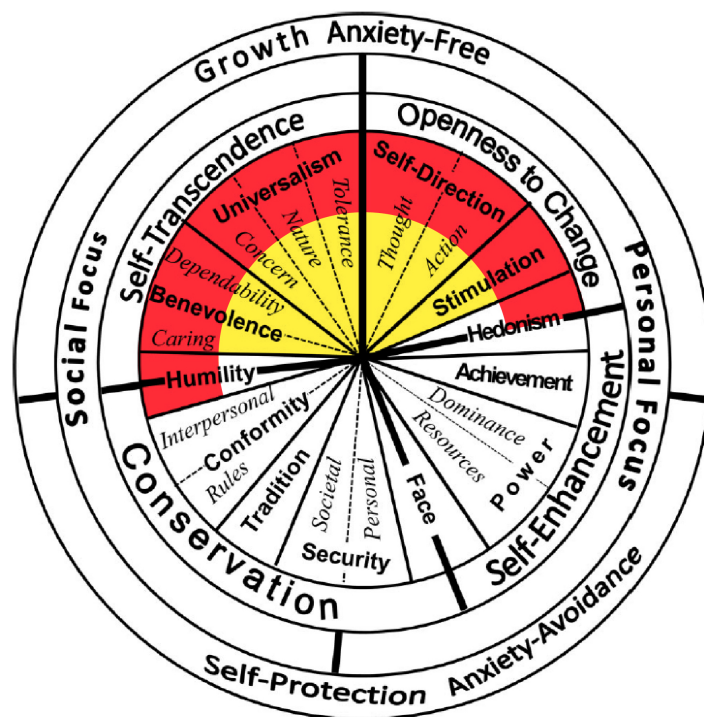


Figure 5: Spirituality and Socio-Cultural Dialogues Associated Values

Leadership Education Programs

With the exception of universalism – concern, universalism – tolerance, and security – social, engagement in various leadership education experiences was significantly related to all other values (see figure 6). Of all of the functions besides student organization involvement, this represents, the greatest diversity of values present in a student involvement experience. Further, integrity scores were also greater in students who participated in a number of leadership education programs as well. As discussed in chapter 1, leadership and socially responsible leadership profess integrity and congruence as cornerstones of effective leadership; this means that leadership education programs are great opportunities to engage students with their peers around values dialogues with peers who may hold different values.

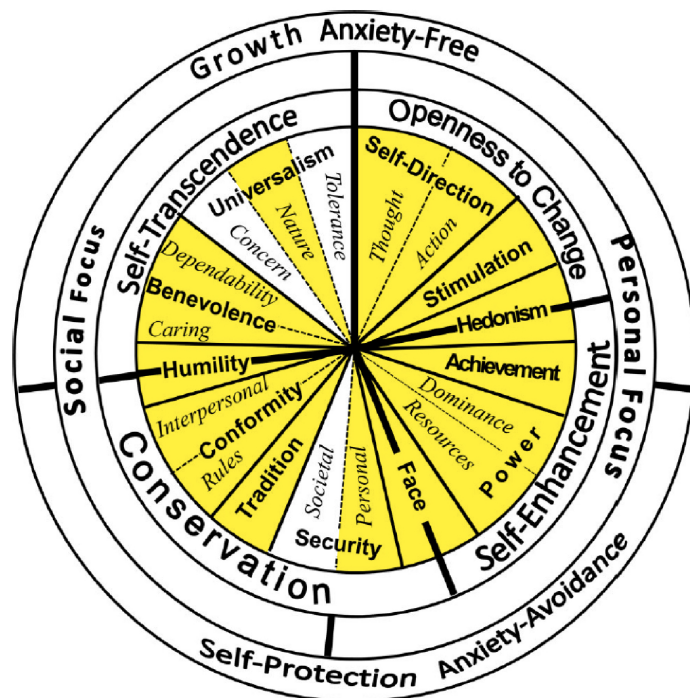


Figure 6: Leadership Education Programs Associated Values

The fact that universalism – tolerance and universalism – concerns were not present, though, is also an important indication of the nature of leadership education programs. As student affairs practitioners who use theories of leadership that emphasize social justice, equity, and social change which are all related to these two values, incorporating conversations that would help increase these two values is vital to the success of leadership education programs that ascribe to these theories.

Mentorship

Mentorship is correlated to most all of the values except power – resources and both conformity values (rules and interpersonal). Distinctions between types of mentor relate to different values, though, which are worth discussing. This aligns with other research that has found mentorship very important in student leadership development (Campbell, Smith, Dugan, & Komives, 2012). First, when students select their

parent/guardian as the mentor that has most affected their growth and development, the values those students are most correlated with are in the conservation sphere of the values continuum (see green shading in figure 7). When faculty members are the predominant mentor, students values tended to fall in the openness to change quartile of the values continuum (see blue shading in figure 7). Stewart (2007) examined faculty mentorship and found that faculty can engage deeply as mentors with students to promote critical self-reflection, exploration, and accountability. When a student affairs mentor was selected, the values tended to fall in the self-transcendence quartile (see red shading in figure 7). Crisp and Cruz (2009) noted that personal growth and other-orientation are common outcomes of mentorship, especially by student affairs administrators. Finally, when an “other student” served as the mentor, all three universalism values, both benevolence values, tradition, security – personal, achievement, and self-direction thought were all significant (see yellow shading in figure 7). For integrity, engagement with a student affairs mentor or a parent/guardian was significant.

An important part of developing integrity as outlined for this study is the idea of questioning, challenging, and personalizing values (Chickering & Reisser, 1993). An interesting consideration here is that parent/guardian mentorship is mostly associated with conservation values. As Stewart (2007) wrote, “Some students arrive at college and apparently reject the opportunity to explore more deeply the foundations of their identity (beliefs, values, worldview), choosing instead to hold fast to the traditions and values with which they were raised” (p. 7). Marcia (1966) and Josselson (1987) described the notion of clarifying values and rejection of values that no longer apply to one’s own personal identity foundation as *foreclosure*. A key question here that warrants further

exploration is, if parental mentorship relates to values that focus on conservation of the status quo, does too much parental involvement at this key time of self-exploration in a young adult's development hinder the questioning and clarification of personal values and identity? Tinto's (1975) model of retention includes the notion that mentorship itself connects students more closely to the academic institution itself thus better promoting student connection to the academic and social environments and ultimately allowing for greater success as a student. Balancing how students are supported by parents and guardians while also encouraging them to engage more intimately with other aspects and members of the university environment seems to be an important line for parents, students and administrators to manage.

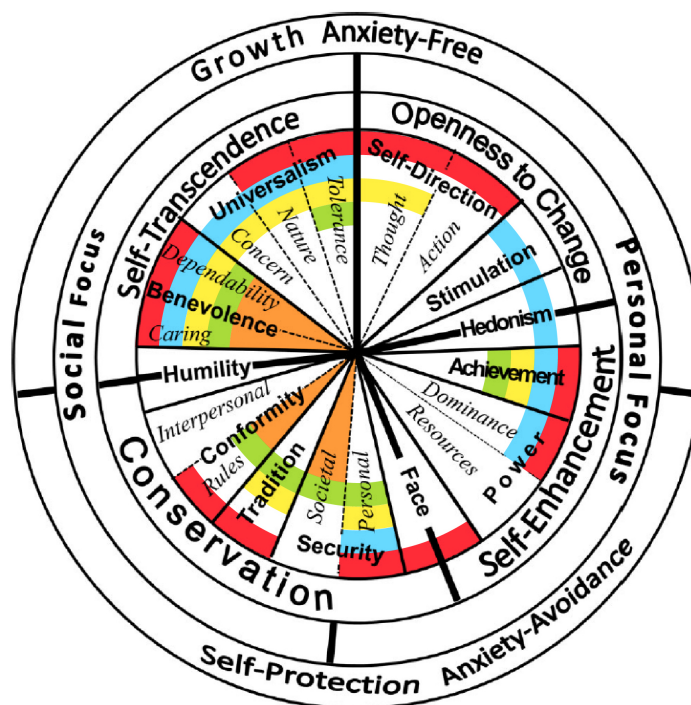


Figure 7: Values Associated with Mentorship

In terms of the variety of interactions that mentees have with their mentors, most all of them are significantly correlated with one value or another. This could warrant

further exploration as some studies have indicated that the specific type of interaction with a mentor depends on mentor type (Campbell, Smith, Dugan, & Komives, 2012). Future research using cross-tab methods of analysis could lead to better understanding of how values may also be impacted. The most relationships between various activities appeared in values that are on the growth half of the values spectrum, while the fewest relationships appeared in the self-protection, namely conservation, half of the values continuum. This may indicate that students who are taking most advantage of the growth that comes from strong mentorship are already more amenable to that change because of the values they hold and their stronger values around personal growth and change.

Demographics

Demographics, on the whole, had differing relationships to various values. That said, several trends emerged when analyzing the data. Generally, when thinking about the values in terms of personal focus vs. social focus (see figure 1), demographics were more significantly related to values in the social focus than in the personal focus spheres of the values continuum. For the openness to change quadrant, institution tended to be the variable that arose the most with students at the medium private institution more open to change related to self-direction – action, stimulation, and achievement. These students also had higher universalism scores for all three of those values. For the openness to change quadrant those were the majority of significant variables.



Figure 8: Institutional Differences in Values

Major selection also is strongly related to values. Nine values related to major selection and often contrasted pre-professional majors significantly other majors. Liberal arts/humanities majors valued self-direction – thought more than their pre-professional peers (see red shading in figure 9) while those same pre-professional students were more motivated by achievement than their social science peers. Pre-professional students also scored higher in other self-enhancement values than all other peers including in power – dominance and power – resources (see blue shading in figure 9). Social science majors scored higher than pre-professional students on universalism – concern (see green shading in figure 9) while natural science majors scored higher than all and significantly higher than social science peers in universalism – nature (see yellow shading in figure 9). Both arts/humanities and social science majors valued universalism – tolerance more than their pre-professional peers (see red shading in figure 9). The importance of this finding

is clear – the actual major choice of a student is clearly related to the values s/he holds. Since research indicates students may be in their late twenties or even early thirties before they have fully completed cycles of questioning and clarifying values (Chickering & Reisser, 1993; Josselson, 1987; Marcia, 1966; Pascarella & Terenzini, 2005), it may be even more important for higher education professionals to find new and meaningful ways to cause students to question their values earlier during their college careers. This could mean that students are committing to majors that more closely align with unquestioned values structures. Potentially this could lead to a personal crisis of a career misaligned with a person's own identity. Further, student affairs practitioners can use personal values information to think about more targeted programming for students depending on major.

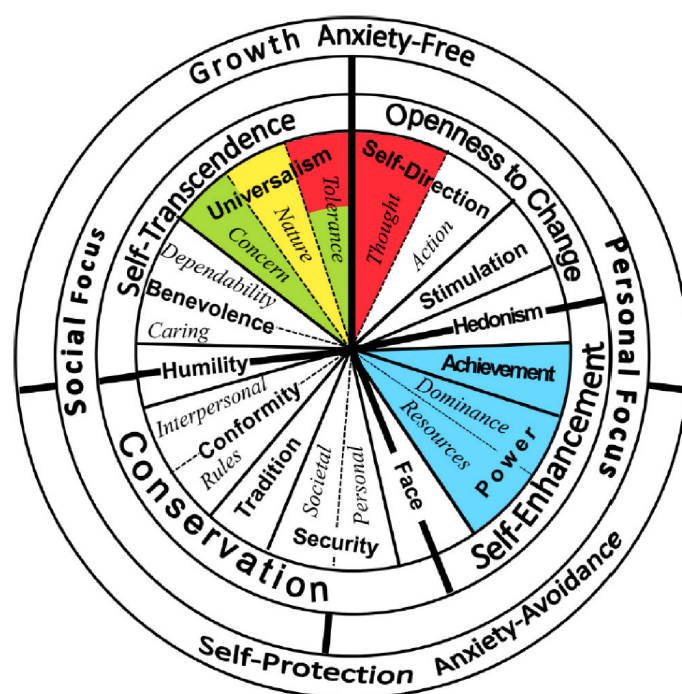


Figure 9: Differences in Values by Major

Abundantly clear is the influence of values on political affiliation. Political conservatism did not correlate with any of the values related to personal focus except power over resources; however, it was significant in every single value with a social focus except humility. For the values in the conservation quadrant and power – resources, those with more conservative leanings scored higher on these values than their liberal peers (see blue shading in figure 10). For all of the values in self-transcendence, though, the liberal students scored higher than their conservative peers (see red shading in figure 10). Again, this is important as student affairs practitioners think about how best to teach leadership for social change, and can help in messaging and writing curriculum for more conservative students.

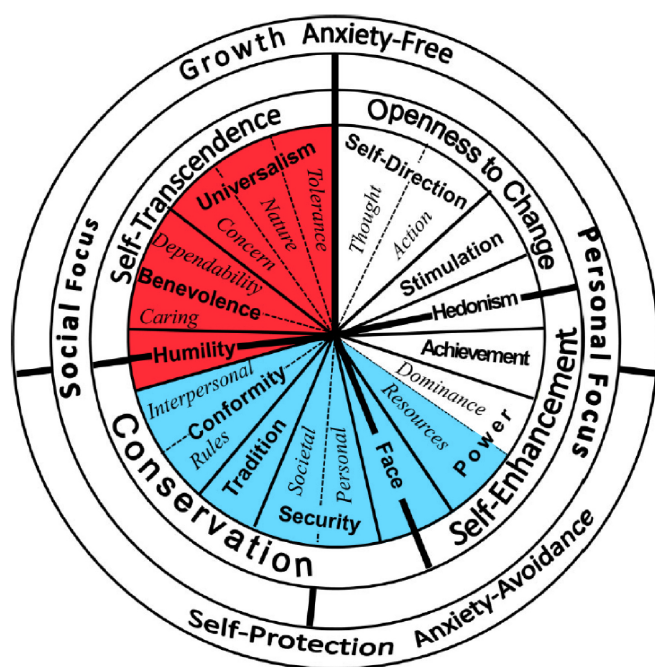


Figure 10: Differences in Values by Political Affiliation

Gender and sexual orientation were interestingly related to a number of values. For both sexual orientation and gender, all of the values that were significantly related to

them fell in the social focus half of the values continuum. For gender, security – personal, security – social, conformity – rules, benevolence – dependability, benevolence – caring, and universalism – tolerance were all significantly related and women scored higher than men on all of these values (see green shading in figure 11). For sexual orientation, security – personal, security – social, tradition, conformity – rules, benevolence – dependability, and universalism – concern were all significantly related. For the conservation values except security, heterosexual students scored higher on these values than their LGB peers (see yellow shading in figure 11), while LGB students scored higher than heterosexual students for values in the self-transcendence quadrant and in both security values (see blue shading in figure 11). This could mean, which sexual orientation development theorists have discussed (D’Augelli, 1994), that part of developing an LGB identity is going through the process of questioning social norms, challenging heteronormative culture, and ultimately then pushing against the status quo (conservation values) into more critical reflection of society (self-transcendence and change values). A social justice understanding could assist in better understanding these relationships, where members of historically marginalized or oppressed populations have had to think about things like personal security more than the privileged identities, thereby perhaps developing a value differently. More privileged identities, through this study, tend to value the status quo more, especially related to conformity - rules and tradition for sexual orientation. Finally, an understanding of student development theory may assist in understanding why women value conformity - rules and conformity – interpersonal more. This could be related to the ways that women tend to learn, which,

according to Marcia Baxter Magolda (1992), is more passive and receiving rather than questioning or challenging authority.

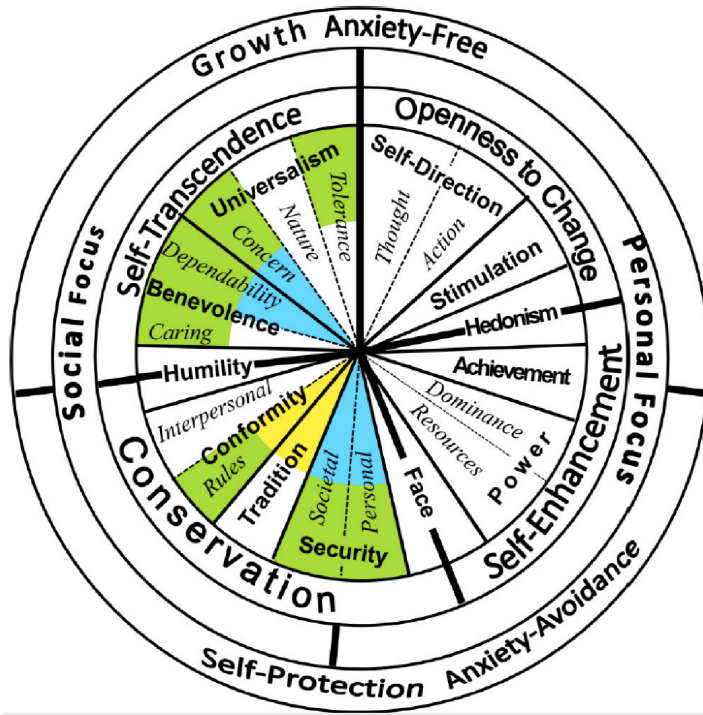


Figure 11: Values Differences Related to Gender and Sexual Orientation

Race only was significant with a few values, including power – resources, security – personal, security – social, tradition, and humility. Asian American students scored higher on all of these values than their White counterparts (see green shading in figure 12). African American students scored higher on face than White students (see blue shading in figure 12). For security – personal, Asian American (green shading) and African Americans (blue shading) both scored higher on this value than White students, and African Americans also scored higher on this value than Latino students (see yellow shading in figure 12). Again, an understanding of social justice and cultural differences may be helpful in interpreting these results, for example African American and Asian American students may have had to consider their personal security more and therefore

developed a value about personal security more than their White peers have. White students inherently have more privilege than students of color, which makes sense why students of color would value face more than White students. Further, it is clear that race influences the culture in which a person is raised and thus is related to a number of important values. Knowing this, a student affairs practitioner, for example, may be better able to support a student of color when they have experienced a hardship or a setback differently. A president of a student organization who makes a mistake may be affected differently because of value structures that vary from their White peers, or an incident of bias in a residence hall will clearly affect a student of color differently not only because of their race but also because of the values around personal security that may be different from their White peers.

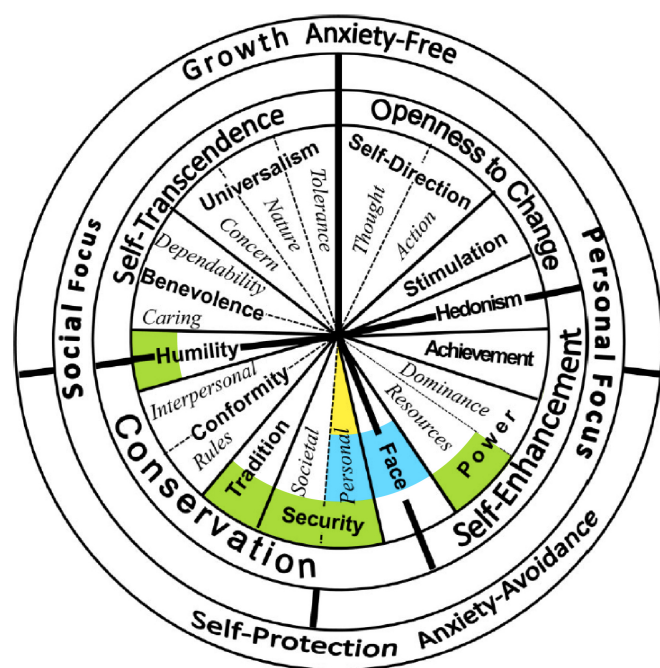


Figure 12: Values Differences Related to Race

Religion also is significantly related to a number of values, including self-direction action, stimulation, achievement, security – social, tradition, conformity – rules, benevolence – dependability and universalism – nature (see blue shading in figure 13). Jewish students value achievement more than their atheist and agnostic counterparts (see green shading in figure 13). Islamic students value face more than agnostic, atheist, or students identifying with no religion (see yellow shading in figure 13). More organized religions like Baptist, Methodist, Hinduism, and Islam value security – social more than their atheist peers, and pretty much all of these major religions value tradition and conformity – rules more than atheist and agnostic students (see red shading in figure 13). Most of the statistically significant differences between religious groups indicate values that fall in the conservation quadrant of the values spectrum (figure 1), and perhaps these values are explained by tradition-heavy religions and their associated religious doctrines that prescribe behavior of the followers. Given research around religious and faith development (Fowler, 1981), supporting students where they are in their faith development journey while identifying ways to also encourage them to question and challenge their held convictions, in combination with spirituality exploration dialogues as noted above, can be one approach to encouraging personalization of values earlier in a student's career.

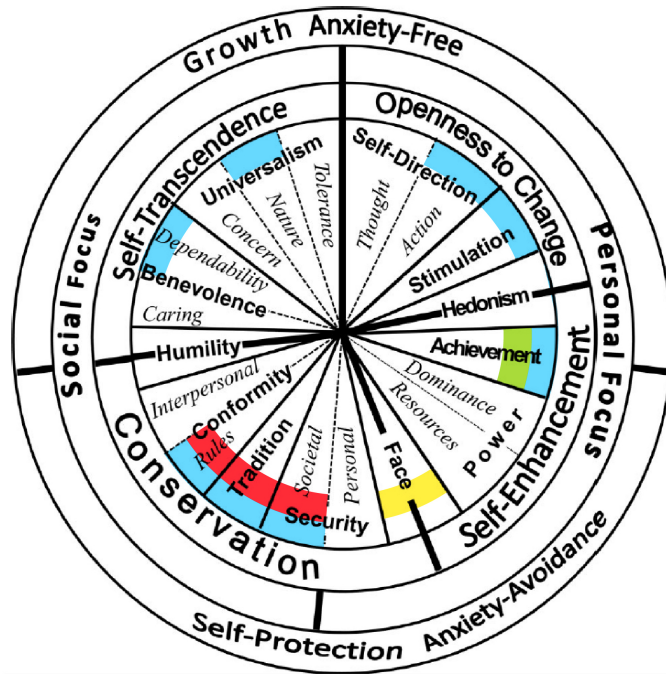


Figure 13: Values Differences by Religion

Overall, understanding the influence of demographics and identity on values will be important to continue exploring. There is no doubt that individual demographics influence the values a person holds, but in the case of specific demographics such as religion, they may even control how willing a student is to explore and critique his/her own values. No specific demographics, though, correlated to integrity score. This perhaps indicates that all persons, regardless of specific demographics, have equal capability of being a person of integrity and living their core values and convictions. The key differences lie in exactly what those values and convictions are as to how integrity plays out in their lives.

Discussion of Models

For all of the values except conformity – interpersonal and integrity, significant models existed. Acknowledging that these models do not have true practical

significance, using the forward stepwise selection method helped highlight the variables that are most significantly related to each value and to integrity. This finding provided useful insight to better understand the various relationships between student involvement and values that students hold. While nearly all models were significant, several stand out as worthy of additional discussion.

Self-Direction – Thought

The first variable to enter the model was spirituality dialogues and exploration. It stands to reason that charting one's own path related to spirituality is a self-directed motivation, and thus challenging and questioning spirituality is strongly related to self-direction – thought. Additionally, having a faculty mentor was also strongly related and was the second variable to enter the model. The role that faculty play in pushing people to be more critical thinkers helps make sense of the fact that this is an important component of self-direction – thought. Race was the only demographic variable to enter the model, even though no significant differences existed between different racial categories. This means that as student affairs professionals want to promote values like self-directed – thought, similarly in nature to critical thinking, using forums where students engage in spirituality discussion, or using faculty to promote self-directed thoughts, could be helpful practices.

Stimulation

For this model, several types of student organizations were selected as important variables. This could indicate that those students who value stimulation simply value the idea of being engaged on campus. Additionally, spirituality engagement was the first variable selected for the model, which suggests that exploring ones own personal beliefs

is stimulating to the individual. In fact, religion was the only demographic variable to be selected for the model. Research has shown that students who are engaged on campus in student organizations persist (Pascarella & Terenzini, 2005), and perhaps this is because they are more stimulated. Understanding how to promote engagement by students who value stimulation could be helpful in affecting retention rates for institutions.

Hedonism

For hedonism, it is important to note one of the first variables to enter the model was participation in an IFC or NPC sorority or fraternity. Students who value having fun and enjoying life may be more likely to join these types of organizations. This finding is helpful to student affairs professionals because a better understanding of the specific value of hedonism in students attracted to this experience could be helpful in effecting positive culture change among these communities who often engage in high-risk behaviors that may be driven by hedonism. To confirm this finding, involvement in other student organizations, such as a resident assistant actually correlated to a decrease in hedonism in this model. This makes sense because of the high level of responsibility student affairs practitioners place on resident assistants.

Achievement

Interestingly the most important variable for this model was engagement with a parent/guardian mentor. Better understanding the role parents play in pushing students to achieve could be helpful in better understanding the relationship of this value to various student involvement functions. This could actually be a value that leads to higher levels of stress because of the pressures to succeed that they put on themselves. Involvement in more personally focused organizations as discussed above, like involvement in a social

fraternity or sorority and in a political organization were also both positive predictors of achievement. Finally, the higher the GPA a student had, the higher the student scored on the achievement value. This was significant enough to also enter the model.

Power – Resources

Not surprisingly, SES was selected behind major choice as the top two variables in the power – resources model. Pre-professional majors were significantly more likely to value power over resources, and higher SES students also value power – resources more. The social justice implications for this value are important to understand and consider, and perhaps this could help explain major choice. Further exploration of the role that this value plays in relation to SES and major selection could help explain why so many lower income students are often drawn to majors and careers that have lower lifetime earning potential (Ehrenreich, 1999). Perna (2005), for example, found that lower SES students, even with access to higher education, have lower lifetime earning potentials than their higher SES peers although this study did not control for major choice.

Security – Personal

The personal security model included three demographic variables, and in all of these situations the more marginalized identities (in race, gender, and sexual orientation) scored higher than their more privileged peers. This aids in understanding the role that societal structures and inequities may play on influencing one's values. For example, since data indicates that students who are of more marginalized identities value personal safety more, providing those students with targeted information (i.e. about how to access safety resources on campus, strategies to increase personal safety on campus) could help

increase sense of safety on campus and therefore promote academic success. Offices of LGBT life or Multicultural Programs should provide information specifically about safety on campus to the students they serve, and more importantly these offices could help take a comprehensive, campus-wide approach to educating community members about how safety issues often affect marginalized populations differently, thus helping provide a more just environment.

Security – Societal

Similarly, demographic variables were prevalent in this model as well. The first selected was political affiliation, and more conservative students scored significantly higher than their peers. Additionally, religious preference, sexual orientation, and SES were all part of this value model as well. More marginalized identities in this situation tended to value security - social more than their peers. The implications here could help student affairs professionals better understand why campus climate is so important to students. While incidents of bias on campus may not personally affect all students, it could psychologically and thus impede or hinder student success. Another interesting implication for sorority and fraternity advisors is that involvement in those organizations has a negative effect in this model on security – social, which is interesting given the “other” centered values of most of these organizations.

Tradition

The fact that religion was selected as the most significant variable in the model is worth noting. Engagement in nearly all religions positively added to the score of this value above and beyond agnostic and atheist identified individuals. Additionally, very conservative students scored significantly higher than very liberal students. This study

did not explore the direction of the relationship, but political ideology and values are worth further exploration. For some campuses that struggle developing senses of deep tradition, engaging these students in student committees could be helpful as tradition does help increase sense of place and connection to campus (Kenney, Dummont, & Kenney, 2005).

Benevolence – Dependability

This model selected a number of variables associated with mentorship. A strong sense of responsibility may be closely related to the idea of not letting a mentor down or living up to the expectations that a mentor often places on their mentee. This could have strong implications for practice. For example, intentionally developing a formal advisor program for student organization leaders could lead to higher senses of responsibility among those student leaders to follow through on commitments to their organization and to their institution. Another example where this information is useful is that, if student affairs professionals assisted faculty or trained faculty to understand the important role intentional mentoring plays, this could help at-risk students increase academic effort and quality.

Universalism – Concern and Universalism - Tolerance

For both universalism – concern and universalism – tolerance, one of the first variables chosen for each model was engagement in socio-cultural dialogues. This is not necessarily surprising when thinking about various sociological theories that are known to increase empathy for diversity such as contact theory (Pettigrew, 1998). Additionally political affiliation made both models with more liberal students scoring higher on both of these values than their conservative counterparts. The alignment of political ideology

with values is abundantly clear and further research is needed to learn more about how values drive political affiliation or vice versa. This knowledge could be helpful to student affairs colleagues by taking more formal routes to engaging students in socio-cultural dialogues, perhaps even targeting such programs with conservative student organizations, to help increase both of these values in students.

Integrity

When not including values in model development, the most important variables were related to mentorship or involvement in various types of student organizations. Abundantly clear, student affairs professionals should pay more attention to intentional mentorship programs than the field currently does. When adding values into this model, the values selected mostly fell on the social-oriented half of the values continuum. These values included security – social, benevolence – caring, self-direction – action, and universalism – nature. This does suggest that, while an incredibly personal aspect of psychosocial development, there is a clear “other” oriented focus to higher levels of integrity. This finding also helps validate the choices made to set up the integrity construct for purposes of this study in that values, while personal, must still be grounded in moral and ethical norms of a community. Thus, for a truly successful integrity program, practitioners will need to find ways to promote more social-oriented values in their students.

Implications

The implications of this study will help student affairs professionals better understand the role they play in supporting the development of integrity in college students. While causality was not explored in this study, a number of the findings seem

to suggest that values actually drive the type of involvement that students engage in rather than the other way around. While this needs to be empirically tested, the implications are important. Better understanding a student's values may be helpful in predicting the types of involvement he/she will pursue during the undergraduate experience, and student affairs professionals could use this information to better tailor curriculum and experiences to support values clarification and exploration.

The findings from this study suggest the important role that leadership education experiences can play in exposing students to peers with diverse value sets. Dugan and Komives (2007) note that engagement in leadership programs assists in the development of congruence. With many of the other types of involvement measured, the values associated tended to be much more homogenous in nature. For leadership education opportunities and for involvement in student organizations, though, the diversity of values was much more prevalent. While student affairs professionals may have less control over the types of interactions that occur in student organizations, they have direct control over the curriculum in leadership education experiences. It appears from these findings that by harnessing these opportunities to help students further clarify/question their own values, an increase in the level of integrity and congruence that a student has is likely to be a desired outcome (Dugan & Komives, 2007; Dugan, Komives & Segar 2008). In order for leadership education programs to make a better and bigger impact on values clarification and integrity, intentional design of values-based curriculum will be an important future direction.

Further exploration of social justice considerations related to this study will be important. It is clear that specific demographic variables play important roles in the

development of value structures. More privileged identities seem to lead to values that are more personal-oriented while more marginalized identities tended to have values more socially oriented. Social justice educators who seek to help break down barriers constructed by notions of both privilege and the lack of it could use these findings as ways to develop curriculum to help those students with more privileged identities develop more socially-focused values; in contrast, supporting students from less privilege develop more personal-oriented values that could include achievement and power could be empowering to these students as they explore their identities. At their core, these values are not bad values. As institutions of higher education promote the development of an educated citizenry for the betterment of society (AAC&U, 2012), understanding how to increase socially-oriented values will be important to the development of a more just society while promoting more personal-oriented values and appropriate application of those values in relation to social justice. For example, considering ways to further support socio-cultural dialogues and spirituality engagement in intentional ways will help promote those social-focused values that were most closely correlated with these activities; further, these dialogues could help people understand how best to use personal-values like power to create more equitable and just societies. Following up those experiences with hands-on service initiatives or other social change behaviors could assist in these efforts based on the findings of this study.

One of the biggest implications for this study was the relationship of IFC and NPC sororities and fraternities with various values. These organizations have long histories of encouraging values-driven behavior through philanthropic endeavors, and their values are often related to community, relationship building, and service to others.

That said, this study found that students involved in these organizations were much more personally oriented. These findings may suggest that these students are also more often members of privileged communities. In fact, there is a negative relationship between involvement in these organizations and socially focused values. Students joining these organizations are already predisposed to the hedonism value, as indicated by the results of this study. This would be consistent with findings from other studies. For example, Oswalt, Shutt, and Cooper (2006) found that students with higher alcohol use have significantly higher intention of joining a Greek letter organization than their peers. Further research is certainly warranted, but a key implication is that student affairs professionals working with these organizations as well as professional staff in the national organization headquarters can acknowledge up front that those involved in their sorority and fraternity communities are more driven toward values like hedonism than the ones the organizations seek to promote. This could lead to different new member education programs and perhaps new member requirements for involvement in various opportunities that better promote the values those organizations strive to instill.

One additional way to consider how to better support socially-oriented values development in Greek letter organization members would be to be more intentional on the focus and key difference between philanthropic service and hands-on service. Hands-on service expands worldview, socially just attitudes, stronger senses of personal and social responsibility, stronger civic-mindedness, and increased senses of multicultural competence (Dugan & Komives, 2010; Einfeld & Collins, 2008; Kezar & Rhodes, 2001). Many of these organizations are doing more philanthropic fundraising instead of actual hands on service; in fact, Randall and Grady (1998) advocated for more hands-on

experiences in these organizations. It seems as though intentional advising in these ways could help combat some of the inherent challenges in memberships predisposed to hedonism over other values.

Chickering and Gamson (1987) noted that mentorship is important to a strong undergraduate experience. This study further validated the important role that mentorship seems to play related to values and integrity and the positive outcomes that have already been validated as connected to strong mentorship (Crisp & Cruz, 2007; Stewart, 2009). More so than any other variables, mentorship was significantly correlated with almost every value and with integrity. Aspects of mentorship were selected in almost all of the models developed to answer research questions 1.2, 2.2, and 3. This research suggests that an increased emphasis by student affairs professionals on formalized mentorship programs could be helpful in increasing the development of integrity in college students.

This study provides significant research that could be helpful in designing programs to promote higher levels of integrity. First, the idea of immersive experiences is clearly connected to values identification and integrity. Throughout almost all of the correlations analyzed, the deeper the engagement, the more sustained the engagement, and the more commitment to various experiences the bigger the impact and correlation on both values and integrity. The idea of shorter term hit-and-miss experiences, which are often the easiest to administer, are probably least impactful and thus would not be helpful in an integrity program. Intentional reflection on values, promoting more social/other-oriented values, and using the tools identified as significant in this study would help in the creation of successful integrity development programs. One of the most important

implications from this study appears to be the intersection of involvement in student organizations leading to higher levels of integrity, which was noted as likely because students are able to identify the organizations they are most interested in driven by their values structure. From there, though, it may be more and more important for student affairs practitioners to identify ways to push students to clarify and question values earlier in college because of the strong relationship values have to major selection. Striking a balance between these two needs is important from a retention lens (Astin, 1984; Tinto, 1975). Perhaps this means that more intentional focus on student involvement through organizations is a way to connect students with programs given their current value structure; however, designing curriculum and interventions once students feel connected to the institution perhaps through mentorship or leadership education programs that intentionally engage students in spirituality exploration, socio-cultural dialogues, and social change behaviors could help students humanize their own values more. This would help ensure students graduate with a major that they are more connected to than one that they are only connected to because they are still focused on their parents or home communities' values.

Future Research

While this study adds to the body of literature about the role student affairs experiences play in the development of integrity in college students, much more research still needs to be done. First and foremost, utilizing this study to help focus in on various types of involvement, more truly experimental research projects should seek to determine if students are entering various experiences with their values or if their values develop as a result of that involvement. In many ways, by not asking these questions the field may

actually be perpetuating simple acceptance of values instead of the critical evaluation and exploration of values if, indeed, engagement is simply reinforcing values a person already holds.

Some of the most timely and relevant research should focus directly on fraternities and sororities. As values-based organizations, better understanding the nature of the students attracted to those experiences and better understanding the true influence of involvement on values will be vital to further validating and justifying both the existence and the role these organizations play on college campuses. Additionally, further research related to political ideology and values could be important in helping educators understand how values interact with a person's political preferences and engagement in social movements, civic engagement like voting, or attention to political issues.

Continuing to seek understanding about the various privileged identities and the role that those demographics play in the development of values will be important. True social change occurs when privilege is understood and people work to break down those societal inequities (Komives, Wagner, & Associates, 2009). As student affairs practitioners who value equity and justice as a profession, better understanding how to influence the values of our students will be vital to supporting the positive social change the field aspires to promote.

Ultimately, this study suggests a need for more conversation about the values we intend to promote in higher education. Indeed, even as Schwartz (1995) discussed, not all values have the same sense of collective responsibility and, indeed, some values may better promote equity and justice than others. As a field, student affairs certainly seems

to place an emphasis on social-oriented values like universalism – tolerance or universalism – concern; that said, this does not mean that more personal-focused values are inherently bad.

Finally, using existing data or even new data, analysis in change over time in values would be important to see if values are shifting over time or if there is not a significant difference in the values a person scores in their freshman year versus their senior year. Some of this change could be analyzed by looking at why living on campus did not correlate almost at all with any values or with integrity. It seems as though this is a missed yet important opportunity. When students live on campus, the nature of creating immersive integrity and values based programs that engage students in service and reflection could be an important consideration.

Conclusion

This study surveyed 4,000 undergraduate students at two institutions to explore the various relationships that exist between values, integrity, and student involvement. A number of important relationships exist that warrant further exploration and research. In the end, this study was simply exploratory to help provide future direction to research agendas that seek to focus on better understanding the important concept of developing integrity in today's college students. The findings suggest that there are very clear trends to value structures depending on the type of student involvement and integrity and a student's integrity level is directly related to these experiences and the values that s/he holds. From being able to predict involvement given values to knowing which experiences now provide students with the most diverse interaction to values that may be different from themselves, student affairs practitioners should build on this research to

better develop programs that assist in using values to both help students connect to the institution through involvement thereby impacting retention while also using key experiences to help accelerate the humanizing and personalizing aspects of values development. This would help ensure that we support students as they make the best, most independent choices on critical decisions like major and career to better position them to live lives of integrity with their truest values in congruence with their everyday actions. Ultimately, given the findings in the third research questions, it is right to focus integrity development efforts on values that are most closely associated with social and self-transcendence or critical self-reflection. These are the values most strongly correlated to higher levels of integrity and that entered the model to predict a students' integrity.

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APPENDIX A

Portrait Values Scale - Revised (PVQ-R)

For the next series of questions, we briefly describe different people that may or may not be similar to you.

Please read each description and think about how much the description of that person is or is not like you. Then, select the response that most closely describes how much this person is similar or not similar to you. If the description seems to be someone very similar to you, you would select a higher number than if the person sounds like someone who is not like you at all.

- 1 = Not like me at all
- 2 = Not like me
- 3 = A little like me
- 4 = Moderately like me
- 5 = Like me
- 6 = Very much like me

1. It is important to her/him to develop his/her own understanding of things.
2. It is important to her/him that there is stability and order in the wider society.
3. It is important to her/him to have a good time.
4. It is important to her/him to avoid upsetting other people.
5. It is important to her/him to protect the weak and vulnerable people in society.
6. It is important to her/him that people do what he says they should.
7. It is important to her/him never to be boastful or self-important.
8. It is important to her/him to care for nature.
9. It is important to her/him that no one should ever shame her/him.
10. It is important to her/him always to look for different things to do.
11. It is important to her/him to take care of people he is close to.
12. It is important to her/him to have the power that money can bring.

13. It is very important to her/him to avoid disease and protect his/her health.
14. It is important to her/him to be tolerant toward all kinds of people and groups.
15. It is important to her/him never to violate rules or regulations.
16. It is important to her/him to make his/her own decisions about his/her life.
17. It is important to her/him to have ambitions in life.
18. It is important to her/him to maintain traditional values and ways of thinking.
19. It is important to her/him that people he knows have full confidence in her/him.
20. It is important to her/him to be wealthy.
21. It is important to her/him to take part in activities to defend nature.
22. It is important to her/him never to annoy anyone.
23. It is important to her/him to have his/her own original ideas.
24. It is important to her/him to protect his/her public image.
25. It is very important to her/him to help the people dear to her/him.
26. It is important to her/him to be personally safe and secure.
27. It is important to her/him to be a dependable and trustworthy friend.
28. It is important to her/him to take risks that make life exciting.
29. It is important to her/him to have the power to make people do what he wants..
30. It is important to her/him to plan his/her activities independently.
31. It is important to her/him to follow rules even when no-one is watching.
32. It is important to her/him to be very successful.
33. It is important to her/him to follow his/her family's customs or the customs of a religion.
34. It is important to her/him to listen to and understand people who are different from her/him.
35. It is important to her/him to have a strong state that can defend its citizens.
36. It is important to her/him to enjoy life's pleasures.
37. It is important to her/him that every person in the world have equal opportunities in life.
38. It is important to her/him to be humble.

39. It is important to her/him to expand his/her knowledge.
40. It is important to her/him to honor the traditional practices of his/her culture.
41. It is important to her/him to be the one who tells others what to do..
42. It is important to her/him to obey all the laws.
43. It is important to her/him to have all sorts of new experiences..
44. It is important to her/him to own expensive things that show his/her wealth
45. It is important to her/him to protect the natural environment from destruction or pollution.
46. It is important to her/him to take advantage of every opportunity to have fun.
47. It is important to her/him to concern her/himself with every need of his/her dear ones.
48. It is important to her/him that people recognize what he achieves.
49. It is important to her/him never to be humiliated.
50. It is important to her/him that his/her country protect itself against all threats.
51. It is important to her/him never to make other people angry.
52. It is important to her/him that everyone be treated justly, even people he doesn't know.
53. It is important to her/him never to do anything dangerous.
54. It is important to her/him never to seek public attention or praise.
55. It is important to her/him that all his/her friends and family can rely on her/him completely.
56. It is important to her/him to be free to choose what he does by her/himself.
57. It is important to her/him to accept people even when he disagrees with them.

APPENDIX B

Integrity Scale

Please read each of the following statements and indicate the extent of your agreement or disagreement where 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree.

1. It is foolish to tell the truth when big profits can be made by lying. (R)
2. No matter how much money one makes, life is unsatisfactory without a strong sense of duty and character.
3. Regardless of concerns about principles, in today's world you have to be practical, adapt to opportunities, and do what is most advantageous for you. (R)
4. Being inflexible and refusing to compromise are good if it means standing up for what is right.
5. The reason it is important to tell the truth is because of what others will do to you if you don't, not because of any issue of right and wrong. (R)
6. The true test of character is a willingness to stand by one's principles, no matter what price one has to pay.
7. There are no principles worth dying for. (R)
8. It is important to me to feel that I have not compromised my principles.
9. If one believes something is right, one must stand by it, even if it means losing friends or missing out on profitable opportunities.
10. Compromising one's principles is always wrong, regardless of the circumstances or the amount that can be personally gained.
11. Universal ethical principles exist and should be applied under all circumstances, with no exceptions.
12. Lying is sometimes necessary to accomplish important, worthwhile goals. (R)
13. Integrity is more important than financial gain.
14. It is important to fulfill one's obligations at all times, even when nobody will know if one doesn't.
15. If done for the right reasons, even lying or cheating are ok. (R)
16. Some actions are wrong no matter what the consequences or justification.
17. One's principles should not be compromised regardless of the possible gain.
18. Some transgressions are wrong and cannot be legitimately justified or defended regardless of how much one tries.

(R) = reverse coded

APPENDIX C:

Multi-Institutional Study of Leadership: Measuring Involvement

Student Involvement Information

Please respond to each of these questions. If examples are offered, those examples are not an exhaustive list but are given to help you determine if you have participated in something similar on your campus.

Prompt or Question	Response Options
1) In an <u>average month</u> , approximately how many hours do you engage in community service? <ul style="list-style-type: none"> a. As part of a class b. As part of a work-study experience c. With a campus student organization d. As part of a community organization unaffiliated with your school e. On your own 	Respond to each item 1 = none 2 = 1-5 3 = 6-10 4 = 11-15 5 = 16-20 6 = 21-25 7 = 26-30 8 = 31 or more
2) How often have you engaged in the following activities <u>during your college experience</u> : <ul style="list-style-type: none"> a. Performed community service b. Acted to benefit the common good or protect the environment c. Been actively involved with an organization that addresses the concerns of a specific community (ex. Academic council, Hall association) d. Communicated with campus or community leaders about pressing concerns e. Took action in the community to try to address a social or environmental problem f. Worked with others to make the campus or community a better place g. Acted to raise awareness about a campus, community, or global problem h. Took part in a protest, rally, march, or demonstration a. Worked with others to address social inequality 	Respond to each item 1 = Never 2 = Once 3 = Sometimes 4 = Many Times 5 = Much of the Time

<p>3) <u>Since starting college</u>, how often have you:</p> <ul style="list-style-type: none"> a. Been involved in a member of a college organization b. Held a leadership position in a college organization (Officer in a club or organization, captain of an athletic team, first chair in musical group, section editor of newspaper, chairperson of a committee) c. Been an involved member in an off-campus community organization (ex. Parent-Teacher Association, church group) i. Held a leadership position in an <u>off-campus community</u> organization(s) (ex. Officer in a club or organization, leader in a youth group, chairperson of a committee) 	<p>Respond to each item</p> <p>1 = Never 2 = Once 3 = Sometimes 4 = Many Times 5 = Much of the Time</p>
<p>4) Have you been involved in the following kinds of student groups <u>during college</u>?</p> <ul style="list-style-type: none"> a. Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club) b. Arts/Theatre/Music (ex. Theater group, marching band, photography club) c. Campus-Wide programming (ex. Program board, film series board, multicultural committee) d. Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association) e. Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group) f. International Interest (ex. German club, Foreign Language Club) g. Honor Societies (ex. Campus Radio, Student Newspaper) h. Media (ex. Campus Radio, Student News) i. Military (ex. ROTC, Cadets) j. New Student Transitions (ex. Admissions ambassador, tour guide, orientation) k. Resident Assistants l. Peer Helpers (ex. Academic tutors, peer health educators) m. Advocacy (ex. Students Against Sweatshops, Amnesty International) n. Political (ex. College Democrats, College Republicans, Libertarians) o. Religious (ex. Fellowship of Christian Athletes, Hillel) p. Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity) q. Multi-Cultural Fraternities and Sororities (ex. National 	<p>Respond to each item</p> <p>1 = yes 2 = no</p>

<p>Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha</p> <p>r. Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)</p> <p>s. Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)</p> <p>t. Sports – Club (ex. Club Volleyball)</p> <p>u. Sports – Intramural (ex. Intramural Flag Football)</p> <p>v. Recreational (ex. Climbing Club, Hiking Group)</p> <p>w. Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)</p> <p>d. Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)</p>	
<p>5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</p> <p>a. Search for meaning/purpose in your life</p> <p>b. Have dialogues about the meaning of life with your friends</p> <p>c. Surround yourself with friends who are searching for meaning/purpose in life</p> <p>d. Reflect on finding answers to the mysteries of life</p> <p>x. Think about developing a meaningful philosophy of life</p>	<p>Respond to each item</p> <p>1 = Never</p> <p>2 = Sometimes</p> <p>3 = Often</p> <p>4 = Very Often</p>
<p>6) During interactions with other students <u>outside of class</u>, how often have you done each of the following in an average school year?</p> <p>a. Talked about different lifestyles/customs</p> <p>b. Held dialogues with students whose personal values were very different from your own</p> <p>c. Discussed major social issues such as peace, human rights, and justice</p> <p>d. Held dialogues with students whose religious beliefs were very different from your own</p> <p>e. Discussed your views about multiculturalism and diversity</p> <p>f. Held dialogues with students whose political opinions were very different from your own</p> <p>e. Held dialogues about ethics, integrity, academic honesty, or making the right decision</p>	<p>Respond to each item</p> <p>1 = Never</p> <p>2 = Sometimes</p> <p>3 = Often</p> <p>4 = Very Often</p>
<p>7) <u>Since starting college</u>, to what degree have you been involved in the following types of leadership training or</p>	<p>Respond to each item</p> <p>1 = Never</p>

<p>education programs?</p> <ul style="list-style-type: none"> a. Leadership Conference b. Leadership Retreat c. Leadership Lecture/Workshop Series d. Positional Leaders Training (ex. Treasurer's training, Resident Assistant training, Student Government training) e. Leadership course f. Short-Term Service Immersion (ex. Alternative spring break, January-term service project) g. Emerging Leaders or New Leaders program h. Living-Learning Leadership Program g. Peer Leadership Education Team 	<p>2 = Sometimes 3 = Often 4 = Very Often</p>
<p>8) A <u>mentor</u> is defined as a person who intentionally assists with your growth or connects you to opportunities for career or personal development.</p> <p><u>Since you started at your current college/university, have you been mentored by the following types of people?</u></p> <ul style="list-style-type: none"> a. Faculty/Instructor b. Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director) c. Employer d. Community Member (not your employer) e. Parent/Guardian f. Other Student. 	<p>1 = Never 2 = Once 3 = Sometimes 4 = Often</p>
<p>9) A <u>mentor</u> is defined as a person who intentionally assists with your growth or connects you to opportunities for career or personal development.</p> <p><u>Since you started at your current college/university, how often have the following types of mentors assisted you in your growth or development?</u></p> <ul style="list-style-type: none"> a. Faculty/Instructor b. Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director) c. Employer d. Community Member (not your employer) e. Parent/Guardian f. Other Student. 	<p>1 = Never 2 = Once 3 = Sometimes 4 = Often</p>

<p>10) When thinking of your <u>most significant mentor at this college/university</u>, what was this person's role?</p>	<p>Select one 1 = Faculty/Instructor 2 = Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director) 3 = Employer 4 = Community Member (not your employer) 5 = Parent/Guardian 6 = Other Student.</p>
<p>11) When thinking about your most significant mentor at this college/university, indicate your level of agreement or disagreement with the following:</p> <p>This mentor helped me to:</p> <ul style="list-style-type: none"> a. Empower myself to engage in leadership b. Empower others to engage in leadership c. Live up to my potential d. Be a positive role model e. Mentor others f. Value working with others from diverse backgrounds g. Be open to new experiences h. Develop problem-solving skills i. Identify areas for self improvement j. Make ethical decisions k. Be a person of integrity 	<p>1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree</p>
<p>12) How many semesters have you lived on campus? (ex. in residence hall, fraternity or sorority house, theme house, student organization house/hall)</p>	<p>0 1 2 3 4 5 6 7 8 9 10 11+</p>

Demographic Information

Prompt or Question	Response Options
13) Which University do you attend?	1 = State Flagship 2 = Medium Private
14) What is your current class level?	Choose one 1 = freshman/first-year 2 = sophomore 3 = junior 4 = senior 5 = 5 th year and beyond
15) How would you characterize your political views?	Choose one 1 = Very liberal 2 = Liberal 3 = Moderate 4 = Conservative 5 = Very Conservative
16) Which of the following best describes your primary major? (Select the category that best represents your field of study)	<ul style="list-style-type: none"> • Agriculture • Architecture/ Urban planning • Biological/ Life Sciences (ex. biology, biochemistry, botany, zoology) • Business (ex. accounting, business administration, marketing, management) • Communication (ex. speech, journalism, television/radio) • Computer and Information Sciences • Education • Engineering • Ethnic, Cultural Studies, and Area Studies • Foreign Languages and Literature (ex. French, Spanish) • Health-Related Fields (ex. nursing, physical therapy, health technology) • Humanities (ex. English, Literature, Philosophy, Religion, History) • Liberal/ General Studies • Mathematics • Multi/ Interdisciplinary Studies (ex. international relations,

	<p>ecology, environmental studies)</p> <ul style="list-style-type: none"> • Parks, Recreation, Leisure Studies, Sports Management • Physical Sciences • (ex. physics, chemistry, astronomy, earth science) • Pre-Professional • (ex. pre-dental, pre-medical, pre-veterinary) • Public Administration • (ex. city management, law enforcement) • Social Sciences (ex. anthropology, economics, political science, psychology, sociology) • Visual and Performing Arts (ex. art, music, theater) • Undecided
17) What is your age?	<p>18 19 20 21 22 23 24 Other (in case of accidental inclusion, any “others” would be eliminated)</p>
18) What is your gender?	<p>1 = male 2 = female 3 = transgender</p>
19) What is your sexual orientation?	<p>1 = heterosexual 2 = bisexual 3 = gay/lesbian 4 = questioning 5 = rather not say</p>
20) Indicate your citizenship and/ or generation status (choose one):	<ul style="list-style-type: none"> • Your grandparents, parents, and you were born in the U.S. (3rd generation) • Both of your parents and you were born in the U.S. (2nd generation) • You were born in the U.S., but

	<p>at least one of your parents was not (1st generation)</p> <ul style="list-style-type: none"> • You are a foreign born, naturalized citizen • You are a foreign born, resident alien/permanent resident • International student
21) Please indicate your broad racial group membership?	<p>Mark all the apply</p> <p>White/ Caucasian</p> <p>Middle Eastern</p> <p>African American / Black</p> <p>American Indian/Alaska Native</p> <p>Asian American / Asian</p> <p>Latino / Hispanic</p> <p>Multiracial</p> <p>Race/Ethnicity not included above</p>
22) What is your current religious preference?	<p>Mark your primary affiliation</p> <p>Agnostic</p> <p>Atheist</p> <p>Baptist</p> <p>Buddhist</p> <p>Catholic</p> <p>Church of Christ</p> <p>Eastern Orthodox</p> <p>Episcopalian</p> <p>Hindu</p> <p>Islamic</p> <p>Jewish</p> <p>LDS (Mormon)</p> <p>Lutheran</p> <p>Methodist</p> <p>Presbyterian</p> <p>Quaker</p> <p>Seventh Day Adventist</p> <p>Unitarian/Universalist</p> <p>UCC/Congregational</p> <p>Other Christian</p> <p>Other Religion</p> <p>None</p>
23) What is your best estimate at your grades so far in college? [Assume 4.00 = A]	<p>1 = 3.5-4.0</p> <p>2 = 3.0 – 3.49</p> <p>3 = 2.5 – 2.99</p> <p>4 = 2.0 – 2.49</p> <p>5 = 1.99 or less</p>

24) What is the highest level of formal education obtained by any of your parent(s) or guardian(s)?	1 = less than high school diploma or less than a GED 2 = High school diploma or GED 3 = Some college 4 = Associates degree 5 = Bachelors degree 6 = Masters degree 7 = Doctorate or professional degree (ex. JD, MD, PhD) 8 = Don't know
25) What is your <u>best estimate</u> of your parent(s) or guardian(s) combined total income from last year? If you are independent from your parent(s) or guardian(s), indicate <u>your</u> income.	Please choose one 1 = less than \$12,500 2 = \$12,500 - \$24,999 3 = \$25,000 – \$39,999 4 = \$40,000 - \$54,999 5 = \$55,000 - \$74,999 6 = \$75,000 - \$99,999 7 = \$100,000 – \$149,999 8 = \$150,000 - \$199,999 9 = over \$200,000 10 = Don't know 11 = Rather not say

APPENDIX D

Informed Consent Letter

Dear student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Diane Cooper at the University of Georgia. We invite you to participate in a research study to understand the influences of student involvement on the development of personal values and integrity.

The purpose of this study is to understand the influence of various collegiate experiences on the development of integrity and exploration of values in college students

Your participation will involve responding to an electronic questionnaire about values that may be important to you and behaviors you exhibit related to principles that guide your life. The questionnaire should take no more than 30 minutes to complete. Your involvement in the study is completely voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. Once submitted, there will be no way to identify your responses and thus the researcher will be unable to redact them from the data set. However, you can, at any point before submitting your responses, choose to discontinue your participation in the research.

There are no known risks or discomforts associated with this research, but you may discontinue your involvement in this research study any time prior to submitting your responses on the online questionnaire. You may also choose to skip any question you are not comfortable answering.

The questionnaire does not ask for any individually identifiable information on the data received by the researchers from the online host, and the responses will not include your IP address. Please note that Internet communications can be insecure and there is a limit to the confidentiality that can be guaranteed due to technology itself. If you are not comfortable with the level of confidentiality provided by the internet, please feel free to print out a copy of the questionnaire, fill it out by hand, and mail it to James Matthew Garrett, 605 Asbury Circle, Drawer C, Atlanta, GA 30322 with no return address on the envelope. The results of the research study may be published and published results will only be presented in summary form. If you choose to participate in the research and the prize-drawing (described below), the researchers will keep your contact information for the prize-drawing completely separate from your research data so that there is no way to link the research data to you.

The findings from this project may provide information on the extent to which student involvement contribute to the development or identification of personal values as well as the development of integrity. You may benefit from participating in this study by having the opportunity to reflect upon your journey as a student, the organizations in which you have been involved, personal values that may or may not be important to you, and the concept of integrity. These reflections may assist you in deepening your understanding about yourself and/or others. The data and results generated from this study could provide greater insight into the contributions that involvement experiences have made to developing integrity among undergraduate students ages 18-24. These findings may inform program and service design at institutions of higher education in order to promote the development of integrity among undergraduate college students.

We would like to invite you to participate in a prize drawing to receive one of four \$50 Visa Gift cards. You will be asked at the end of the survey to provide your contact information. You can enter the drawing even if you do not want to participate in the study. To enter the prize drawing without participating, please email your name and contact information (phone number and email address) to jmgarre@uga.edu. You will be entered into the drawing to be completed by January 31, 2014.

If you have any questions about this research project, please feel free to call (706) 224-7600 to speak with Matt Garrett, or email him at jmgarre@uga.edu. Questions or concerns about your rights as a research participant should be directed to the Chairperson, University of Georgia Institutional Review Board, 629 Boyd GSRC, Athens, Georgia 30602; telephone (706) 542-3199; email address irb@uga.edu.

By clicking the “I Consent to Participate” button and completing this questionnaire, you are agreeing to participate in the above described research project. Thank you for your consideration, and please print a copy of this page for your records.

Sincerely,
James Matthew Garrett, Doctoral Candidate
jmgarre@uga.edu
(706) 224-7600

Diane Cooper, Professor
dlcooper@uga.edu
(706) 542-1812

The University of Georgia
Department of Counseling and Human Development Services

APPENDIX E

Email Solicitation – Initial Invitation

Dear student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Diane Cooper at the University of Georgia. As a student, we invite you to participate in a research study to answer questions regarding your student involvement experiences while in college, personal values, and integrity. In part, this study seeks to determine if any influence exists between college student involvement, integrity development, and personal values clarification. This study is intended for college students aged 18-24.

I would greatly appreciate your responding to this questionnaire; it should only take about thirty minutes to complete. The study has been approved by the Institutional Review Board at The University of Georgia.

If you are willing to participate, please visit
https://ugeorgia.qualtrics.com/SE/?SID=SV_6DqnzyPauZ6hdGd.

Your participation will involve responding to an electronic questionnaire about values that may be important to you and behaviors you exhibit related to principles that guide your life. The questionnaire should take no more than 30 minutes to complete. Your involvement in the study is completely voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

If you do not want to participate or receive any further emails regarding this study, please reply to this email with REMOVE in the subject line. For your willingness to participate in this study, you will be entered into a random drawing to receive one of four \$50 Visa Gift cards. You will be asked at the end of the survey to provide your contact information. You can enter the drawing even if you do not want to participate in the study. To enter the prize drawing without participating, please email your name and contact information (phone number and email address) to jmgarre@uga.edu. You will be entered into the drawing to be completed by January 31, 2014.

The questionnaire will be available until Friday, November 15th. After November 15th, the link will no longer be active.

If you have any questions about this research project, please feel free to contact Matt Garrett at jmgarre@uga.edu or (706) 224-7600.

Thank you for your time and consideration.

J. Matthew Garrett, Doctoral Candidate
jmgarre@uga.edu

Diane L. Cooper, Professor
dlcooper@uga.edu

University of Georgia
Department of Counseling and Human Development Services

APPENDIX F:

Email Reminders 2, 3, and 4

Dear student:

I am a doctoral candidate in the Counseling and Student Personnel Services program conducting research for a dissertation under the direction of Dr. Diane Cooper at the University of Georgia. Recently, you should have received an invitation to participate in this study regarding student involvement experiences while in college, personal values, and integrity. This study is intended for college students aged 18-24.

If you have already completed the online questionnaire, I appreciate your time and please disregard this email or subsequent reminders.

If you have not completed the online questionnaire, it is available until November 15, 2013 at https://ugeorgia.qualtrics.com/SE/?SID=SV_6DqnzyPauZ6hdGd. Your participation will involve responding to an electronic questionnaire about values that may be important to you and behaviors you exhibit related to principles that guide your life. The questionnaire should take no more than 30 minutes to complete. Your involvement in the study is completely voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled.

Further information about the study is available at [\[https://ugeorgia.qualtrics.com/SE/?SID=SV_6DqnzyPauZ6hdGd\]](https://ugeorgia.qualtrics.com/SE/?SID=SV_6DqnzyPauZ6hdGd). Again, the questionnaire will be available until November 15th, 2013, the link will no longer be active. If you do not want to participate or receive any further emails regarding this study, please reply to this email with REMOVE in the subject line. For your willingness to participate in this study, you will be entered into a random drawing to receive one of four \$50 Visa Gift cards. You will be asked at the end of the survey to provide your contact information. You can enter the drawing even if you do not want to participate in the study. To enter the prize drawing without participating, please email your name and contact information (phone number and email address) to jmgarre@uga.edu. You will be entered into the drawing to be completed by January 31, 2014.

If you have any questions about this research project, please feel free to contact Matt Garrett at jmgarre@uga.edu or (706) 224-7600.

Thank you for your time and consideration.

J. Matthew Garrett, Doctoral Candidate

jmgarre@uga.edu

Diane L. Cooper, Professor
dlcooper@uga.edu
University of Georgia
Department of Counseling and Human Development Services

Appendix G

University of Georgia IRB Approval**APPROVAL OF PROTOCOL**

September 26, 2013

Diane Cooper

706-542-4120

dlcooper@uga.edu

Dear Diane Cooper:

On 9/26/2013, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Integrity Development in College Students
Investigator:	Diane Cooper
IRB ID:	STUDY00000338
Funding:	None
Grant ID:	None

The IRB approved the protocol from 9/26/2013.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Larry Nackerud, PhD

University of Georgia

Institutional Review Board Chairperson

Appendix H

Emory University Approval Letter

EMORY
UNIVERSITY

Campus Life

September 10, 2013

Human Subjects Office
University of Georgia
629 Boyd G.S.R.C.
Athens, GA 30602

RE: J. Matthew Garrett
Counseling and Student Personnel Services
Dissertation Study: *Integrity Development in College Students*

To Whom It May Concern:

This letter is intended to serve as evidence of support for J. Matthew Garrett and his study, *Integrity Development in College Students*. Emory University is supportive of his research endeavors and methodology to sample 4,000 undergraduate students. Therefore, we are willing to support him in the recruitment of potential participants via email in an effort to solicit student participation for his study.

If you have further questions, please feel free to contact me via email at chlivin@emory.edu. Thank you for your consideration.

Sincerely,

Carolyn Livingston, Ph.D.
Senior Associate Vice President
Division of Campus Life
Emory University

Appendix I

Permissions for Instrument Use

Multi-Institutional Study of Leadership Involvement Inventory (e-mail from Author)

Hey Matt-

Please accept this email as official permission to use the MSL involvement items in your dissertation research. I'd ask that in your methods section you credit the MSL for the development and validation of the scales so that others know where they came from should they wish to use/ adapt them as well. Note that this permission is specifically for use in your dissertation study. Use of the items in any other context or for collection of data beyond the scope of your addition will need to be approved by the MSL team.


Thanks you and best of luck in your research.

John

John P. Dugan
Associate Professor, Higher Education
Loyola University Chicago
820 N. Michigan Avenue
Suite 1100
Chicago, IL 60611
(312) 915-7637

www.leadershipstudy.net

Portrait Values Questionnaire - Revised (PVQ - R) (e-mail from Author)

 **Re: SVS/PVQ for Dissertation**

shalom schwartz

Sent: Friday, June 28, 2013 1:35 AM

To: Garrett, Matt

Dear Matt,


You are welcome to use the instrument. If you tell me which one, I will send you the latest version and instructions for coding and analysis.

Professor Shalom H. Schwartz
 Department of Psychology
 The Hebrew University of Jerusalem
 & The Higher School of Economics, Moscow
msshasch@mscc.huji.ac.il
shalom.schwartz@huji.ac.il

----- Original Message -----
 From: "Garrett, Matt" <matt.garrett@emory.edu>
 To: "msshasch@mscc.huji.ac.il" <msshasch@mscc.huji.ac.il>
 Sent: Thu, 27 Jun 2013 18:24:02 +0000
 Subject: SVS/PVQ for Dissertation

Dear Dr. Schwartz,


Integrity Scale (e-mail from Author)


 **Re: Integrity Scale**

Barry Schlenker

Sent: Thursday, June 27, 2013 4:10 PM

To: James MATTHEW Garrett

 Miller & Schlenker – Integrity & Identity – EJP 2011.zip (228.1 KB); and [3 more](#) Preview All

 You replied to this message on 6/29/13 1:22 PM. Show Reply

Matt,

You have my permission to use the integrity scale in your research. Attached are copies of a few relevant articles. Both of the 2008 papers include the scale. If you have any additional questions, feel free to get back in touch. I would appreciate a copy of any papers or presentations that might come out of your work.

Sincerely,

Barry Schlenker

Barry R. Schlenker
 Professor Emeritus
 Department of Psychology
 University of Florida
 Gainesville, FL 32611

Appendix J

Scoring Key for the PVQ-R

Meta-Value and Associated Sub-Values for each Value Scale

Self-direction Thought	1,23,39	Tradition	18,33,40
Self-direction Action	16,30,56	Conformity-Rules	15,31,42
Stimulation	10,28,43	Conformity-Interpersonal	4,22,51
Hedonism	3,36,46	Humility	7,38,54
Achievement	17,32,48	Universalism-Nature	8,21,45
Power Dominance	6,29,41	Universalism-Concern	5,37,52
Power Resources	12,20,44	Universalism-Tolerance	14,34,57
Face	9,24,49	Benevolence –Care	11,25,47
Security Personal	13,26,53	Benevolence-Dependability	19,27,55
Security Social	2,35,50		

APPENDIX K

Participant Demographics

	Sample N	Sample %
<i>Institution</i>		
Medium Private Institution	297	49.8%
State Flagship Institution	299	50.2%
<i>Current Class Level</i>		
Freshman	54	9.0%
Sophomore	65	10.9%
Junior	95	15.9%
Senior	316	52.8%
5 th and Beyond	66	11.00%
<i>Primary Major</i>		
Natural Sciences	133	22.3%
Social Sciences	162	27.2%
Pre-Professional	171	28.7%
Arts/Humanities	124	20.8%
Undecided	6	1.0%
<i>Race</i>		
White/ Caucasian	389	65.3%
Middle Eastern	4	.7%
African American / Black	46	7.7%
Asian American / Asian	91	15.3%
Latino / Hispanic	35	5.9%
Multiracial	28	4.7%
Race/Ethnicity not included above	3	.5%
<i>Gender</i>		
Male	192	32.2%
Female	403	67.6%
Transgender	1	.2%
<i>Religion</i>		
Agnostic	77	12.9%
Atheist	68	11.4%
Baptist	49	8.2%
Buddhist	16	2.7%
Catholic	66	11.1%
Church of Christ	10	1.7%
Eastern Orthodox	4	.7%
Episcopalian	9	1.5%

Hindu	10	1.7%
Islamic	8	1.3%
Jewish	31	5.2%
LDS (Mormon)	2	.3%
Lutheran	9	1.5%
Methodist	47	7.9%
Presbyterian	30	5.0%
Seventh Day Adventist	2	0.3%
Unitarian/Universalist	6	1.0%
UCC/Congregational	2	0.3%
Other Christian	79	13.3%
Other Religion	9	1.5%
None	62	10.4%
<i>Sexual Orientation</i>		
Heterosexual	526	88.3%
Bisexual	27	4.5%
Gay/Lesbian	22	3.7%
Questioning	7	1.2%
Rather Not Say	14	2.3%
<i>Generational Citizenship Status</i>		
Your grandparents, parents, and you were born in the U.S.	359	60.2%
Both of your parents and you were born in the U.S.	50	8.4%
You were born in the U.S., but at least one of your parents was not	115	19.3%
You are a foreign born, naturalized citizen	36	6.0%
You are a foreign born, resident alien/permanent resident	17	2.9%
International student	19	3.2%
<i>Age</i>		
18	47	7.9%
19	63	10.6%
20	90	15.1%
21	254	42.6%
22	106	17.8%
23	29	4.9%
24	6	1.0%
<i>Socio-Economic Status</i>		
Less than \$12,500	17	2.9%
\$12,500 - \$24,999	29	4.9%
\$25,000 – \$39,999	41	6.9%
\$40,000 - \$54,999	63	10.6%
\$55,000 - \$74,999	47	7.9%
\$75,000 - \$99,999	78	13.1%
\$100,000 – \$149,999	89	14.9%

\$150,000 - \$199,999	57	9.6%
Over \$200,000	80	13.4%
Don't know	71	11.9%
Rather not say	24	4.0%
<i>GPA</i>		
3.5-4.0	324	54.4%
3.0 – 3.49	207	34.7%
2.5 – 2.99	49	8.2%
2.0 – 2.49	14	2.3%
1.99 or less	2	0.3%
<i>College Generational Status</i>		
<i>Highest level of formal education of parents</i>		
Less than high school diploma or less than a GED	10	1.7%
High school diploma or GED	47	7.9%
Some college	51	8.6%
Associates degree	33	5.5%
Bachelors degree	164	27.5%
Masters degree	149	25.0%
Doctorate or professional degree (ex. JD, MD, PhD)	140	23.5%
Don't know	2	0.3%

APPENDIX L

Responses to the MSL Involvement Scale

<i>Question/Variable</i>	<i>Response Options</i>	<i>N</i>	<i>%</i>
<i>MSL 1) Hours of Community Service as a part of...</i>			
Class		594	
	None	474	79.1
	1-5	78	13.1
	6-10	15	2.5
	11-15	6	1.0
	16-20	10	1.7
	21-25	3	.5
	26-30	0	0
	31+	8	1.3
Work Study		592	
	None	494	83.4
	1-5	50	8.4
	6-10	19	3.2
	11-15	3	.5
	16-20	10	1.7
	21-25	7	1.2
	26-30	2	.3
	31+	7	1.2
A Student Organization		594	
	None	205	34.5
	1-5	234	39.4
	6-10	77	13.0
	11-15	33	5.6
	16-20	22	3.7
	21-25	9	1.5
	26-30	2	.3
	31+	12	2.0
A Community Organization		592	
	None	400	67.6
	1-5	117	19.8
	6-10	33	5.6
	11-15	26	4.4
	16-20	10	1.7
	21-25	1	.2

	26-30	1	.2
	31+	4	.7
On their Own		588	
	None	322	54.8
	1-5	186	31.6
	6-10	42	7.1
	11-15	15	2.6
	16-20	11	1.9
	21-25	3	.5
	26-30	1	.2
	31+	8	1.4

MSL 2) How often has the respondent engaged in Social Change Behaviors

Social Change Behaviors Scale (SCBS)		592	
	Never	61	10.3
	Once	241	40.6
	Sometimes	183	30.9
	Many Times	100	16.9
	Much of the Time	8	1.3

MSL 3) How often has the respondent...

Been involved as a member of a college student organization		594	
	Never	29	4.9
	Once	24	4.0
	Sometimes	132	22.2
	Many Times	113	19.0
	Much of the Time	296	49.8
Held a leadership position in a college student organization		594	
	Never	178	30.0
	Once	79	13.3
	Sometimes	96	16.2
	Many Times	77	13.0
	Much of the Time	164	27.6
Been an involved member in an off-campus community organization		594	
	Never	279	47.0
	Once	61	10.3
	Sometimes	92	15.5
	Many Times	61	10.3
	Much of the Time	101	17.0
Held a leadership position in an off-campus community organization		594	
	Never	413	69.5
	Once	35	5.9
	Sometimes	50	8.4
	Many Times	43	7.2
	Much of the Time	53	8.9

<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)		597		
	Yes	314	52.6	
	No	283	47.4	
Arts/Theatre/Music (ex. Theater group, marching band, photography club)		597		
	Yes	156	26.1	
	No	441	73.9	
Campus-Wide programming (ex. Program board, film series board, multicultural committee)		597		
	Yes	114	19.1	
	No	483	80.9	
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)		597		
	Yes	167	28.0	
	No	430	72.0	
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)		597		
	Yes	60	10.1	
	No	537	89.9	
International Interest (ex. German club, Foreign Language Club)		597		
	Yes	144	24.1	
	No	453	75.9	
Honor Societies (ex. Campus Radio, Student Newspaper)		597		
	Yes	220	36.9	
	No	377	63.1	
Media (ex. Campus Radio, Student News)		597		
	Yes	65	10.9	
	No	532	89.1	
Military (ex. ROTC, Cadets)		597		
	Yes	8	1.3	
	No	589	98.7	
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)		597		
	Yes	111	18.6	
	No	486	81.4	
Resident Assistants		597		
	Yes	53	8.9	
	No	544	91.1	
Peer Helpers (ex. Academic tutors, peer health educators)		597		
	Yes	167	28.0	
	No	430	72.0	
Advocacy (ex. Students Against Sweatshops, Amnesty International)		597		
	Yes	142	23.8	
	No	455	76.2	
Political (ex. College Democrats, College Republicans, Libertarians)		597		
	Yes	82	13.7	
	No	515	86.3	
Religious (ex. Fellowship of Christian		597		

Athletes, Hillel)	Yes	223	37.4
	No	374	62.6
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	Yes	318	53.3
	No	279	46.7
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	Yes	30	5.9
	No	567	95.0
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	Yes	145	24.3
	No	452	75.7
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	Yes	43	7.2
	No	554	92.8
Sports – Club (ex. Club Volleyball)	Yes	113	18.9
	No	484	81.1
Sports – Intramural (ex. Intramural Flag Football)	Yes	180	30.2
	No	417	69.8
Recreational (ex. Climbing Club, Hiking Group)	Yes	134	22.4
	No	463	77.6
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	Yes	139	23.3
	No	458	76.7
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	Yes	79	13.2
	No	518	86.8
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>			
Spirituality Dialogues/Actions		596	
	Never	46	7.7
	Sometimes	180	30.2
	Often	218	36.6
	Very Often	152	25.5
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>			

Socio-Cultural Dialogues Scale (SCD)		597	
	Never	12	2.0
	Sometimes	175	29.3
	Often	283	47.4
	Very Often	127	21.3
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>			
Leadership Conference		597	
	Never	403	67.8
	Sometimes	114	19.2
	Often	49	8.2
	Very Often	28	4.7
Leadership Retreat		594	
	Never	384	64.6
	Sometimes	126	21.2
	Often	47	7.9
	Very Often	37	6.2
Leadership Lecture/Workshop Series		594	
	Never	383	64.5
	Sometimes	114	19.2
	Often	63	10.6
	Very Often	34	5.7
Positional Leaders Trainings		594	
	Never	400	67.9
	Sometimes	90	15.2
	Often	55	9.3
	Very Often	49	8.2
Leadership Course		594	
	Never	442	74.4
	Sometimes	83	14.0
	Often	36	6.1
	Very Often	33	5.6
Short-Term Service Immersion		594	
	Never	433	72.3
	Sometimes	98	16.4
	Often	31	5.2
	Very Often	32	5.3
Emerging Leaders or New Leaders Program		592	
	Never	523	87.9
	Sometimes	32	5.3
	Often	20	3.3
	Very Often	17	2.8
Living-Learning Leadership Program		592	
	Never	533	90.0

	Sometimes	31	5.2
	Often	19	3.2
	Very Often	9	1.5
Peer Leadership Education Program		597	
	Never	311	52.1
	Sometimes	162	27.1
	Often	62	10.4
	Very Often	60	10.1
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>			
Faculty/Instructor		594	
	Never	96	16.2
	Sometimes	246	41.4
	Often	132	22.2
	Very Often	120	20.2
Student Affairs		593	
	Never	326	55.0
	Sometimes	144	24.3
	Often	62	10.5
	Very Often	61	10.3
Employer		589	47.5
	Never	280	25.0
	Sometimes	147	16.0
	Often	94	11.5
	Very Often	68	
Community Member		593	
	Never	322	54.3
	Sometimes	136	22.9
	Often	77	13.0
	Very Often	58	9.8
Parent/Guardian		594	
	Never	79	13.3
	Sometimes	155	19.4
	Often	134	22.6
	Very Often	266	44.8
Other Student		593	
	Never	123	20.5
	Sometimes	153	25.5
	Often	161	26.9
	Very Often	156	26.0

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership		584	
	Strongly Disagree	12	2.1
	Disagree	44	7.5
	Neutral	155	26.5
	Agree	221	37.8
	Strongly Agree	152	26.0
Empower others to engage in leadership		584	
	Strongly Disagree	13	2.2
	Disagree	76	13.1
	Neutral	192	33.2
	Agree	191	33.0
	Strongly Agree	107	18.5
Live up to my potential		583	
	Strongly Disagree	6	1.0
	Disagree	7	1.2
	Neutral	38	6.5
	Agree	205	35.2
	Strongly Agree	327	56.1
Be a more positive role model		583	
	Strongly Disagree	7	1.2
	Disagree	11	1.9
	Neutral	61	10.5
	Agree	228	39.1
	Strongly Agree	276	47.3
Mentor others		584	
	Strongly Disagree	10	1.7
	Disagree	43	7.4
	Neutral	140	24.0
	Agree	213	36.5
	Strongly Agree	178	30.5
Value working with others from diverse backgrounds		584	
	Strongly Disagree	8	1.4
	Disagree	38	6.5
	Neutral	147	25.2
	Agree	195	33.4
	Strongly Agree	196	33.6
Be open to new experiences		585	
	Strongly Disagree	5	.9
	Disagree	12	2.1
	Neutral	60	10.3
	Agree	217	37.1
	Strongly Agree	291	49.7
Develop problem-solving skills		583	
	Strongly Disagree	4	.7
	Disagree	16	2.7
	Neutral	87	14.9

	Agree	199	34.1
	Strongly Agree	277	47.5
Identify areas for self-improvement		583	
	Strongly Disagree	4	.7
	Disagree	11	1.9
	Neutral	61	10.5
	Agree	215	36.9
	Strongly Agree	292	50.1
Make ethical decisions		582	
	Strongly Disagree	9	1.5
	Disagree	30	5.2
	Neutral	123	21.1
	Agree	201	34.5
	Strongly Agree	219	37.6
Be a person of integrity		584	
	Strongly Disagree	6	1.0
	Disagree	16	2.7
	Neutral	80	13.7
	Agree	189	32.4
	Strongly Agree	293	50.2
<i>MSL 12) Semester lived on campus</i>			
How many semesters have you lived on campus?		597	
	0	23	3.9
	1	62	10.4
	2	133	22.3
	3	79	13.2
	4	142	23.8
	5	63	10.6
	6	31	5.2
	7	55	9.2
	8	6	1.0
	9	2	.3
	10+	1	.2

APPENDIX M

Complete Regression Information for Research Question 1.1

Correlations for Involvement Variables with Self Direction – Thought

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.003	-.008	.264	(6,587)
Work Study	.009	-.003	.788	(7,584)
A Student Organization	.005	-.007	.400	(7,586)
A Community Organization	.013	.001	1.113	(7,584)
On their Own	.005	-.007	.381	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.028	.021	4.159**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.010	.003	1.433	(4, 589)
Held a leadership position in a college student organization	.011	.004	1.638	(4, 589)
Been an involved member in an off-campus community organization	.013	.008	1.904	(4, 589)
Held a leadership position in an off-campus community organization	.010	.003	1.483	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.003	.001	1.652	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.020	.018	11.989**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.003	.001	1.503	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.001	-.001	.363	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion	.004	.003	2.514	(1, 595)

Group)				
International Interest (ex. German club, Foreign Language Club)	.000	-.001	.112	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	-.002	.015	(1, 595)
Media (ex. Campus Radio, Student News)	.009	.007	5.186*	(1, 595)
Military (ex. ROTC, Cadets)	.003	.002	1.946	(1, 595)
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)	.000	-.001	.176	(1, 595)
Resident Assistants	.000	-.001	.178	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.000	-.001	.448	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.000	-.001	.286	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.000	-.002	.029	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.001	-.001	.690	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.000	-.002	.000	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.006	.004	3.570	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.004	.002	2.370	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.000	-.002	.017	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.002	.052	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.000	-.002	.082	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.000	-.002	.019	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.008	.007	5.086	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.000	-.001	.241	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.082	.078	17.663**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.086	.082	18.655**	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.006	.000	1.094	(3, 590)
Leadership Retreat	.008	.003	.188	(3, 590)
Leadership Lecture/Workshop Series	.005	.000	.975	(3, 590)
Positional Leaders Trainings	.002	-.003	.320	(3, 590)
Leadership Course	.003	-.002	.638	(3, 590)
Short-Term Service Immersion	.011	.006	2.210	(3, 590)
Emerging Leaders or New Leaders Program	.005	.000	.977	(3, 590)
Living-Learning Leadership Program	.015	.010	2.900*	(3, 588)
Peer Leadership Education Program	.001	-.004	.194	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.064	.059	13.489**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.020	.015	4.100*	(3, 589)
Employer	.009	.004	1.840	(3, 585)
Community Member (not your employer)	.001	-.004	.128	(3, 589)
Parent/Guardian	.013	.008	2.646*	(3, 590)
Other Student	.016	.011	3.221*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.021	.014	3.034**	(4, 579)
Empower others to engage in leadership	.014	.008	2.093	(4, 574)
Live up to my potential	.054	.047	8.186**	(4, 578)
Be a more positive role model	.028	.021	4.168*	(4, 578)
Mentor others	.042	.035	6.304**	(4, 579)
Value working with others from diverse backgrounds	.066	.059	10.202**	(4, 579)
Be open to new experiences	.075	.068	11.724**	(4, 580)
Develop problem-solving skills	.063	.051	9.750**	(4, 578)
Identify areas for self-improvement	.050	.044	7.663**	(4, 578)

Make ethical decisions	.042	.035	6.340**	(4, 577)
Be a person of integrity	.043	.036	6.461**	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.002	-.010	.392	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.003	.001	1.863	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.010	.004	1.543	(4, 591)
15) Political Views	.010	.004	1.544	(4, 591)
16) Majors (Collapsed)	.022	.015	3.278*	(4, 591)
17) Age	.007	-.005	.551	(7, 588)
18) Gender	.002	-.001	.681	(2, 593)
19) Sexual Orientation	.006	-.001	.881	(4, 591)
20) Citizenship Status	.005	-.003	.656	(5, 590)
21) Broad Racial Group Membership	.012	.002	1.175	(6, 589)
22) Religious Preference	.037	.003	1.089	(20, 578)
23) GPA	.015	.008	2.261	(4, 591)
24) Highest level of formal education by parents	.007	-.004	.625	(7, 588)
25) SES	.027	.010	1.626	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Self Direction – Action

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.008	-.002	.758	(6,587)
Work Study	.003	-.009	.255	(7,584)
A Student Organization	.007	-.005	.619	(7,586)
A Community Organization	.005	-.007	.417	(7,584)
On their Own	.013	.001	1.063	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.024	.017	3.547**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.015	.009	2.291	(4, 589)
Held a leadership position in a college student organization	.017	.011	2.598*	(4, 589)
Been an involved member in an off-campus community organization	.011	.005	1.679	(4, 589)
Held a leadership position in an off-campus community organization	.007	.001	1.101	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.000	-.002	.018	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.013	.011	7.931**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.005	.004	3.129	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.003	.002	1.988	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.002	.000	.909	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.010	.008	6.070*	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.003	.001	1.752	(1, 595)
Media (ex. Campus Radio, Student News)	.009	.007	5.228*	(1, 595)
Military (ex. ROTC, Cadets)	.000	-.002	.021	(1, 595)
New Student Transitions (ex. Admissions	.003	.002	2.020	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.004	.002	2.261	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.004	.003	2.571	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.007	.005	4.205	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.006	.005	3.749	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.011	.009	6.670	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.000	-.002	.015	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.002	.000	1.141	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.002	.000	1.090	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.002	.001	1.340	(1, 595)
Sports – Club (ex. Club Volleyball)	.003	.002	1.919	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.005	.003	2.814	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.001	-.001	.318	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.002	.001	1.432	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.006	.004	3.641	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.026	.021	5.181**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.025	.020	5.093**	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.006	.001	1.235	(3, 590)
Leadership Retreat	.011	.006	2.288	(3, 590)
Leadership Lecture/Workshop Series	.015	.010	3.073*	(3, 590)
Positional Leaders Trainings	.007	.002	1.400	(3, 590)
Leadership Course	.007	.002	1.328	(3, 590)
Short-Term Service Immersion	.009	.004	1.810	(3, 590)
Emerging Leaders or New Leaders Program	.012	.007	2.404	(3, 590)
Living-Learning Leadership Program	.004	-.001	.719	(3, 588)
Peer Leadership Education Program	.008	.003	1.559	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.045	.040	9.165**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.021	.016	4.204*	(3, 589)
Employer	.002	-.003	.466	(3, 585)
Community Member (not your employer)	.001	-.004	.219	(3, 589)
Parent/Guardian	.011	.006	2.232	(3, 590)
Other Student	.005	.000	1.006	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.021	.014	3.109*	(4, 579)
Empower others to engage in leadership	.014	.007	2.021	(4, 574)
Live up to my potential	.016	.010	2.406*	(4, 578)
Be a more positive role model	.008	.001	1.138	(4, 578)
Mentor others	.015	.008	2.195	(4, 579)
Value working with others from diverse backgrounds	.043	.037	6.560**	(4, 579)
Be open to new experiences	.029	.022	4.294**	(4, 580)
Develop problem-solving skills	.036	.029	5.331**	(4, 578)
Identify areas for self-improvement	.024	.017	3.584**	(4, 578)
Make ethical decisions	.007	.001	1.085	(4, 577)
Be a person of integrity	.009	.002	1.324	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.016	-.001	.947	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.015	.014	9.216**	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.014	.007	2.077	(4, 591)
15) Political Views	.009	.002	1.292	(4, 591)
16) Majors (Collapsed)	.007	.001	1.082	(4, 591)
17) Age	.019	.007	1.594	(7, 588)
18) Gender	.003	-.001	.433	(2, 593)
19) Sexual Orientation	.012	.005	1.738	(4, 591)
20) Citizenship Status	.005	-.003	.631	(5, 590)
21) Broad Racial Group Membership	.007	.003	.733	(6, 589)
22) Religious Preference	.060	.027	1.829*	(20, 578)
23) GPA	.009	.002	1.369	(4, 591)
24) Highest level of formal education by parents	.010	-.002	.823	(7, 588)
25) SES	.017	.000	1.023	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Stimulation

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.004	-.006	.411	(6,587)
Work Study	.016	.004	1.359	(7,584)
A Student Organization	.007	-.005	.570	(7,586)
A Community Organization	.020	.008	1.662	(7,584)
On their Own	.018	.006	1.546	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.031	.025	4.722**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.011	.005	1.678	(4, 589)
Held a leadership position in a college student organization	.016	.009	2.340	(4, 589)
Been an involved member in an off-campus community organization	.007	.000	.968	(4, 589)
Held a leadership position in an off-campus community organization	.012	.006	1.841	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.001	.000	.847	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.018	.017	11.095**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.007	.005	4.241*	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.002	.000	1.134	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.006	.004	3.550	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.008	.006	4.701*	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.004	.002	2.272	(1, 595)
Media (ex. Campus Radio, Student News)	.022	.020	13.170**	(1, 595)
Military (ex. ROTC, Cadets)	.001	.000	.879	(1, 595)
New Student Transitions (ex. Admissions	.003	.001	1.539	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	.000	.742	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.003	.001	1.698	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.008	.006	4.872*	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.010	.008	5.715*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.000	.001	.278	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.002	.000	.900	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.002	.099	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.002	.000	1.059	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.009	.008	5.557*	(1, 595)
Sports – Club (ex. Club Volleyball)	.014	.013	8.642**	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.005	.004	3.174	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.016	.014	9.492**	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.021	.019	12.713**	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.011	.009	6.529*	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.048	.043	9.908**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.037	.032	7.504**	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.006	.001	1.195	(3, 590)
Leadership Retreat	.012	.007	2.377	(3, 590)
Leadership Lecture/Workshop Series	.014	.009	2.727*	(3, 590)
Positional Leaders Trainings	.000	.005	.036	(3, 590)
Leadership Course	.015	.010	2.917*	(3, 590)
Short-Term Service Immersion	.020	.015	3.982**	(3, 590)
Emerging Leaders or New Leaders Program	.007	.002	1.448	(3, 590)
Living-Learning Leadership Program	.005	.000	1.000	(3, 588)
Peer Leadership Education Program	.005	.000	1.036	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.016	.011	3.261*	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.010	.005	1.946	(3, 589)
Employer	.009	.004	1.849	(3, 585)
Community Member (not your employer)	.005	.000	1.003	(3, 589)
Parent/Guardian	.005	.000	.997	(3, 590)
Other Student	.013	.008	2.556	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.021	.014	3.131*	(4, 579)
Empower others to engage in leadership	.036	.029	5.305**	(4, 574)
Live up to my potential	.016	.010	2.413*	(4, 578)
Be a more positive role model	.021	.014	3.098*	(4, 578)
Mentor others	.027	.020	3.946**	(4, 579)
Value working with others from diverse backgrounds	.055	.049	8.449**	(4, 579)
Be open to new experiences	.054	.048	8.293**	(4, 580)
Develop problem-solving skills	.025	.018	3.726*	(4, 578)
Identify areas for self-improvement	.016	.009	2.350	(4, 578)
Make ethical decisions	.013	.007	1.967	(4, 577)
Be a person of integrity	.014	.008	2.112	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.017	.000	1.020	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.008	.007	5.001*	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.017	.010	2.538	(4, 591)
15) Political Views	.011	.004	1.634	(4, 591)
16) Majors (Collapsed)	.006	-.001	.871	(4, 591)
17) Age	.010	-.002	.848	(7, 588)
18) Gender	.001	-.003	.210	(2, 593)
19) Sexual Orientation	.008	.001	1.140	(4, 591)
20) Citizenship Status	.023	.014	2.726	(5, 590)
21) Broad Racial Group Membership	.018	.008	1.803	(6, 589)
22) Religious Preference	.079	.047	2.469**	(20, 578)
23) GPA	.012	.006	1.830	(4, 591)
24) Highest level of formal education by parents	.003	-.009	.221	(7, 588)
25) SES	.028	.011	1.662	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Hedonism

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.013	.003	1.316	(6,587)
Work Study	.034	.023	2.967**	(7,584)
A Student Organization	.010	-.002	.847	(7,586)
A Community Organization	.008	-.004	.692	(7,584)
On their Own	.019	.007	1.574	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.027	.020	4.009**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.017	.010	2.555*	(4, 589)
Held a leadership position in a college student organization	.008	.001	1.125	(4, 589)
Been an involved member in an off-campus community organization	.003	-.004	.393	(4, 589)
Held a leadership position in an off-campus community organization	.002	-.005	.316	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.001	-.001	.694	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.002	.000	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.001	.171	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.000	-.001	.284	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.000	-.001	.140	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.000	-.001	.541	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.005	-.003	2.743	(1, 595)
Media (ex. Campus Radio, Student News)	.007	.006	4.432*	(1, 595)
Military (ex. ROTC, Cadets)	.002	.001	1.402	(1, 595)
New Student Transitions (ex. Admissions	.001	-.001	.458	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.004	.002	2.426	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.000	-.002	.009	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.006	.005	3.790	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.008	.006	4.551*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.005	.003	2.976	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.001	.000	.864	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.001	.265	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.030	.029	18.489**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.013	.011	7.865**	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.001	.222	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.010	.008	5.844*	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.000	-.002	.052	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	-.002	.007	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.014	.012	8.407**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.018	.013	3.698*	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.006	.001	1.111	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.014	.009	2.728*	(3, 590)
Leadership Retreat	.014	.009	2.786*	(3, 590)
Leadership Lecture/Workshop Series	.018	.013	3.593*	(3, 590)
Positional Leaders Trainings	.001	.004	.135	(3, 590)
Leadership Course	.018	.013	3.623*	(3, 590)
Short-Term Service Immersion	.010	.005	2.034	(3, 590)
Emerging Leaders or New Leaders Program	.003	-.002	.535	(3, 590)
Living-Learning Leadership Program	.003	-.002	.575	(3, 588)
Peer Leadership Education Program	.003	-.002	.616	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.002	-.003	.492	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.005	.000	.934	(3, 589)
Employer	.008	.003	1.605	(3, 585)
Community Member (not your employer)	.007	.002	1.370	(3, 589)
Parent/Guardian	.008	.003	1.610	(3, 590)
Other Student	.008	.003	1.595	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.024	.017	3.578**	(4, 579)
Empower others to engage in leadership	.030	.023	4.469**	(4, 574)
Live up to my potential	.013	.006	1.906	(4, 578)
Be a more positive role model	.024	.018	3.601**	(4, 578)
Mentor others	.011	.004	1.566	(4, 579)
Value working with others from diverse backgrounds	.031	.024	4.652**	(4, 579)
Be open to new experiences	.051	.004	7.742**	(4, 580)
Develop problem-solving skills	.015	.008	2.138	(4, 578)
Identify areas for self-improvement	.019	.013	2.874*	(4, 578)
Make ethical decisions	.011	.004	1.608	(4, 577)
Be a person of integrity	.020	.013	2.908*	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.018	.001	1.071	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.000	-.001	.200	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.004	-.003	.626	(4, 591)
15) Political Views	.006	-.001	.915	(4, 591)
16) Majors (Collapsed)	.006	-.001	.871	(4, 591)
17) Age	.002	-.001	.189	(7, 588)
18) Gender	.003	.000	.899	(2, 593)
19) Sexual Orientation	.009	.002	1.290	(4, 591)
20) Citizenship Status	.030	.021	3.605**	(5, 590)
21) Broad Racial Group Membership	.017	.007	1.657	(6, 589)
22) Religious Preference	.030	-.003	.901	(20, 578)
23) GPA	.018	.012	2.759*	(4, 591)
24) Highest level of formal education by parents	.005	-.006	.458	(7, 588)
25) SES	.016	-.001	.946	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Achievement

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.014	.004	1.392	(6,587)
Work Study	.011	-.001	.931	(7,584)
A Student Organization	.021	.009	1.773	(7,586)
A Community Organization	.009	-.003	.753	(7,584)
On their Own	.017	.005	1.453	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.011	.005	1.694	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.015	.008	2.237	(4, 589)
Held a leadership position in a college student organization	.029	.022	4.410**	(4, 589)
Been an involved member in an off-campus community organization	.003	-.004	.380	(4, 589)
Held a leadership position in an off-campus community organization	.017	.010	2.477*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.002	.001	1.373	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.002	.018	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.012	.010	7.281**	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.005	.003	2.849	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.004	.002	2.285	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.007	.005	3.906	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.014	.013	8.685**	(1, 595)
Media (ex. Campus Radio, Student News)	.014	.012	8.190**	(1, 595)
Military (ex. ROTC, Cadets)	.002	.000	.971	(1, 595)
New Student Transitions (ex. Admissions	.008	.006	4.798*	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.000	-.002	.010	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.004	.003	2.534	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.000	-.001	.160	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.013	.012	8.068**	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.002	.000	1.263	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.005	.004	3.202	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.001	.201	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or Interfraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.013	.012	8.063**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.001	.001	.391	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.002	.002	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.001	-.001	.308	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.007	.005	4.047*	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	-.002	.003	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.026	.024	15.872**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.005	.000	.971	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.008	.008	1.637	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.018	.013	3.503 [*]	(3, 590)
Leadership Retreat	.014	.009	2.707 [*]	(3, 590)
Leadership Lecture/Workshop Series	.019	.014	3.869 ^{**}	(3, 590)
Positional Leaders Trainings	.007	.002	1.391	(3, 590)
Leadership Course	.028	.023	5.577 ^{**}	(3, 590)
Short-Term Service Immersion	.002	-.003	.470	(3, 590)
Emerging Leaders or New Leaders Program	.015	.010	2.990 [*]	(3, 590)
Living-Learning Leadership Program	.005	.000	.966	(3, 588)
Peer Leadership Education Program	.012	.007	2.475	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.029	.024	5.900 ^{**}	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.026	.021	5.273 ^{**}	(3, 589)
Employer	.013	.008	2.485	(3, 585)
Community Member (not your employer)	.013	.008	2.505	(3, 589)
Parent/Guardian	.041	.036	8.409 ^{**}	(3, 590)
Other Student	.018	.013	3.506 [*]	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.012	.005	1.756	(4, 579)
Empower others to engage in leadership	.011	.004	1.637	(4, 574)
Live up to my potential	.024	.017	3.502 ^{**}	(4, 578)
Be a more positive role model	.036	.029	5.329 ^{**}	(4, 578)
Mentor others	.022	.015	3.239 [*]	(4, 579)
Value working with others from diverse backgrounds	.014	.007	2.065	(4, 579)
Be open to new experiences	.020	.013	2.909 [*]	(4, 580)
Develop problem-solving skills	.017	.011	2.560 [*]	(4, 578)
Identify areas for self-improvement	.038	.031	5.635 ^{**}	(4, 578)
Make ethical decisions	.023	.017	3.460 ^{**}	(4, 577)
Be a person of integrity	.016	.009	2.381	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.019	.002	1.130	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.011	.010	6.800**	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.013	.006	1.929	(4, 591)
15) Political Views	.002	-.005	.330	(4, 591)
16) Majors (Collapsed)	.020	.013	2.983*	(4, 591)
17) Age	.019	.007	1.614	(7, 588)
18) Gender	.002	-.008	.519	(2, 593)
19) Sexual Orientation	.015	.009	2.301	(4, 591)
20) Citizenship Status	.010	.001	1.148	(5, 590)
21) Broad Racial Group Membership	.020	.010	2.009	(6, 589)
22) Religious Preference	.065	.033	2.014*	(20, 578)
23) GPA	.015	.008	2.244	(4, 591)
24) Highest level of formal education by parents	.008	-.004	.687	(7, 588)
25) SES	.019	.002	1.123	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Power - Dominance

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.031	.021	3.107	(6,587)
Work Study	.023	.011	1.944	(7,584)
A Student Organization	.021	.010	1.821	(7,586)
A Community Organization	.018	.006	1.551	(7,584)
On their Own	.018	.006	1.521	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.017	.011	2.603*	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.016	.010	2.448*	(4, 589)
Held a leadership position in a college student organization	.045	.038	6.871**	(4, 589)
Been an involved member in an off-campus community organization	.022	.015	3.255*	(4, 589)
Held a leadership position in an off-campus community organization	.041	.034	6.222**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.012	.011	7.483**	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.002	.007	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.023	.021	13.745**	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.005	.004	3.200	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.015	.014	9.204**	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.011	.009	6.350*	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.001	-.001	.394	(1, 595)
Media (ex. Campus Radio, Student News)	.019	.017	11.300**	(1, 595)
Military (ex. ROTC, Cadets)	.022	.021	13.654**	(1, 595)
New Student Transitions (ex. Admissions	.010	.008	5.935*	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	-.001	.376	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.003	.001	1.620	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.001	.000	.855	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.023	.021	14.020	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.004	.002	2.241	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.000	-.002	.084	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.002	.014	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.010	.008	5.924*	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.007	.005	4.255*	(1, 595)
Sports – Club (ex. Club Volleyball)	.004	.003	2.679	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.004	.002	2.386	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.000	-.001	.205	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.002	.001	1.433	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.035	.034	21.690**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.010	.004	1.894	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.006	.001	1.262	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.052	.047	10.803**	(3, 590)
Leadership Retreat	.056	.052	11.734**	(3, 590)
Leadership Lecture/Workshop Series	.061	.056	12.705**	(3, 590)
Positional Leaders Trainings	.025	.020	5.079**	(3, 590)
Leadership Course	.059	.055	12.408**	(3, 590)
Short-Term Service Immersion	.030	.025	6.136**	(3, 590)
Emerging Leaders or New Leaders Program	.056	.051	11.619**	(3, 590)
Living-Learning Leadership Program	.025	.020	5.115**	(3, 588)
Peer Leadership Education Program	.036	.031	7.294**	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.014	.009	2.854*	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.022	.017	4.455**	(3, 589)
Employer	.012	.007	2.426	(3, 585)
Community Member (not your employer)	.011	.006	2.243	(3, 589)
Parent/Guardian	.007	.002	1.447	(3, 590)
Other Student	.006	.001	1.194	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.036	.029	5.423**	(4, 579)
Empower others to engage in leadership	.043	.036	6.452**	(4, 574)
Live up to my potential	.004	-.003	.523	(4, 578)
Be a more positive role model	.007	.000	1.033	(4, 578)
Mentor others	.028	.021	4.185**	(4, 579)
Value working with others from diverse backgrounds	.011	.004	1.569	(4, 579)
Be open to new experiences	.007	.000	1.028	(4, 580)
Develop problem-solving skills	.004	-.003	.597	(4, 578)
Identify areas for self-improvement	.009	.002	1.289	(4, 578)
Make ethical decisions	.004	-.003	.586	(4, 577)
Be a person of integrity	.010	.003	1.446	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.008	-.009	.487	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.014	.012	8.505**	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.011	.004	1.606	(4, 591)
15) Political Views	.012	.005	1.801	(4, 591)
16) Majors (Collapsed)	.040	.033	6.096**	(4, 591)
17) Age	.012	.000	.409	(7, 588)
18) Gender	.002	-.001	.605	(2, 593)
19) Sexual Orientation	.004	-.003	.529	(4, 591)
20) Citizenship Status	.025	.017	3.072*	(5, 590)
21) Broad Racial Group Membership	.036	.026	3.658**	(6, 589)
22) Religious Preference	.040	.007	1.198	(20, 578)
23) GPA	.003	.003	.515	(4, 591)
24) Highest level of formal education by parents	.004	-.008	.316	(7, 588)
25) SES	.033	.016	1.988*	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Power - Resources

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.025	.015	2.532*	(6,587)
Work Study	.025	.013	2.096*	(7,584)
A Student Organization	.014	.002	1.182	(7,586)
A Community Organization	.008	-.004	.654	(7,584)
On their Own	.019	.007	1.568	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.006	-.001	.835	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.001	-.006	.075	(4, 589)
Held a leadership position in a college student organization	.013	.006	1.887	(4, 589)
Been an involved member in an off-campus community organization	.003	-.004	.398	(4, 589)
Held a leadership position in an off-campus community organization	.006	-.001	.871	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.005	.004	3.238	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.003	.001	1.745	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.021	.019	12.700**	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.004	.003	2.673	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.007	.005	4.124	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.019	.018	11.701	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.001	-.001	.596	(1, 595)
Media (ex. Campus Radio, Student News)	.010	.008	6.093	(1, 595)
Military (ex. ROTC, Cadets)	.003	.001	1.670	(1, 595)
New Student Transitions (ex. Admissions	.000	-.001	.144	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.000	-.002	.000	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.020	.019	12.270**	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.002	.000	1.159	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.017	.015	10.083**	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.001	-.001	.485	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.000	-.001	.220	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.004	.002	2.483	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.019	.017	11.490**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.001	-.001	.351	(1, 595)
Sports – Club (ex. Club Volleyball)	.002	.001	1.365	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.000	-.002	.086	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.000	-.002	.072	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.002	.000	1.127	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.024	.023	14.895**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.007	.002	1.306	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.008	.003	1.625	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.030	.025	6.049**	(3, 590)
Leadership Retreat	.019	.014	3.842*	(3, 590)
Leadership Lecture/Workshop Series	.029	.025	5.911**	(3, 590)
Positional Leaders Trainings	.013	.008	2.624	(3, 590)
Leadership Course	.036	0.31	7.302**	(3, 590)
Short-Term Service Immersion	.018	.013	3.507*	(3, 590)
Emerging Leaders or New Leaders Program	.036	.031	1.303**	(3, 590)
Living-Learning Leadership Program	.011	.006	2.157	(3, 588)
Peer Leadership Education Program	.029	.024	3.868**	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.003	-.002	.652	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.013	.008	2.559	(3, 589)
Employer	.003	-.002	.513	(3, 585)
Community Member (not your employer)	.002	-.003	.373	(3, 589)
Parent/Guardian	.003	-.002	.593	(3, 590)
Other Student	.006	.001	1.194	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.002	-.005	.283	(4, 579)
Empower others to engage in leadership	.010	.003	1.470	(4, 574)
Live up to my potential	.015	.008	2.193	(4, 578)
Be a more positive role model	.008	.001	1.205	(4, 578)
Mentor others	.011	.004	1.611	(4, 579)
Value working with others from diverse backgrounds	.002	-.005	.284	(4, 579)
Be open to new experiences	.007	.000	1.016	(4, 580)
Develop problem-solving skills	.009	.002	1.323	(4, 578)
Identify areas for self-improvement	.018	.011	2.677*	(4, 578)
Make ethical decisions	.015	.008	2.170	(4, 577)
Be a person of integrity	.015	.008	2.152	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.002	.001	.005	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.006	.004	3.525	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.018	.011	2.679*	(4, 591)
15) Political Views	.030	.024	4.595**	(4, 591)
16) Majors (Collapsed)	.088	.081	14.188**	(4, 591)
17) Age	.016	.004	1.364	(7, 588)
18) Gender	.005	.002	1.611	(2, 593)
19) Sexual Orientation	.015	.009	2.285	(4, 591)
20) Citizenship Status	.047	.039	5.858**	(5, 590)
21) Broad Racial Group Membership	.037	.028	3.819**	(6, 589)
22) Religious Preference	.058	.025	1.760*	(20, 578)
23) GPA	.016	.009	2.395*	(4, 591)
24) Highest level of formal education by parents	.007	-.005	.553	(7, 588)
25) SES	.069	.053	4.341**	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Face

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.017	.007	1.647	(6,587)
Work Study	.013	.002	1.136	(7,584)
A Student Organization	.026	.014	2.194*	(7,586)
A Community Organization	.003	-.009	.275	(7,584)
On their Own	.009	-.003	.783	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.015	.009	2.306	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.011	.004	1.564	(4, 589)
Held a leadership position in a college student organization	.019	.012	2.819*	(4, 589)
Been an involved member in an off-campus community organization	.010	.003	1.504	(4, 589)
Held a leadership position in an off-campus community organization	.016	.009	2.389*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.005	.003	2.918	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.001	-.001	.569	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.008	.007	4.953*	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.009	.008	5.672*	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.000	-.001	.152	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.006	.004	3.486	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	-.001	.198	(1, 595)
Media (ex. Campus Radio, Student News)	.003	.001	1.538	(1, 595)
Military (ex. ROTC, Cadets)	.006	.004	3.514	(1, 595)
New Student Transitions (ex. Admissions	.001	-.001	.313	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	-.001	.330	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.006	.004	3.472	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.001	-.001	.415	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.002	.000	1.279	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.007	.006	4.387*	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.003	.002	2.036	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.009	.007	5.222*	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.000	-.002	.001	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.001	-.001	.698	(1, 595)
Sports – Club (ex. Club Volleyball)	.001	.000	.737	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.001	.000	.759	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.008	.007	5.019*	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	-.002	.007	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.021	.020	13.039**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.003	-.002	.547	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.005	.000	1.063	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.008	.003	1.545	(3, 590)
Leadership Retreat	.008	.003	1.581	(3, 590)
Leadership Lecture/Workshop Series	.008	.003	1.684	(3, 590)
Positional Leaders Trainings	.003	-.002	.611	(3, 590)
Leadership Course	.009	.004	1.710	(3, 590)
Short-Term Service Immersion	.005	.000	1.063	(3, 590)
Emerging Leaders or New Leaders Program	.009	.004	1.871	(3, 590)
Living-Learning Leadership Program	.004	-.001	.836	(3, 588)
Peer Leadership Education Program	.006	.001	1.213	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.004	-.001	.727	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.023	.018	4.686**	(3, 589)
Employer	.010	.005	1.971	(3, 585)
Community Member (not your employer)	.004	-.001	.840	(3, 589)
Parent/Guardian	.002	-.003	.420	(3, 590)
Other Student	.000	-.005	.053	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.006	-.001	.852	(4, 579)
Empower others to engage in leadership	.009	.003	1.371	(4, 574)
Live up to my potential	.006	-.001	.341	(4, 578)
Be a more positive role model	.009	.002	1.284	(4, 578)
Mentor others	.007	.000	.958	(4, 579)
Value working with others from diverse backgrounds	.003	-.004	.405	(4, 579)
Be open to new experiences	.008	.001	1.104	(4, 580)
Develop problem-solving skills	.002	-.005	.253	(4, 578)
Identify areas for self-improvement	.023	.016	3.352*	(4, 578)
Make ethical decisions	.012	.005	1.754	(4, 577)
Be a person of integrity	.012	.005	1.684	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.011	-.006	.666	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.002	.000	.894	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.007	.001	1.106	(4, 591)
15) Political Views	.014	.007	2.053	(4, 591)
16) Majors (Collapsed)	.023	.016	3.457**	(4, 591)
17) Age	.009	-.003	.726	(7, 588)
18) Gender	.006	.003	1.861	(2, 593)
19) Sexual Orientation	.014	.007	2.081	(4, 591)
20) Citizenship Status	.030	.022	3.681**	(5, 590)
21) Broad Racial Group Membership	.047	.038	4.878**	(6, 589)
22) Religious Preference	.054	.021	1.647*	(20, 578)
23) GPA	.004	-.003	.585	(4, 591)
24) Highest level of formal education by parents	.017	.005	1.432	(7, 588)
25) SES	.032	.015	1.925*	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Security - Personal

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.004	-.006	.400	(6,587)
Work Study	.006	-.006	.473	(7,584)
A Student Organization	.011	-.001	.940	(7,586)
A Community Organization	.004	-.008	.339	(7,584)
On their Own	.009	-.003	.740	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.010	.003	1.488	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.003	-.004	.379	(4, 589)
Held a leadership position in a college student organization	.005	-.002	.672	(4, 589)
Been an involved member in an off-campus community organization	.002	-.004	.362	(4, 589)
Held a leadership position in an off-campus community organization	.006	-.001	.923	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.001	-.001	.483	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.001	-.001	.524	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.002	.054	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.002	.000	1.250	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.000	-.002	.032	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.002	.001	1.490	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.001	-.001	.510	(1, 595)
Media (ex. Campus Radio, Student News)	.000	-.001	.279	(1, 595)
Military (ex. ROTC, Cadets)	.000	-.01	.239	(1, 595)
New Student Transitions (ex. Admissions	.001	.000	.824	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	-.001	.509	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.002	.001	1.360	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.008	.006	4.791	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.000	-.002	.009	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.000	-.001	.143	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.000	-.001	.271	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.005	.004	3.149	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.000	-.002	.026	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.002	.000	1.048	(1, 595)
Sports – Club (ex. Club Volleyball)	.003	.001	1.713	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.004	.002	2.448	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.007	.005	4.290*	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.001	-.001	.427	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.015	.013	9.040**	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.001	-.004	.203	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.002	-.003	.433	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.009	.004	1.724	(3, 590)
Leadership Retreat	.019	.014	3.877**	(3, 590)
Leadership Lecture/Workshop Series	.013	.008	2.519	(3, 590)
Positional Leaders Trainings	.006	.001	1.155	(3, 590)
Leadership Course	.015	.010	2.942*	(3, 590)
Short-Term Service Immersion	.001	-.004	.236	(3, 590)
Emerging Leaders or New Leaders Program	.013	.008	2.578	(3, 590)
Living-Learning Leadership Program	.008	.003	1.550	(3, 588)
Peer Leadership Education Program	.009	.004	1.714	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.015	.010	3012*	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.03	.025	5.997**	(3, 589)
Employer	.010	.005	1.890	(3, 585)
Community Member (not your employer)	.021	.016	4.273**	(3, 589)
Parent/Guardian	.041	.036	8.409**	(3, 590)
Other Student	.004	-.001	.734	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.007	.000	.962	(4, 579)
Empower others to engage in leadership	.015	.008	2.200	(4, 574)
Live up to my potential	.014	.008	2.114	(4, 578)
Be a more positive role model	.018	.012	2.698*	(4, 578)
Mentor others	.008	.001	1.162	(4, 579)
Value working with others from diverse backgrounds	.027	.020	4.402**	(4, 579)
Be open to new experiences	.023	.016	3.361**	(4, 580)
Develop problem-solving skills	.012	.005	1.702	(4, 578)
Identify areas for self-improvement	.014	.008	2.123	(4, 578)
Make ethical decisions	.031	.024	4.648**	(4, 577)
Be a person of integrity	.014	.007	2.044	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.005	-.012	.273	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.006	.004	3.539	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.002	-.005	.278	(4, 591)
15) Political Views	.015	.008	2.239	(4, 591)
16) Majors (Collapsed)	.013	.006	1.951	(4, 591)
17) Age	.006	-.006	.484	(7, 588)
18) Gender	0.31	.028	9.610**	(2, 593)
19) Sexual Orientation	0.23	.017	3.510**	(4, 591)
20) Citizenship Status	.028	.020	3.392**	(5, 590)
21) Broad Racial Group Membership	.051	.042	5.298**	(6, 589)
22) Religious Preference	.042	.009	1.267	(20, 578)
23) GPA	.005	-.002	.742	(4, 591)
24) Highest level of formal education by parents	.015	.003	1.291	(7, 588)
25) SES	.020	.004	1.219	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Security - Social

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.018	.008	1.786	(6,587)
Work Study	.016	.004	1.331	(7,584)
A Student Organization	.012	.000	1.036	(7,586)
A Community Organization	.005	-.007	.416	(7,584)
On their Own	.005	-.007	.398	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.008	.002	1.256	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.011	.004	1.642	(4, 589)
Held a leadership position in a college student organization	.012	.005	1.766	(4, 589)
Been an involved member in an off-campus community organization	.028	.021	4.211**	(4, 589)
Held a leadership position in an off-campus community organization	.015	.000	2.179	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.003	.001	1.729	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.013	.011	7.617**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.001	-.001	.503	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.000	-.001	.165	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.005	.004	3.144	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.006	.005	3.705	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	.002	.003	(1, 595)
Media (ex. Campus Radio, Student News)	.001	.000	.767	(1, 595)
Military (ex. ROTC, Cadets)	.015	.013	8.048**	(1, 595)
New Student Transitions (ex. Admissions	.000	-.002	.062	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	-.001	.480	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.005	.003	3.011	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.002	.000	1.235	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.012	.010	6.967**	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.011	.010	6.855**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.009	.007	5.119*	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.002	.059	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.000	-.002	.049	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.001	-.001	.369	(1, 595)
Sports – Club (ex. Club Volleyball)	.001	-.001	.689	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.000	-.001	.272	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.004	.002	2.490	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.001	-.001	.35	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.008	.006	4.753*	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.002	-.003	.468	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.005	.000	.944	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.014	.009	2.756	(3, 590)
Leadership Retreat	.006	.001	1.116	(3, 590)
Leadership Lecture/Workshop Series	.009	.004	1.729	(3, 590)
Positional Leaders Trainings	.002	-.003	.492	(3, 590)
Leadership Course	.011	.006	2.276	(3, 590)
Short-Term Service Immersion	.002	-.003	.408	(3, 590)
Emerging Leaders or New Leaders Program	.009	.004	1.849	(3, 590)
Living-Learning Leadership Program	.003	-.002	.548	(3, 588)
Peer Leadership Education Program	.006	.001	1.243	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.002	-.003	.373	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.007	.002	1.379	(3, 589)
Employer	.010	.005	1.889	(3, 585)
Community Member (not your employer)	.012	.007	2.453	(3, 589)
Parent/Guardian	.035	.030	7.204**	(3, 590)
Other Student	.004	-.001	.795	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.024	.017	3.565**	(4, 579)
Empower others to engage in leadership	.018	.011	2.641	(4, 574)
Live up to my potential	.015	.008	2.148	(4, 578)
Be a more positive role model	.013	.006	1.925	(4, 578)
Mentor others	.020	.014	3.029*	(4, 579)
Value working with others from diverse backgrounds	.013	.006	1.898	(4, 579)
Be open to new experiences	.015	.008	2.1847	(4, 580)
Develop problem-solving skills	.033	.026	4.904**	(4, 578)
Identify areas for self-improvement	.019	.012	2.776*	(4, 578)
Make ethical decisions	.015	.008	2.145	(4, 577)
Be a person of integrity	.022	.015	3.254*	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.010	-.007	.573	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.004	.002	2.447	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.014	.007	2.078	(4, 591)
15) Political Views	.068	.062	10.809**	(4, 591)
16) Majors (Collapsed)	.022	.015	3.335**	(4, 591)
17) Age	.015	.003	1.243	(7, 588)
18) Gender	.011	.007	3.174*	(2, 593)
19) Sexual Orientation	.037	.030	5.640**	(4, 591)
20) Citizenship Status	.010	.002	1.206	(5, 590)
21) Broad Racial Group Membership	.002	.012	2.235*	(6, 589)
22) Religious Preference	.101	.069	3.218**	(20, 578)
23) GPA	.009	.002	1.318	(4, 591)
24) Highest level of formal education by parents	.008	-.004	.659	(7, 588)
25) SES	.051	.034	3.120**	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Tradition

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.027	.017	2.712*	(6,587)
Work Study	.022	.010	1.843	(7,584)
A Student Organization	.038	.027	3.320**	(7,586)
A Community Organization	.046	.034	3.998**	(7,584)
On their Own	.011	-.011	.948	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.008	.001	1.126	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization.	.010	.003	1.488	(4, 589)
Held a leadership position in a college student organization	.015	.008	2.262	(4, 589)
Been an involved member in an off-campus community organization	.098	.092	16.033**	(4, 589)
Held a leadership position in an off-campus community organization	.096	.090	15.643**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.007	.005	4.180*	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.002	.001	1.317	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.001	.000	.832	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.002	.000	.968	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.002	.001	1.443	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.004	.003	2.525	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.001	.000	.816	(1, 595)
Media (ex. Campus Radio, Student News)	.000	-.002	.001	(1, 595)
Military (ex. ROTC, Cadets)	.009	.008	5.562*	(1, 595)
New Student Transitions (ex. Admissions	.010	.008	5.762*	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.002	.001	1.479	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.006	.004	3.314	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.006	.005	3.887*	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.003	.002	1.901	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.118	.116	79.577*	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.028	.026	16.914**	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.001	.246	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.004	.003	2.577	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.002	.000	1.018	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.002	.023	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.002	.001	1.357	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.001	.000	.878	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	-.002	.001	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.003	.001	1.842	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.015	.010	3.102	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.011	.006	2.193	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.029	.024	5.948**	(3, 590)
Leadership Retreat	.036	.031	7.338**	(3, 590)
Leadership Lecture/Workshop Series	.034	.029	6.915**	(3, 590)
Positional Leaders Trainings	.007	.002	1.440	(3, 590)
Leadership Course	.034	.029	6.923**	(3, 590)
Short-Term Service Immersion	.016	.011	3.174*	(3, 590)
Emerging Leaders or New Leaders Program	.026	.021	5.199**	(3, 590)
Living-Learning Leadership Program	.007	.002	1.394	(3, 588)
Peer Leadership Education Program	.009	.004	1.839	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.002	-.003	.420	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.019	.014	3.825**	(3, 589)
Employer	.014	.008	2.675*	(3, 585)
Community Member (not your employer)	.053	.048	10.971**	(3, 589)
Parent/Guardian	.085	.080	18.166**	(3, 590)
Other Student	.026	.021	5.181**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.036	.029	5.344**	(4, 579)
Empower others to engage in leadership	.031	.024	4.572**	(4, 574)
Live up to my potential	.017	.010	2.500*	(4, 578)
Be a more positive role model	.042	.035	6.346**	(4, 578)
Mentor others	.028	.022	4.231**	(4, 579)
Value working with others from diverse backgrounds	.012	.005	1.737	(4, 579)
Be open to new experiences	.018	.011	2.684*	(4, 580)
Develop problem-solving skills	.018	.009	2.388*	(4, 578)
Identify areas for self-improvement	.009	.002	1.261	(4, 578)
Make ethical decisions	.043	.037	6.504**	(4, 577)
Be a person of integrity	.069	.062	10.788**	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.012	-.005	.684	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.000	-.001	.667	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.006	.000	.927	(4, 591)
15) Political Views	.234	.219	42.590**	(4, 591)
16) Majors (Collapsed)	.026	.022	4.311**	(4, 591)
17) Age	.007	-.005	.589	(7, 588)
18) Gender	.044	.044	14.796**	(2, 593)
19) Sexual Orientation	.064	.057	10.028**	(4, 591)
20) Citizenship Status	.046	.038	5.730**	(5, 590)
21) Broad Racial Group Membership	.045	.036	4.676**	(6, 589)
22) Religious Preference	.347	.318	14.853**	(20, 578)
23) GPA	.007	.001	1.115	(4, 591)
24) Highest level of formal education by parents	.010	-.002	.861	(7, 588)
25) SES	.036	-.020	2.202*	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Conformity - Rules

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.010	.000	.925	(6,587)
Work Study	.015	.003	1.273	(7,584)
A Student Organization	.015	.003	1.284	(7,586)
A Community Organization	.011	.000	.970	(7,584)
On their Own	.102	.000	.095	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.002	-.004	.365	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.007	.000	1.007	(4, 589)
Held a leadership position in a college student organization	.001	.004	1.636	(4, 589)
Been an involved member in an off-campus community organization	.024	.018	3.666**	(4, 589)
Held a leadership position in an off-campus community organization	.017	.011	2.580*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.011	.009	6.556*	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.003	.001	1.612	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.002	.000	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.004	.003	2.495	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.000	-.001	.177	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.000	-.002	.080	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	-.002	.023	(1, 595)
Media (ex. Campus Radio, Student News)	.008	.007	5.074*	(1, 595)
Military (ex. ROTC, Cadets)	.008	.007	4.924*	(1, 595)
New Student Transitions (ex. Admissions	.002	.000	1.252	(1, 595)

ambassador, tour guide, orientation)					
Resident Assistants	.001	-.001	.461	(1, 595)	
Peer Helpers (ex. Academic tutors, peer health educators)	.004	.002	2.328	(1, 595)	
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.005	.006	4.802*	(1, 595)	
Political (ex. College Democrats, College Republicans, Libertarians)	.003	.002	1.919	(1, 595)	
Religious (ex. Fellowship of Christian Athletes, Hillel)	.049	.047	30.651**	(1, 595)	
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.004	.003	2.663	(1, 595)	
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.004	.002	2.369	(1, 595)	
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.001	-.001	.424	(1, 595)	
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.003	.001	1.660	(1, 595)	
Sports – Club (ex. Club Volleyball)	.002	.000	.776	(1, 595)	
Sports – Intramural (ex. Intramural Flag Football)	.001	.000	.178	(1, 595)	
Recreational (ex. Climbing Club, Hiking Group)	.001	.002	2.021	(1, 595)	
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	.000	.937	(1, 595)	
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.001	-.001	.509	(1, 595)	

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.004	.001	.852	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.003	-.002	.556	(3, 593)
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MSL 7) To what degree has the respondent been

involved in the following types of leadership training or education programs...

Leadership Conference	.007	.002	1.402	(3, 590)
Leadership Retreat	.014	.009	2.799*	(3, 590)
Leadership Lecture/Workshop Series	.011	.006	2.225	(3, 590)
Positional Leaders Trainings	.011	-.004	.248	(3, 590)
Leadership Course	.010	.005	1.992	(3, 590)
Short-Term Service Immersion	.004	-.001	.774	(3, 590)
Emerging Leaders or New Leaders Program	.003	-.002	.653	(3, 590)
Living-Learning Leadership Program	.008	.003	1.530	(3, 588)
Peer Leadership Education Program	.010	.005	2.033	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.012	.007	2.398	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.005	.000	1.027	(3, 589)
Employer	.004	.001	.879	(3, 585)
Community Member (not your employer)	.028	.023	5.574**	(3, 589)
Parent/Guardian	.058	.053	12.021**	(3, 590)
Other Student	.008	.003	1.650	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.023	.017	3.478	(4, 579)
Empower others to engage in leadership	.024	.017	3.520**	(4, 574)
Live up to my potential	.026	.019	3.841**	(4, 578)
Be a more positive role model	.045	.039	6.855**	(4, 578)
Mentor others	.012	.006	1.830	(4, 579)
Value working with others from diverse backgrounds	.005	-.002	.687	(4, 579)
Be open to new experiences	.015	.008	2.231	(4, 580)
Develop problem-solving skills	.016	.009	2.280	(4, 578)
Identify areas for self-improvement	.011	.005	1.676	(4, 578)
Make ethical decisions	.034	.027	5.086**	(4, 577)
Be a person of integrity	.045	.039	6.336**	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.008	-.007	.494	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.000	-.001	.128	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.005	-.002	.676	(4, 591)
15) Political Views	.054	.047	8.361**	(4, 591)
16) Majors (Collapsed)	.013	.006	1.944	(4, 591)
17) Age	.011	-.001	.936	(7, 588)
18) Gender	.028	.024	8.454**	(2, 593)
19) Sexual Orientation	.036	.029	5.460**	(4, 591)
20) Citizenship Status	.008	.000	.9611	(5, 590)
21) Broad Racial Group Membership	.013	.003	1.293	(6, 589)
22) Religious Preference	.086	.054	2.691**	(20, 578)
23) GPA	.007	.000	1.007	(4, 591)
24) Highest level of formal education by parents	.008	-.003	.716	(7, 588)
25) SES	.040	.024	2.450**	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Conformity - Interpersonal

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.009	-.001	.876	(6,587)
Work Study	.005	-.007	.429	(7,584)
A Student Organization	.009	-.002	.791	(7,586)
A Community Organization	.007	-.005	.595	(7,584)
On their Own	.010	-.002	.870	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.001	-.006	.177	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.002	-.005	.316	(4, 589)
Held a leadership position in a college student organization	.007	.000	1.014	(4, 589)
Been an involved member in an off-campus community organization	.004	-.002	.636	(4, 589)
Held a leadership position in an off-campus community organization	.005	-.001	.795	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.000	-.002	.016	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.002	.009	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.001	.279	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.000	-.001	.235	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.001	-.001	.593	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.000	-.001	.159	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	-.002	.000	(1, 595)
Media (ex. Campus Radio, Student News)	.005	.003	3.056	(1, 595)
Military (ex. ROTC, Cadets)	.000	-.001	.149	(1, 595)
New Student Transitions (ex. Admissions	.002	.000	1.188	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.002	.000	1.236	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.002	.000	.974	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.002	.000	1.036	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.003	.001	1.724	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.023	.022	14.313**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.014	.012	8.506**	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.002	.099	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.002	.000	.945	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.000	-.002	.031	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.002	.075	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.000	-.002	.043	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.004	.002	2.439	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	-.002	.038	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.000	-.002	.055	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.002	-.003	.353	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.001	-.004	.132	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.004	-.001	.877	(3, 590)
Leadership Retreat	.001	-.004	.226	(3, 590)
Leadership Lecture/Workshop Series	.002	-.003	.373	(3, 590)
Positional Leaders Trainings	.001	-.004	.126	(3, 590)
Leadership Course	.003	-.002	.254	(3, 590)
Short-Term Service Immersion	.004	-.001	.762	(3, 590)
Emerging Leaders or New Leaders Program	.004	-.002	.703	(3, 590)
Living-Learning Leadership Program	.003	-.002	.580	(3, 588)
Peer Leadership Education Program	.013	.008	2.570	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.008	.003	1.514	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.001	-.004	.279	(3, 589)
Employer	.008	.003	1.579	(3, 585)
Community Member (not your employer)	.006	.001	1.189	(3, 589)
Parent/Guardian	.011	.005	2.091	(3, 590)
Other Student	.001	-.004	.177	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.010	.003	1.440	(4, 579)
Empower others to engage in leadership	.006	-.001	.894	(4, 574)
Live up to my potential	.002	-.005	.262	(4, 578)
Be a more positive role model	.005	-.002	.722	(4, 578)
Mentor others	.008	.001	1.216	(4, 579)
Value working with others from diverse backgrounds	.010	.003	1.400	(4, 579)
Be open to new experiences	.015	.009	2.276	(4, 580)
Develop problem-solving skills	.008	.001	1.117	(4, 578)
Identify areas for self-improvement	.007	.000	1.034	(4, 578)
Make ethical decisions	.006	-.001	.874	(4, 577)
Be a person of integrity	.001	-.006	.196	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.015	-.002	.903	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.002	.000	1.000	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.006	-.001	.885	(4, 591)
15) Political Views	.017	.010	2.500*	(4, 591)
16) Majors (Collapsed)	.008	.001	.304	(4, 591)
17) Age	.015	.003	1.250	(7, 588)
18) Gender	.027	.024	8.358**	(2, 593)
19) Sexual Orientation	.006	.000	.949	(4, 591)
20) Citizenship Status	.003	-.006	.316	(5, 590)
21) Broad Racial Group Membership	.015	.005	1.530	(6, 589)
22) Religious Preference	.038	.004	1.133	(20, 578)
23) GPA	.002	-.050	.319	(4, 591)
24) Highest level of formal education by parents	.017	.005	1.456	(7, 588)
25) SES	.008	-.009	.443	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Humility

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.004	-.007	.346	(6,587)
Work Study	.018	-.006	1.506	(7,584)
A Student Organization	.010	-.001	.880	(7,586)
A Community Organization	.017	.005	1.424	(7,584)
On their Own	.016	.004	1.349	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.008	.001	1.169	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.004	-.003	.579	(4, 589)
Held a leadership position in a college student organization	.002	-.005	.267	(4, 589)
Been an involved member in an off-campus community organization	.027	.021	4.124**	(4, 589)
Held a leadership position in an off-campus community organization	.023	.016	3.486**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.000	-.002	.106	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.002	.011	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.002	.347	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.000	-.001	.146	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.000	-.002	.094	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.000	-.002	.033	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.001	-.002	.457	(1, 595)
Media (ex. Campus Radio, Student News)	.001	-.001	.698	(1, 595)
Military (ex. ROTC, Cadets)	.001	-.001	.721	(1, 595)
New Student Transitions (ex. Admissions	.000	-.002	.082	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.000	-.001	.220	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.000	-.002	.001	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.000	-.002	.001	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.002	.000	1.055	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.006	.004	3.302	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.007	.005	3.981*	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.003	.002	1.981	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.008	.006	4.826*	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.001	.000	.794	(1, 595)
Sports – Club (ex. Club Volleyball)	.002	.000	1.006	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.000	-.001	.176	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.000	-.001	.148	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.001	-.001	.362	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.001	.000	.873	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.020	.015	4.013**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.012	.007	3.003	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.015	.010	3.006*	(3, 590)
Leadership Retreat	.009	.004	1.763	(3, 590)
Leadership Lecture/Workshop Series	.005	.000	1.044	(3, 590)
Positional Leaders Trainings	.002	-.003	.487	(3, 590)
Leadership Course	.007	.001	1.294	(3, 590)
Short-Term Service Immersion	.003	-.002	.585	(3, 590)
Emerging Leaders or New Leaders Program	.008	.003	1.535	(3, 590)
Living-Learning Leadership Program	.008	.003	1.565	(3, 588)
Peer Leadership Education Program	.011	.006	2.111	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.012	.007	2.419	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.000	.005	.055	(3, 589)
Employer	.007	.002	1.368	(3, 585)
Community Member (not your employer)	.007	.002	1.388	(3, 589)
Parent/Guardian	.002	-.003	.417	(3, 590)
Other Student	.012	.007	2.460	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.013	.006	1.934	(4, 579)
Empower others to engage in leadership	.014	.007	1.972	(4, 574)
Live up to my potential	.020	.013	2.877*	(4, 578)
Be a more positive role model	.020	.014	3.011*	(4, 578)
Mentor others	.017	.011	2.559*	(4, 579)
Value working with others from diverse backgrounds	.023	.016	3.406*	(4, 579)
Be open to new experiences	.008	.001	1.179	(4, 580)
Develop problem-solving skills	.010	.003	1.400	(4, 578)
Identify areas for self-improvement	.009	.003	1.382	(4, 578)
Make ethical decisions	.017	.010	2.496*	(4, 577)
Be a person of integrity	.022	.016	3.327**	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.009	-.008	.511	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.000	-.002	.063	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.011	.004	1.624	(4, 591)
15) Political Views	.009	.003	1.392	(4, 591)
16) Majors (Collapsed)	.006	-.001	.896	(4, 591)
17) Age	.003	-.009	.279	(7, 588)
18) Gender	.006	.003	1.812	(2, 593)
19) Sexual Orientation	.010	.003	1.436	(4, 591)
20) Citizenship Status	.010	.002	1.230	(5, 590)
21) Broad Racial Group Membership	.025	.015	2.495*	(6, 589)
22) Religious Preference	.045	.012	1.366	(20, 578)
23) GPA	.004	-.003	.585	(4, 591)
24) Highest level of formal education by parents	.007	-.004	.620	(7, 588)
25) SES	.025	.009	1.512	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Benevolence - Dependability

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.005	-.005	.508	(6,587)
Work Study	.010	-.001	.877	(7,584)
A Student Organization	.016	.004	1.328	(7,586)
A Community Organization	.005	-.007	.415	(7,584)
On their Own	.006	-.006	.474	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.009	.002	1.320	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.020	.013	2.968*	(4, 589)
Held a leadership position in a college student organization	.035	.028	5.301**	(4, 589)
Been an involved member in an off-campus community organization	.044	.037	6.712**	(4, 589)
Held a leadership position in an off-campus community organization	.011	.005	1.694	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.000	-.001	.139	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.001	.212	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.002	.001	1.333	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.001	-.001	.677	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.002	.000	1.150	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.001	-.001	.617	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.004	.003	2.549	(1, 595)
Media (ex. Campus Radio, Student News)	.000	-.002	.024	(1, 595)
Military (ex. ROTC, Cadets)	.000	-.002	.091	(1, 595)
New Student Transitions (ex. Admissions	.002	.000	.947	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	-.001	.325	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.001	-.001	.694	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.001	-.001	.483	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.000	-.001	.273	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.017	.015	10.231**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.006	.004	3.535	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.001	.289	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.000	-.001	.131	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.001	-.001	.131	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.001	.412	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.005	.002	.039	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.003	.003	3.065	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.000	-.001	1.511	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.003	.002	2.073	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.028	.024	5.787**	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.025	.020	5.027**	(3, 593)
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MSL 7) To what degree has the respondent been

involved in the following types of leadership training or education programs...

Leadership Conference	.020	.015	4.363**	(3, 590)
Leadership Retreat	.009	.004	1.877	(3, 590)
Leadership Lecture/Workshop Series	.013	.008	2.640*	(3, 590)
Positional Leaders Trainings	.005	-.001	.900	(3, 590)
Leadership Course	.003	-.002	.611	(3, 590)
Short-Term Service Immersion	.004	-.001	.765	(3, 590)
Emerging Leaders or New Leaders Program	.006	.001	1.210	(3, 590)
Living-Learning Leadership Program	.001	.006	2.165	(3, 588)
Peer Leadership Education Program	.012	.007	2.359	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.024	.019	4.839**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.023	.018	4.539**	(3, 589)
Employer	.017	.012	3.320*	(3, 585)
Community Member (not your employer)	.010	.005	1.935	(3, 589)
Parent/Guardian	.080	.075	17.119**	(3, 590)
Other Student	.039	.035	8.053**	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.062	.055	9.550**	(4, 579)
Empower others to engage in leadership	.037	.031	5.562**	(4, 574)
Live up to my potential	.088	.082	3.942**	(4, 578)
Be a more positive role model	.099	.093	15.889**	(4, 578)
Mentor others	.060	.053	9.170**	(4, 579)
Value working with others from diverse backgrounds	.051	.044	7.702**	(4, 579)
Be open to new experiences	.053	.046	7.996**	(4, 580)
Develop problem-solving skills	.036	.030	5.453**	(4, 578)
Identify areas for self-improvement	.030	.023	4.459**	(4, 578)
Make ethical decisions	.075	.068	11.663**	(4, 577)
Be a person of integrity	.108	.102	17.568**	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.007	-.010	.384	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.003	.001	1.637	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.008	.002	1.225	(4, 591)
15) Political Views	.025	.018	3.764**	(4, 591)
16) Majors (Collapsed)	.005	-.001	.802	(4, 591)
17) Age	.003	-.009	.246	(7, 588)
18) Gender	.029	.026	8.998**	(2, 593)
19) Sexual Orientation	.017	.010	2.496*	(4, 591)
20) Citizenship Status	.020	.012	2.394*	(5, 590)
21) Broad Racial Group Membership	.010	.000	.966	(6, 589)
22) Religious Preference	.062	.030	9.106**	(20, 578)
23) GPA	.003	.004	.434	(4, 591)
24) Highest level of formal education by parents	.010	-.002	.808	(7, 588)
25) SES	.016	-.001	.965	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Benevolence - Caring

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.009	-.001	.903	(6,587)
Work Study	.005	-.007	.443	(7,584)
A Student Organization	.029	.018	2.510	(7,586)
A Community Organization	.012	.001	1.048	(7,584)
On their Own	.005	-.007	.377	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.035	.028	5.312**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.044	.038	6.826**	(4, 589)
Held a leadership position in a college student organization	.030	.024	4.602**	(4, 589)
Been an involved member in an off-campus community organization	.030	.024	4.587**	(4, 589)
Held a leadership position in an off-campus community organization	.015	.008	2.223	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.000	-.002	.046	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.012	.011	7.379**	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.003	.001	1.725	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.003	.001	1.499	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.003	.001	1.729	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.000	-.001	.210	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.006	.005	3.869*	(1, 595)
Media (ex. Campus Radio, Student News)	.000	-.001	.165	(1, 595)
Military (ex. ROTC, Cadets)	.001	-.001	.550	(1, 595)
New Student Transitions (ex. Admissions	.003	.001	.195	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.001	.000	.789	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.012	.010	7.115**	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.005	.003	2.804	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.000	-.001	.121	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.017	.015	10.375**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.020	.018	12.165**	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.001	.000	.800	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.001	.000	.715	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.000	-.002	.029	(1, 595)
Sports – Club (ex. Club Volleyball)	.002	.001	1.400	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.002	.000	.422	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.001	-.001	.802	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.001	.000	1.575	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.003	.001	.375	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.037	.032	7.516**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.057	.052	11.905**	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.014	.009	2.879*	(3, 590)
Leadership Retreat	.014	.009	2.712*	(3, 590)
Leadership Lecture/Workshop Series	.015	.011	3.234*	(3, 590)
Positional Leaders Trainings	.008	.003	1.607	(3, 590)
Leadership Course	.002	-.003	.321	(3, 590)
Short-Term Service Immersion	.003	.002	.583	(3, 590)
Emerging Leaders or New Leaders Program	.004	-.002	.702	(3, 590)
Living-Learning Leadership Program	.016	.011	3.255*	(3, 588)
Peer Leadership Education Program	.013	.008	2.529	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.025	.020	4.975*	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.016	.011	3.228*	(3, 589)
Employer	.014	.009	2.709*	(3, 585)
Community Member (not your employer)	.012	.007	2.447	(3, 589)
Parent/Guardian	.061	.057	12.839**	(3, 590)
Other Student	.041	.036	8.314**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.060	.053	9.188**	(4, 579)
Empower others to engage in leadership	.049	.043	7.433**	(4, 574)
Live up to my potential	.078	.071	12.199**	(4, 578)
Be a more positive role model	.105	.099	16.960**	(4, 578)
Mentor others	.058	.051	8.884**	(4, 579)
Value working with others from diverse backgrounds	.051	.044	7.738**	(4, 579)
Be open to new experiences	.039	.032	5.763**	(4, 580)
Develop problem-solving skills	.080	.073	12.538**	(4, 578)
Identify areas for self-improvement	.059	.052	9.048**	(4, 578)
Make ethical decisions	.079	.073	12.386**	(4, 577)
Be a person of integrity	.101	.095	16.282**	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.011	-.006	.637	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.001	-.001	.458	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.006	-.001	.457	(4, 591)
15) Political Views	.008	.001	1.162	(4, 591)
16) Majors (Collapsed)	.004	-.002	.633	(4, 591)
17) Age	.015	.003	1.284	(7, 588)
18) Gender	.053	.050	16.658**	(2, 593)
19) Sexual Orientation	.015	.008	2.191	(4, 591)
20) Citizenship Status	.010	.002	1.221	(5, 590)
21) Broad Racial Group Membership	.007	-.003	.655	(6, 589)
22) Religious Preference	.044	.001	1.329	(20, 578)
23) GPA	.004	-.002	.647	(4, 591)
24) Highest level of formal education by parents	.005	-.007	.387	(7, 588)
25) SES	.021	.004	1.263	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Universalism - Concern

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.003	.007	.291	(6,587)
Work Study	.011	.000	.958	(7,584)
A Student Organization	.020	.008	1.678	(7,586)
A Community Organization	.001	-.001	.949	(7,584)
On their Own	.037	.026	3.221**	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.091	.084	14.635**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.018	.011	2.680*	(4, 589)
Held a leadership position in a college student organization	.009	.002	1.365	(4, 589)
Been an involved member in an off-campus community organization	.021	.015	3.182*	(4, 589)
Held a leadership position in an off-campus community organization	.011	.004	1.600	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.002	.000	1.274	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.008	.007	4.949*	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.001	.231	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.028	.026	17.006**	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.006	.005	3.857*	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.004	.003	2.658	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.001	.000	.785	(1, 595)
Media (ex. Campus Radio, Student News)	.001	-.001	.538	(1, 595)
Military (ex. ROTC, Cadets)	.002	.000	.924	(1, 595)
New Student Transitions (ex. Admissions	.007	.006	4.3695*	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.004	.002	2.239	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.002	.000	1.090	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.049	.048	30.944**	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.003	.001	1.520	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.005	.004	3.204	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.015	.014	9.434**	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.000	-.002	.028	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.047	.045	29.132**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.000	-.002	.097	(1, 595)
Sports – Club (ex. Club Volleyball)	.001	-.001	.433	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.007	.005	4.141*	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.001	-.001	.301	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.012	.010	6.960**	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.005	.004	3.250	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.049	.044	10.182**	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.100	.095	21.919**	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.002	-.003	.414	(3, 590)
Leadership Retreat	.004	.001	.765	(3, 590)
Leadership Lecture/Workshop Series	.002	-.003	.411	(3, 590)
Positional Leaders Trainings	.006	.001	1.226	(3, 590)
Leadership Course	.003	-.002	.609	(3, 590)
Short-Term Service Immersion	.009	.004	1.804	(3, 590)
Emerging Leaders or New Leaders Program	.013	.008	2.552	(3, 590)
Living-Learning Leadership Program	.018	.013	3.633	(3, 588)
Peer Leadership Education Program	.011	.006	2.226	(3, 587)

MSL 10) How often have the following types of mentors assisted you in your growth or development?

Faculty/Instructor	.019	.014	3.824**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.017	.012	3.601**	(3, 589)
Employer	.010	.005	2.045	(3, 585)
Community Member (not your employer)	.002	-.003	.325	(3, 589)
Parent/Guardian	.002	-.003	.477	(3, 590)
Other Student	.018	.013	3.652*	(3, 589)

MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...

Empower myself to engage in leadership	.016	.009	2.338	(4, 579)
Empower others to engage in leadership	.020	.013	2.937*	(4, 574)
Live up to my potential	.039	.032	5.875**	(4, 578)
Be a more positive role model	.045	.039	6.879**	(4, 578)
Mentor others	.058	.051	8.824**	(4, 579)
Value working with others from diverse backgrounds	.106	.090	17.080**	(4, 579)
Be open to new experiences	.037	.030	5.577**	(4, 580)
Develop problem-solving skills	.041	.034	6.150**	(4, 578)
Identify areas for self-improvement	.020	.013	2.934*	(4, 578)
Make ethical decisions	.050	.043	7.568**	(4, 577)
Be a person of integrity	.027	.020	4.044**	(4, 579)

MSL 12) Semester lived on campus

How many semesters have you lived on campus?	.024	.007	1.440	(10, 586)
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MSL 13 – 25) Select demographic variables

13) Which Institution	.016	.015	9.911**	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.009	.002	1.350	(4, 591)
15) Political Views	.099	.092	16.150**	(4, 591)
16) Majors (Collapsed)	.036	.029	5.478**	(4, 591)
17) Age	.019	.007	1.631	(7, 588)
18) Gender	.008	.005	2.427	(2, 593)
19) Sexual Orientation	.017	.011	2.624*	(4, 591)
20) Citizenship Status	.010	.001	1.136	(5, 590)
21) Broad Racial Group Membership	.012	.002	1.163	(6, 589)
22) Religious Preference	.035	.002	1.052	(20, 578)
23) GPA	.002	-.004	.362	(4, 591)
24) Highest level of formal education by parents	.026	.014	2.222*	(7, 588)
25) SES	.036	.020	2.002*	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Universalism - Nature

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.016	.006	1.619	(6,587)
Work Study	.028	.016	2.359*	(7,584)
A Student Organization	.026	.014	2.231*	(7,586)
A Community Organization	.025	.013	2.132*	(7,584)
On their Own	.037	.025	3.155*	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.068	.062	10.706**	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.009	.002	1.266	(4, 589)
Held a leadership position in a college student organization	.007	.001	1.879	(4, 589)
Been an involved member in an off-campus community organization	.009	.003	1.402	(4, 589)
Held a leadership position in an off-campus community organization	.024	.017	3.625**	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.001	-.001	.449	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.006	.005	3.714	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.000	-.002	.006	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.003	.001	1.740	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.000	-.001	.151	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.009	.007	5.131	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.002	.001	1.325	(1, 595)
Media (ex. Campus Radio, Student News)	.000	-.002	.005	(1, 595)
Military (ex. ROTC, Cadets)	.000	-.002	.004	(1, 595)
New Student Transitions (ex. Admissions	.001	-.001	.338	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.000	-.001	.174	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.001	-.000	.739	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.016	.015	9.828**	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.001	.000	.705	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.011	.010	6.770**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.009	.007	5.128*	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.005	.003	2.968	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.017	.016	10.399**	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.007	.005	3.901*	(1, 595)
Sports – Club (ex. Club Volleyball)	.004	.002	2.101	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.000	-.002	.000	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.015	.013	8.814**	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.019	.018	11.683**	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.000	-.001	.210	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.030	.026	6.197**	(3, 592)
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MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Socio-Cultural Dialogues Scale (SCD)	.049	.044	10.103**	(3, 593)
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MSL 7) To what degree has the respondent been

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.012	.007	2.388	(3, 590)
Leadership Retreat	.008	.003	1.611	(3, 590)
Leadership Lecture/Workshop Series	.010	.005	1.959	(3, 590)
Positional Leaders Trainings	.006	.001	1.184	(3, 590)
Leadership Course	.006	.001	1.164	(3, 590)
Short-Term Service Immersion	.019	.014	3.778*	(3, 590)
Emerging Leaders or New Leaders Program	.004	-.001	.735	(3, 590)
Living-Learning Leadership Program	.012	.007	2.388	(3, 588)
Peer Leadership Education Program	.003	-.003	.509	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.007	.002	1.425	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.014	.009	3.001	(3, 589)
Employer	.002	-.003	.385	(3, 585)
Community Member (not your employer)	.013	.008	2.503	(3, 589)
Parent/Guardian	.008	.003	1.670	(3, 590)
Other Student	.015	.010	3.007*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.010	.003	1.408	(4, 579)
Empower others to engage in leadership	.014	.008	2.106	(4, 574)
Live up to my potential	.010	.003	1.505	(4, 578)
Be a more positive role model	.012	.005	.132	(4, 578)
Mentor others	.033	.026	4.914**	(4, 579)
Value working with others from diverse backgrounds	.046	.040	7.041**	(4, 579)
Be open to new experiences	.022	.015	3.200*	(4, 580)
Develop problem-solving skills	.007	.001	1.081	(4, 578)
Identify areas for self-improvement	.005	-.002	.761	(4, 578)
Make ethical decisions	.002	-.005	.300	(4, 577)
Be a person of integrity	.009	.002	1.335	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.016	.000	.979	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.009	.008	5.634*	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.019	.012	2.877*	(4, 591)
15) Political Views	.073	.067	11.649**	(4, 591)
16) Majors (Collapsed)	.020	.014	3.6062*	(4, 591)
17) Age	.030	.018	2.586*	(7, 588)
18) Gender	.004	.001	1.298	(2, 593)
19) Sexual Orientation	.015	.008	2.228	(4, 591)
20) Citizenship Status	.009	.000	1.056	(5, 590)
21) Broad Racial Group Membership	.016	.006	1.636	(6, 589)
22) Religious Preference	.066	.034	2.046**	(20, 578)
23) GPA	.010	.003	1.467	(4, 591)
24) Highest level of formal education by parents	.022	.010	1.884	(7, 588)
25) SES	.013	-.004	.767	(10, 585)

* $p < .05$ ** $p < .01$

Correlations for Involvement Variables with Universalism - Tolerance

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.010	.000	1.001	(6,587)
Work Study	.004	-.008	.310	(7,584)
A Student Organization	.016	.004	1.368	(7,586)
A Community Organization	.008	-.004	.656	(7,584)
On their Own	.014	.002	1.207	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.042	.035	6.443*	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.014	.008	2.139	(4, 589)
Held a leadership position in a college student organization	.08	.001	1.165	(4, 589)
Been an involved member in an off-campus community organization	.004	-.003	.602	(4, 589)
Held a leadership position in an off-campus community organization	.004	-.002	.663	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.002	.001	1.486	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.009	.007	5.281*	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.002	.001	1.362	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.014	.012	8.307**	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion Group)	.002	.000	1.285	(1, 595)
International Interest (ex. German club, Foreign Language Club)	.005	.003	2.766	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	-.002	.033	(1, 595)
Media (ex. Campus Radio, Student News)	.001	-.001	.379	(1, 595)
Military (ex. ROTC, Cadets)	.000	-.001	.119	(1, 595)
New Student Transitions (ex. Admissions	.004	.002	2.490	(1, 595)

ambassador, tour guide, orientation)				
Resident Assistants	.004	.002	2.137	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.001	-.001	.325	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.018	.016	10.667**	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.004	.002	2.316	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.000	-.001	.207	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.006	.004	3.371	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.001	-.001	.608	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.009	.008	5.670*	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.000	-.001	.189	(1, 595)
Sports – Club (ex. Club Volleyball)	.000	-.002	.070	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.001	-.001	.476	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.006	.004	3.597	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.004	.003	2.557	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.000	-.001	.284	(1, 595)
<i>MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Spirituality Subscale	.050	.045	10.358**	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.098	.093	21.463**	(3, 593)
<i>MSL 7) To what degree has the respondent been</i>				

<i>involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.007	.002	1.336	(3, 590)
Leadership Retreat	.004	-.001	.846	(3, 590)
Leadership Lecture/Workshop Series	.003	-.002	.610	(3, 590)
Positional Leaders Trainings	.001	-.004	.188	(3, 590)
Leadership Course	.000	-.005	.049	(3, 590)
Short-Term Service Immersion	.008	.003	1.676	(3, 590)
Emerging Leaders or New Leaders Program	.007	.002	1.319	(3, 590)
Living-Learning Leadership Program	.006	.001	1.277	(3, 588)
Peer Leadership Education Program	.003	-.003	.503	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.034	.029	6.912**	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.018	.013	3.850	(3, 589)
Employer	.006	.001	1.259	(3, 585)
Community Member (not your employer)	.002	-.003	.423	(3, 589)
Parent/Guardian	.019	.014	3.839**	(3, 590)
Other Student	.020	.015	3.989**	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.023	.016	3.404**	(4, 579)
Empower others to engage in leadership	.031	.024	4.607**	(4, 574)
Live up to my potential	.046	.039	6.910**	(4, 578)
Be a more positive role model	.049	.042	7.447**	(4, 578)
Mentor others	.040	.033	5.979**	(4, 579)
Value working with others from diverse backgrounds	.105	.099	16.967**	(4, 579)
Be open to new experiences	.043	.036	6.496**	(4, 580)
Develop problem-solving skills	.039	.033	5.933**	(4, 578)
Identify areas for self-improvement	.026	.018	3.887**	(4, 578)
Make ethical decisions	.039	.032	5.823**	(4, 577)
Be a person of integrity	.030	.023	4.433**	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.016	-.001	.959	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				

13) Which Institution	.008	.006	4.653*	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.007	.000	1.024	(4, 591)
15) Political Views	.074	.068	11.879**	(4, 591)
16) Majors (Collapsed)	.018	.011	2.683*	(4, 591)
17) Age	.008	-.003	.716	(7, 588)
18) Gender	.021	.018	6.423**	(2, 593)
19) Sexual Orientation	.006	.000	.934	(4, 591)
20) Citizenship Status	.019	.010	2.244*	(5, 590)
21) Broad Racial Group Membership	.014	.004	1.379	(6, 589)
22) Religious Preference	.046	.013	1.378	(20, 578)
23) GPA	.004	-.003	.539	(4, 591)
24) Highest level of formal education by parents	.001	-.001	.957	(7, 588)
25) SES	.028	.011	1.687	(10, 585)

* $p < .05$ ** $p < .01$

APPENDIX N

Complete Model Information for Research Question 1.2

Stepwise Regression Model to predict Self-Direction Thought

Variable	Stepwise Model		
	B	SE B	β
Intercept			
Spirituality Dialogues			
Never	-0.888034	0.297383	-0.136087
Sometimes	-0.913081	0.193182	-0.244504
Often	-0.392155	0.179065	-0.108756
Very Often	0	-	0
Faculty Mentor			
Never	-0.663336	0.252231	-0.134977
Sometimes	-0.597210	0.191288	-0.170272
Often	-0.177123	0.205278	-0.043331
Very Often	0	-	0
Mentor who helped them to “Be Open to New Experiences”			
Strongly Disagree	1.725743	1.103102	0.094493
Disagree	-1.012856	0.478345	-0.085366
Neutral	-0.795253	0.248218	-0.139873
Agree	-0.511313	0.164957	-0.142567
Strongly Agree	0	-	0
Community Member Mentor			
Never	0.796070	0.244174	0.229615
Sometimes	0.510643	0.258758	0.124924
Often	0.655130	0.284586	0.126009
Very Often	0	-	0
Leadership Living Learning Community Participation			
Never	-0.812312	0.533960	-0.139483
Sometimes	-1.313414	0.606315	-0.163729
Often	-1.590850	0.641390	-0.163302
Very Often	0	-	0
Involvement in an Arts/Theatre Student Organization			
Yes	0.432915	0.155515	0.109651
No	0	-	0
Socio-Cultural Dialogues			
Never	-0.675470	0.489018	-0.056931

Sometimes	-0.653260	0.213952	-0.171353
Often	-0.297001	0.180972	-0.085828
Very Often	0	-	0
Racial Group Membership			
White/ Caucasian	-0.669584	0.912437	-0.182256
Middle Eastern	-1.397386	1.184765	-0.068499
African American / Black	-0.375380	0.943744	-0.055595
American Indian/Alaska Native	-0.423422	0.982738	-0.024324
Asian American / Asian	-0.987604	0.923560	-0.201998
Latino / Hispanic	-1.568346	0.946909	-0.211829
Multiracial	-0.783352	0.956671	-0.092330
Race/Ethnicity not included above	0	-	0
Mentor who helped them to “Develop Problem Solving Skills”			
Strongly Disagree	-3.878526	1.429727	-0.164801
Disagree	-0.772545	0.438005	-0.072596
Neutral	-0.303660	0.220981	-0.062109
Agree	-0.058341	0.168674	-0.016007
Strongly Agree	0	-	0
Involvement in an Religious Student Organization			
Yes	-0.290273	0.142380	-0.081261
No	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Self-Direction Action

Variable	Stepwise Model		
	B	SE B	β
Intercept	14.318536	.1487150	0
Faculty Mentor			
Never	-1.283088	0.322100	-0.214411
Sometimes	-0.935149	0.244300	-0.218958
Often	-0.852976	0.271801	-0.171368
Very Often	0	-	0
Mentor who helped them to “Value working with others from diverse backgrounds”			
Strongly Disagree	1.384821	1.015068	0.078551
Disagree	-0.724680	0.391969	-0.087088
Neutral	-0.757095	0.256493	-0.156017
Agree	-0.342497	0.235867	-0.076665
Strongly Agree	0	-	0
Emerging Leaders or New Leaders Program Participation			
Never	0.159783	0.516519	0.024282
Sometimes	-0.604846	0.621369	0.064051
Often	1.315095	0.684644	0.113794
Very Often	0	-	0
Religious Preference			
Agnostic	-0.014917	0.350664	-0.002399
Atheist	-0.115106	0.363941	-0.017611
Baptist	-1.181373	0.398336	-0.156504
Buddhist	0.089127	0.572865	0.006878
Catholic	-0.168210	0.369725	-0.024852
Church of Christ	-0.041432	0.679235	-0.002623
Eastern Orthodox	-2.050798	1.037743	-0.082557
Episcopalian	0.165629	0.713394	0.009956
Hindu	0.626514	0.712202	0.037659
Islamic	0.751098	0.745916	0.042604
Jewish	-0.108986	0.465523	-0.011157
LDS (Mormon)	0.990060	1.451140	0.028234
Lutheran	-0.220028	0.721509	-0.013226
Methodist	0.394125	0.408260	0.051190
Presbyterian	0.897722	0.471084	-0.093501
Quaker	1.067172	1.533469	0.030433
Unitarian/Universalist	-1.809758	0.921656	-0.081379
UCC/Congregational	1.592306	1.981629	0.032137
Other Christian	0.039499	0.364877	0.006239
Other Religion	1.044072	0.785886	0.055449
None	0	-	0
Mentor who helped them to “Empower			

myself to engage in leadership”			
Strongly Disagree	-0.734955	0.763737	-0.048750
Disagree	-1.327530	0.397471	-0.168880
Neutral	0.042581	0.267199	0.008975
Agree	-0.434405	0.247487	-0.099470
Strongly Agree	0	-	0
Mentor who helped them to “Identify areas for self-improvement”			
Strongly Disagree	-4.596941	1.704018	-0.160408
Disagree	-0.439117	0.653682	-0.029127
Neutral	-0.826534	0.318985	-0.121218
Agree	0.104568	0.222245	0.023919
Strongly Agree	0	-	0
Mentor who helped them to “Become ethical leaders”			
Strongly Disagree	1.093452	1.013308	0.062024
Disagree	1.233591	0.457014	0.132739
Neutral	0.577803	0.284382	0.113144
Agree	-0.127276	0.253995	0.028566
Strongly Agree	0	-	0
Been an involved member in an off-campus community organization			
Never	0.241291	0.264801	0.057198
Once	-0.521519	0.353720	0.074741
Sometimes	0.037702	0.309283	0.006491
Many Times	-0.679307	0.342524	0.096578
Much of the Time	0	-	0
GPA			
3.5-4.0	2.033486	1.410793	0.481105
3.0 – 3.49	2.082267	1.415211	0.470930
2.5 – 2.99	2.903758	1.438861	0.380942
2.0 – 2.49	2.628631	1.526369	0.181943
1.99 or less	0	-	0
Spirituality Dialogues			
Never	-0.473887	0.376305	-0.059638
Sometimes	-0.666926	0.238126	-0.146663
Often	-0.481308	0.225609	-0.109619
Very Often	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Stimulation

Variable	Stepwise Model		
	B	SE B	β
Intercept	14.070577	0.505975	0
Spirituality Dialogues			
Never	-1.453450	0.511256	-0.127798
Sometimes	-0.857820	0.323884	-0.131798
Often	-0.392517	0.310538	-0.062459
Very Often	0	-	0
Mentor who helped them to “Be Open to New Experiences”			
Strongly Disagree	-1.682280	1.406986	-0.052852
Disagree	-0.112829	0.824298	-0.005456
Neutral	-1.748256	0.414684	-0.176429
Agree	-1.024765	0.276531	-0.163943
Strongly Agree	0	-	0
Religious Preference			
Agnostic	0.617160	0.483057	0.069337
Atheist	-0.55042	0.495856	-0.05883
Baptist	-1.04933	0.542776	-0.09712
Buddhist	0.207413	0.794164	0.011183
Catholic	0.212171	0.507636	0.021901
Church of Christ	-0.14630	0.944284	-0.006471
Eastern Orthodox	-3.73787	1.415762	-0.105130
Episcopalian	1.340297	0.981628	0.056287
Hindu	1.311845	0.987771	0.055092
Islamic	0.481936	1.042252	0.019099
Jewish	-0.08801	0.649549	-0.006295
LDS (Mormon)	2.880240	1.955121	0.057386
Lutheran	-1.55462	0.984907	-0.065288
Methodist	0.475371	0.546631	0.043138
Presbyterian	-1.51335	0.635439	-0.110125
Quaker	4.737961	2.070622	0.094399
Unitarian/Universalist	-1.283339	1.276936	-0.040318
UCC/Congregational	-2.386137	2.748119	-0.033647
Other Christian	-0.736568	0.490924	-0.081287
Other Religion	1.756324	1.094741	0.065168
None	0	-	0
Involvement in a Media Student Organization			
Yes	1.010275	0.402622	0.103518
No	0	-	0
Involvement in an Honor Society Student Organization			
Yes	-0.900203	0.247320	-0.144870
No	0	-	0

Involvement in a Sports – Intramural Student Organization			
Yes	0.730607	0.259868	0.112431
No	0	-	0
Involvement in a Social/Special Interest Student Organization			
Yes	0.688602	0.282014	0.097930
No	0	-	0
Involvement in a Political Student Organization			
Yes	-1.098310	0.419258	-0.103592
No	0	-	0
Involvement in an Arts/Theatre Student Organization			
Yes	0.719827	0.280365	0.104611
No	0	-	0
Involvement as a Resident Assistant			
Yes	0.850333	0.353849	0.096086
No	0	-	0
Mentor who helped them to “Empower others to engage in leadership”			
Strongly Disagree	-0.928444	0.934802	-0.044899
Disagree	-1.009718	0.451273	-0.114096
Neutral	-0.373042	0.373337	-0.058340
Agree	0.271310	0.365967	0.042193
Strongly Agree	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Hedonism

Variable	Stepwise Model		
	B	SE B	β
Intercept	14.982112	0.580666	
Mentor who helped them to “Be Open to New Experiences”			
Strongly Disagree	-2.281039	1.685044	-0.085499
Disagree	0.175682	0.777407	0.010136
Neutral	-1.259785	0.362877	-0.151679
Agree	-0.819663	0.246916	-0.156448
Strongly Agree	0	-	0
Involvement in Social Fraternity or Sorority			
Yes	1.245037	0.235837	0.214375
No	0	-	0
Generational/Citizenship Status			
Your grandparents, parents, and you were born in the U.S.	-0.710492	0.572550	-0.137031
Both of your parents and you were born in the U.S.	-0.138574	0.659349	-0.015154
You were born in the U.S., but at least one of your parents was not	0.267288	0.602510	0.041359
You are a foreign born, naturalized citizen	-0.242239	0.700311	-0.022065
You are a foreign born, resident alien/permanent resident	-1.050381	0.835736	-0.067567
International student	0	-	0
Involvement in an Honor Society Student Organization			
Yes	-0.692082	0.211059	-0.132881
No	0	-	0
Involvement in a Media Student Organization			
Yes	0.932183	0.329378	0.113957
No	0	-	0
Involvement as a Resident Assistant			
Yes	-1.021333	0.364547	-0.114930
No	0	-	0
Involvement in a Student Government Student Organization			
Yes	0.676286	0.307239	0.091691
No	0	-	0
Mentor who helped them to “Be a more positive role model”			
Strongly Disagree	0.675322	1.367253	0.027703

Disagree	-1.387705	0.770052	-0.076726
Neutral	-0.556797	0.365954	-0.067556
Agree	-0.842350	0.242179	-0.162462
Strongly Agree	0	-	0
Mentor who helped them to “Identify areas for self-improvement”			
Strongly Disagree	-1.40325	2.56019	-0.040816
Disagree	2.402640	0.809174	0.132842
Neutral	0.263307	0.361197	0.032189
Agree	0.512249	0.242330	0.097670
Strongly Agree	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Achievement

Variable	Stepwise Model		
	B	SE B	β
Intercept	4.745731	3.075349	
Parent or Guardian Mentor			
Never	-0.631474	0.337033	-0.086388
Sometimes	-1.075318	0.265464	-0.179249
Often	-0.067724	0.244647	-0.012086
Very Often	0	-	0
Mentor who helped them to “Identify areas for self-improvement”			
Strongly Disagree	-3.188087	1.774227	-0.098817
Disagree	1.835949	0.685087	0.108173
Neutral	-0.914477	0.327115	-0.119130
Agree	-0.037155	0.215638	-0.007549
Strongly Agree	0	-	0
Involvement in a Media Student Organization			
Yes	0.788247	0.313600	0.102686
No	0	-	0
Racial Group Membership			
White/ Caucasian	0.881663	1.282318	0.175061
Middle Eastern	3.087401	1.676832	0.110400
African American / Black	2.487870	1.327792	0.268783
Asian American / Asian	1.778733	1.297984	0.265390
Latino / Hispanic	2.093177	1.338236	0.206234
Multiracial	1.279411	1.356911	0.110003
Race/Ethnicity not included above	0	-	0
Mentor who helped them to “Be a more positive role model”			
Strongly Disagree	1.868660	1.270145	0.081688
Disagree	-1.573454	0.705696	-0.092707
Neutral	-0.898402	0.342254	-0.116158
Agree	-0.142253	0.219881	-0.029237
Strongly Agree	0	-	0
Involvement in a Social Fraternity or Sorority			
Yes	0.803308	0.224220	0.147395
No	0	-	0
Involvement in a Campus Wide Programming Student Organization			
Yes	0.705680	0.252062	0.115929
No	0	-	0
Community Member Mentor			
Never	0.384799	0.348866	0.080964

Sometimes	-0.53225	0.363872	-0.094986
Often	0.151533	0.402098	0.021261
Very Often	0	-	0
Involvement in a Political Student Organization			
Yes	0.949171	0.285304	0.136360
No	0	-	0
How Many Semesters Lived On Campus			
0	6.265557	2.200430	0.493627
1	5.315684	2.163713	0.665835
2	5.111894	2.158046	0.899667
3	5.159282	2.157843	0.723889
4	4.900789	2.152764	0.881565
5	5.075056	2.162925	0.680408
6	4.374973	2.177302	0.411529
7	4.709773	2.161659	0.580071
8	2.645283	2.312558	0.115638
9	3.177689	2.612017	0.080494
10+	0	-	0
GPA			
3.5-4.0	3.046671	1.540159	0.640279
3.0 – 3.49	2.616962	1.536982	0.525729
2.5 – 2.99	2.577919	1.564482	0.300409
2.0 – 2.49	3.739768	1.649135	0.229929
1.99 or less	0	-	0
Held a leadership position in an off-campus community organization			
Never	-0.196326	0.357374	-0.038163
Once	1.369251	0.498874	0.136868
Sometimes	0.117814	0.448883	0.013729
Many Times	-0.203678	0.469979	-0.022005
Much of the Time	0	-	0
Avg. Weekly Hours of Completed Service as part of a Community Organization			
None	1.234911	1.137052	0.243814
1-5	0.778791	1.147958	0.131630
6-10	0.619340	1.193804	0.058258
11-15	0.882591	1.212260	0.075885
16-20	-1.537023	1.336106	-0.082066
21-25	0.632260	2.463355	0.011335
26-30	-1.952293	2.433577	-0.035001
31+	0	-	0
Student Affairs Mentor			
Never	-0.887585	0.338809	-0.186532

Sometimes	-0.765660	0.358886	-0.139477
Often	-0.134500	0.419916	-0.017522
Very Often	0	-	0

p* < .05 *p* < .01

Stepwise Regression Model to predict Power Dominance

Variable	Stepwise Model		
	B	SE B	β
Intercept	8.291275		1.553870
Emerging Leaders or New Leaders Program Participation			
Never	-0.952504	0.617812	-0.134238
Sometimes	0.047487	0.630531	0.005719
Often	0.361274	0.721388	0.029036
Very Often	0	-	0
Involvement in a Student Governance Student Organization			
Yes	1.020736	0.417942	0.102735
No	0	-	0
Involvement in a Military Student Organization			
Yes	3.472846	1.133862	0.121896
No	0	-	0
Collapsed Majors			
Natural Sciences	0.535404	1.450141	0.064679
Social Sciences	0.408163	1.445654	0.054099
Pre-Professional	1.543130	1.452508	0.205693
Arts/Humanities	-0.170518	1.453726	-0.020145
Undecided	0	-	0
University Attended			
State Flagship	0.854818	0.273042	0.125616
Medium Private	0	-	0
Mentor who helped them to “Empower others to engage in leadership”			
Strongly Disagree	-1.539946	0.985966	-0.065956
Disagree	-0.270453	0.519389	-0.027067
Neutral	0.124922	0.432209	0.017303
Agree	0.886678	0.408862	0.122128
Strongly Agree	0	-	0
Involvement in a Media Student Organization			
Yes	0.978380	0.444413	0.088789
No	0	-	0
Involvement in a Political Student Organization			
Yes	0.884691	0.406273	0.088539
No	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Power Resources

Variable	Stepwise Model		
	B	SE B	β
Intercept	4.725469	3.479303	
Collapsed Majors			
Natural Sciences	0.822924	1.479988	0.091855
Social Sciences	0.403893	1.473684	0.049464
Pre-Professional	2.422279	1.479567	0.298334
Arts/Humanities	0.318677	1.483680	0.034786
Undecided	0	-	0
SES			
less than \$12,500	-1.873279	1.046350	-0.087828
\$12,500 - \$24,999	-2.014264	0.937923	-0.113665
\$25,000 – \$39,999	-1.039421	0.880518	-0.072282
\$40,000 - \$54,999	-1.610633	0.824298	-0.127685
\$55,000 - \$74,999	0.415509	0.844108	0.030222
\$75,000 - \$99,999	-1.664047	0.789158	-0.154751
\$100,000 – \$149,999	-1.498142	0.778253	-0.145333
\$150,000 - \$199,999	0.593042	0.828777	0.046193
over \$200,000	0.454645	0.778152	0.043211
Don't know	-1.051067	0.785157	-0.093752
Rather not say	0	-	0
Involvement in a Political Student Organization			
Yes	1.301282	0.120331	0.422665
No	0	-	0
Political Views			
Very liberal	-3.082268	1.114395	-0.252561
Liberal	-2.819940	1.053213	-0.363282
Moderate	-1.810835	1.044763	-0.239137
Conservative	-2.699354	1.071258	-0.265699
Very Conservative	0	-	0
Involvement in a Peer Helpers Student Organization			
Yes	0.955303	0.309335	0.117658
No	0	-	0
Mentor who helped them to "Identify areas for self-improvement"			
Strongly Disagree	5.137673	1.910346	0.102502
Disagree	2.544164	1.001211	0.096486
Neutral	-0.163030	0.463860	-0.013670
Agree	0.458037	0.296634	0.059904
Strongly Agree	0	-	0
Involvement in a Media Student Organization			
Yes	1.440264	0.460536	0.120769

No	0	-	0
GPA			
3.5-4.0	3.623175	2.288685	0.490112
3.0 – 3.49	3.733103	2.289851	0.482722
2.5 – 2.99	5.034062	2.326944	0.377593
2.0 – 2.49	5.693206	2.463602	0.225304
1.99 or less	0	-	0
Involvement in a Student Governance Student Organization			
Yes	0.966013	0.415641	0.089836
No	0	-	0
Racial Group Membership			
White/ Caucasian	1.036922	1.872337	0.132524
Middle Eastern	1.281152	2.469915	0.029488
African American / Black	2.687264	1.950222	0.186873
Asian American / Asian	2.731844	1.890448	0.262357
Latino / Hispanic	3.201629	1.961412	0.203043
Multiracial	1.566019	1.976036	0.086667
Race/Ethnicity not included above	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Face

Variable	Stepwise Model		
	B	SE B	β
Intercept	12.613310	1.915564	
Racial Group Membership			
White/ Caucasian	0.397995	1.716633	0.061406
Middle Eastern	2.655992	2.222465	0.073799
African American / Black	2.037142	1.773585	0.171019
Asian American / Asian	1.982726	1.735404	0.229871
Latino / Hispanic	0.633604	1.784957	0.048509
Multiracial	1.873241	1.806283	0.125151
Race/Ethnicity not included above	0	-	0
Involvement in a Student Governance Student Organization			
Yes	0.998375	0.371480	0.112085
No	0	-	0
Mentor who helped them to “Identify areas for self-improvement”			
Strongly Disagree	3.802865	1.699116	0.129178
Disagree	-2.138899	0.920709	-0.097925
Neutral	0.070768	0.449986	0.007110
Agree	-0.195815	0.290249	-0.031272
Strongly Agree	0	-	0
Involvement in a Religious Student Organization			
Yes	0.701801	0.257515	0.111364
No	0	-	0
Involvement in a Recreational Student Organization			
Yes	-0.623861	0.295366	-0.086040
No	0	-	0
Student Affairs Mentor			
Never	-1.282109	0.448754	-0.209371
Sometimes	-1.225600	0.479211	-0.173486
Often	-0.603893	0.546437	-0.061131
Very Often	0	-	0
Mentor who helped them to “Identify areas for self-improvement”			
Strongly Disagree	-5.341986	2.395994	-0.128663
Disagree	3.999307	0.919511	0.183100
Neutral	-0.471525	0.432597	-0.047731
Agree	0.447079	0.283594	0.070587
Strongly Agree	0	-	0
Avg. Weekly Hours of Completed Service as part of a Student			

Organization			
None	-0.751091	0.877901	-0.116958
1-5	0.100475	0.864710	0.016137
6-10	-0.328972	0.910629	-0.035646
11-15	-0.800149	0.975628	-0.061259
16-20	-0.753504	1.071902	-0.045003
21-25	-1.453497	1.331471	-0.056907
26-30	-4.266952	2.204368	-0.083988
31+	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Security Personal

Variable	Stepwise Model		
	B	SE B	β
Intercept	16.854431	2.726962	
Racial Group Membership			
White/ Caucasian	-0.005607	1.319399	-0.001058
Middle Eastern	1.741905	1.723284	0.059222
African American / Black	1.132791	1.363727	0.116361
Asian American / Asian	1.268980	1.334435	0.180016
Latino / Hispanic	-0.223530	1.374310	-0.020940
Multiracial	0.603031	1.400503	0.049297
Race/Ethnicity not included above	0	-	0
Parent/Guardian Mentor			
Never	-0.072970	0.342866	-0.009491
Sometimes	-0.896022	0.274172	-0.142011
Often	-0.698359	0.252675	-0.118495
Very Often	0	-	0
Gender			
Male	-2.675540	2.259644	-0.502973
Female	-1.807743	2.254192	-0.340322
Transgender	0	-	0
Involvement in a Student Governance Student Organization			
Yes	0.771561	0.296680	0.105988
No	0	-	0
Involvement in an Advocacy Student Organization			
Yes	-0.463353	0.233783	-0.078831
No	0	-	0
Community Member Mentor			
Never	0.317151	0.367936	0.063447
Sometimes	-0.498782	0.387631	-0.084631
Often	0.584860	0.424463	0.078022
Very Often	0	-	0
Student Affairs Mentor			
Never	-1.426900	0.370030	-0.285115
Sometimes	-1.273710	0.386695	-0.220608
Often	-1.464476	0.443805	-0.181391
Very Often	0	-	0
Participation in a Leadership Retreat			
Never	2.112931	0.406420	0.543877
Sometimes	1.817351	0.298722	0.540666
Often	2.567235	0.281609	0.573825
Very Often	0	-	0
Participation in a Leadership Course			

Never	-1.717216	0.548818	-0.302351
Sometimes	-1.173790	0.565862	-0.164792
Often	-1.640869	0.627218	-0.160293
Very Often	0	-	0
A Mentor who helped them to “Be open to new experiences”			
Strongly Disagree	-2.431699	1.577213	-0.092348
Disagree	0.671811	0.753850	0.039272
Neutral	-0.852516	0.354651	-0.103998
Agree	0.214669	0.236284	0.041514
Strongly Agree	0	-	0
A Mentor who helped them to “Make Ethical Decisions”			
Strongly Disagree	-0.379927	1.021790	-0.018201
Disagree	-1.300539	0.490709	-0.118189
Neutral	-0.515374	0.304852	-0.085231
Agree	-1.192749	0.272182	-0.226090
Strongly Agree	0	-	0
Mentor who helped them to “Identify areas for self-improvement”			
Strongly Disagree	1.135253	2.281481	0.033456
Disagree	1.933920	0.791248	0.108337
Neutral	0.122824	0.366156	0.015213
Agree	0.706676	0.246031	0.136519
Strongly Agree	0	-	0
Sexual Orientation			
Heterosexual	-0.213079	0.664467	-0.026588
Bisexual	-1.771541	0.825396	-0.135850
Gay/lesbian	0.008567	0.828484	0.000657
Questioning	1.360777	1.146030	0.056559
Rather not say	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Security Social

Variable	Stepwise Model		
	B	SE B	β
Intercept	12.313626	1.247674	
Political Views			
Very liberal	-2.377492	0.898051	-0.259761
Liberal	-1.057577	0.832286	-0.181667
Moderate	-0.647056	0.823442	-0.113938
Conservative	-0.341275	0.849168	-0.044791
Very Conservative	0	-	0
Religious Preference			
Agnostic	-0.84891	0.457986	-0.104071
Atheist	-1.53391	0.465168	-0.178917
Baptist	0.163020	0.509045	0.016465
Buddhist	0.169424	0.744553	0.009968
Catholic	-0.20002	0.471946	-0.022531
Church of Christ	-0.11783	0.866972	-0.005687
Eastern Orthodox	0.038348	1.319102	0.001177
Episcopalian	-1.18562	0.912123	-0.054331
Hindu	2.650903	0.904854	0.121478
Islamic	1.927925	0.958836	0.083371
Jewish	0.002115	0.615138	0.000165
LDS (Mormon)	1.283907	1.828622	0.027913
Lutheran	0.813393	0.912925	0.037274
Methodist	0.119736	0.533886	0.011856
Presbyterian	0.380361	0.599650	0.030202
Quaker	-0.80938	1.848116	-0.017597
Unitarian/Universalist	0.595945	1.195400	0.020430
UCC/Congregational	2.266313	2.605776	0.034872
Other Christian	-0.51872	0.457753	-0.062466
Other Religion	0.654343	1.012254	0.026493
None	0	-	0
Involvement in a Political Student Organization			
Yes	1.037178	0.332849	0.127885
No	0	-	0
Sexual Orientation			
Heterosexual	2.226336	0.744084	0.250769
Bisexual	0.933546	0.945373	0.064623
Gay/lesbian	2.070082	0.936579	0.143297
Questioning	3.719399	1.275721	0.139549
Rather not say	0	-	0
Involvement in a Military Student Organization			
Yes	2.394800	0.916387	0.103561
No	0	-	0

Involvement in a Recreational Student Organization			
Yes	-0.704557	0.262617	-0.107326
No	0	-	0
SES			
less than \$12,500	0.547251	0.830356	0.034212
\$12,500 - \$24,999	-1.621142	0.746589	-0.121981
\$25,000 – \$39,999	0.011403	0.684825	0.001057
\$40,000 - \$54,999	0.002933	0.654745	0.000310
\$55,000 - \$74,999	-0.402104	0.668390	-0.038998
\$75,000 - \$99,999	-0.890761	0.622713	-0.110456
\$100,000 – \$149,999	-1.181246	0.613022	-0.152796
\$150,000 - \$199,999	0.297828	0.654063	0.030933
over \$200,000	-0.113620	0.620198	-0.014399
Don't know	-0.256102	0.624261	-0.030459
Rather not say	0	-	0
A Mentor who helped them to “Empower myself to engage in leadership”			
Strongly Disagree	-1.645840	0.813214	-0.083227
Disagree	-0.698857	0.459840	-0.067778
Neutral	-0.053803	0.312659	-0.008645
Agree	0.388659	0.282092	0.067848
Strongly Agree	0	-	0
Involvement in a Social Fraternity or Sorority			
Yes	-0.639489	0.267041	-0.100706
No	0	-	0
Involvement in a Student Governance Student Organization			
Yes	0.649656	0.329277	0.080558
No	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Tradition

Variable	Stepwise Model		
	B	SE B	β
Intercept	18.491016	3.325161	
Religious Preference			
Agnostic	-1.02195	0.546249	-0.081190
Atheist	-1.16724	0.564034	-0.088230
Baptist	3.220128	0.619922	0.210759
Buddhist	0.331524	0.878966	0.012640
Catholic	2.123460	0.574586	0.155000
Church of Christ	2.773025	1.044500	0.086725
Eastern Orthodox	5.358677	1.603665	0.106577
Episcopalian	2.738837	1.083892	0.081335
Hindu	1.479005	1.105517	0.043922
Islamic	3.2507	1.188694	0.091099
Jewish	2.4565	0.714133	0.124250
LDS (Mormon)	3.4340	2.252204	0.048382
Lutheran	2.7240	1.097584	0.080894
Methodist	2.7084	0.649964	0.173799
Presbyterian	2.7578	0.727006	0.141912
Quaker	1.3648	2.275789	0.019230
Unitarian/Universalist	-0.7956	1.404234	-0.017675
UCC/Congregational	-0.6138	3.041110	-0.006121
Other Christian	2.4975	0.559064	0.194904
Other Religion	2.6281	1.203030	0.068957
None	0	-	0
Political Views			
Very liberal	-6.347051	1.091764	-0.449400
Liberal	-4.756800	1.028862	-0.529524
Moderate	-3.894102	1.018257	-0.444367
Conservative	-1.808339	1.028787	-0.153807
Very Conservative	0	-	0
Generational/Citizenship Status			
Your grandparents, parents, and you were born in the U.S.	-4.314451	0.801491	-0.493198
Both of your parents and you were born in the U.S.	-5.791284	0.908972	-0.375359
You were born in the U.S., but at least one of your parents was not	-2.505143	0.823795	-0.229753
You are a foreign born, naturalized citizen	-2.514130	0.943338	-0.135735
You are a foreign born, resident alien/permanent resident	-3.743069	1.110343	-0.142710
International student	0	-	0
Parent/Guardian Mentor			

Never	-1.435583	0.473274	-0.109233
Sometimes	-0.964842	0.385199	-0.089455
Often	-0.906921	0.345358	-0.090019
Very Often	0	-	0
Gender			
Male	0.252654	3.061381	0.027785
Female	1.310852	3.050230	0.144362
Transgender	0	-	0
Held a leadership position in an off-campus community organization			
Never	-0.781935	0.502254	-0.084541
Once	0.612757	0.701810	0.034067
Sometimes	-0.227804	0.637170	-0.014765
Many Times	0.635463	0.672945	0.038185
Much of the Time	0	-	0
A Mentor who helped them to “Be a person of Integrity”			
Strongly Disagree	3.424006	1.851704	0.083252
Disagree	-1.333688	0.832560	-0.052468
Neutral	-1.017120	0.448335	-0.081273
Agree	-0.020009	0.336054	-0.002200
Strongly Agree	0	-	0
Faculty Mentor			
Never	-0.812847	-0.095125	0.517051
Sometimes	-0.991558	-0.098420	0.530748
Often	-1.988486	-0.155180	0.588651
Very Often	0	-	0
A Mentor who helped them to “Value working with others from diverse backgrounds”			
Strongly Disagree	-3.220627	1.588088	-0.090255
Disagree	-0.743340	0.598631	-0.044134
Neutral	-1.258260	0.386424	-0.128105
Agree	-0.427917	0.352395	-0.047323
Strongly Agree	0	-	0
Other Student Mentor			
Never	0.629495	0.441001	0.059177
Sometimes	0.640569	0.388710	0.065678
Often	1.260842	0.376693	0.131567
Very Often	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Conformity - Rules

Variable	Stepwise Model		
	B	SE B	β
Intercept	14.340694	3.513178	
Involvement in a Religious Student Organization			
Yes	1.149378	0.300267	0.159386
No	0	-	0
Parent/Guardian Mentor			
Never	-0.722727	0.488973	-0.067139
Sometimes	-1.272230	0.386195	-0.144009
Often	-0.942312	0.354335	-0.114192
Very Often	0	-	0
Gender			
Male	0.067966	3.476579	0.009125
Female	1.074782	3.466673	0.144509
Transgender	0	-	0
A Mentor who helped them to “Be a positive role model”			
Strongly Disagree	-3.945947	1.360043	-0.117134
Disagree	-0.750576	1.014865	-0.030030
Neutral	-1.870174	0.492508	-0.164196
Agree	-0.261143	0.313905	-0.036446
Strongly Agree	0	-	0
Political Views			
Very liberal	-1.745908	1.118304	-0.150924
Liberal	-0.482777	1.046849	-0.065613
Moderate	-0.191590	1.036221	-0.026692
Conservative	0.206654	1.061047	0.021459
Very Conservative	0	-	0
SES			
less than \$12,500	-1.656862	1.033577	-0.081952
\$12,500 - \$24,999	-2.725270	0.939477	-0.162241
\$25,000 – \$39,999	0.137257	0.868372	0.010070
\$40,000 - \$54,999	-1.412116	0.816475	-0.118101
\$55,000 - \$74,999	-1.525956	0.843505	-0.117091
\$75,000 - \$99,999	-1.495242	0.787237	-0.146697
\$100,000 – \$149,999	-2.003971	0.771023	-0.205090
\$150,000 - \$199,999	-0.712774	0.831112	-0.058571
over \$200,000	-0.634506	0.786042	-0.063621
Don’t know	-1.614946	0.791231	-0.151966
Rather not say	0	-	0
Involvement in a Social Fraternity or Sorority			
Yes	-0.762426	0.333393	-0.094995
No	0	-	0

Participation in a Leadership Retreat			
Never	1.468394	0.751097	0.201722
Sometimes	1.676998	0.744741	0.196871
Often	3.127409	0.809666	0.245012
Very Often	0	-	0
Social Change Behavior Scale			
Never	1.055532	1.416808	0.089034
Once	-0.018921	1.356131	-0.002671
Sometimes	-0.763325	1.347934	-0.100591
Many Times	-0.154499	1.354190	-0.016768
Much of the Time	0	-	0
Participation in a Leadership Course			
Never	-1.794493	0.772338	-0.225657
Sometimes	-2.043318	0.793242	-0.204881
Often	-2.558024	0.884975	-0.178471
Very Often	0	-	0
Involvement in an Academic or Departmental Student Organization			
Yes	0.575399	0.277116	0.082189
No	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Conformity - Interpersonal

Variable	Stepwise Model		
	B	SE B	β
Intercept	10.631554	3.353284	
Involvement in a Religious Student Organization			
Yes	1.051624	0.295740	0.149225
No	0	-	0
Gender			
Male	1.385257	3.340609	0.190318
Female	2.561685	3.333293	0.352448
Transgender	0	-	0
Faculty Mentor			
Never	0.521947	0.484106	0.053834
Sometimes	-0.572789	0.380800	-0.082779
Often	-0.683178	0.429836	-0.084717
Very Often	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Humility

Variable	Stepwise Model		
	B	SE B	β
Intercept	16.393282	1.692537	
Been an involved member in an off-campus community organization			
Never	-0.634779	-0.113450	0.340196
Once	-0.298366	-0.032239	0.466509
Sometimes	-0.810096	-0.105148	0.406591
Many Times	0.615013	0.065923	0.466090
Much of the Time	0	0	-
A Mentor who helped them to “Be a positive role model”			
Strongly Disagree	-3.038414	1.132835	-0.112739
Disagree	-1.155834	0.842747	-0.057803
Neutral	-0.708411	0.405362	-0.077743
Agree	-0.505989	0.258191	-0.088268
Strongly Agree	0	-	0
Racial Group Membership			
White/ Caucasian	-1.892174	1.596782	-0.318893
Middle Eastern	0.423894	2.099408	0.012866
African American / Black	-1.298316	1.654277	-0.119056
Asian American / Asian	-0.743369	1.612686	-0.094140
Latino / Hispanic	-1.975100	1.659249	-0.165173
Multiracial	-1.752129	1.688480	-0.127867
Race/Ethnicity not included above	0	-	0
Participation in a Leadership Conference			
Never	-0.754437	0.561373	-0.127147
Sometimes	-1.436967	0.598293	-0.204031
Often	-1.131330	0.662518	-0.114081
Very Often	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Benevolence - Care

Variable	Stepwise Model		
	B	SE B	β
Intercept	20.563188	1.994952	0
A Mentor who helped them to “Be a positive role model”			
Strongly Disagree	0.372930	1.227989	0.018270
Disagree	-0.988860	0.672336	-0.065295
Neutral	-1.049877	0.320777	-0.152125
Agree	-0.155783	0.206819	-0.035882
Strongly Agree	0	-	0
Gender			
Male	-2.822693	1.860766	-0.625461
Female	-1.865762	1.857152	-0.414012
Transgender	0	-	0
Been involved as a member of a college student organization			
Never	-0.278617	0.411663	-0.026847
Once	-1.055886	0.427272	-0.097594
Sometimes	-0.790592	0.211215	-0.152219
Many Times	0.188782	0.217862	0.035141
Much of the Time	0	-	0
A Mentor who helped them to “Develop problem-solving skills”			
Strongly Disagree	-6.277184	1.753545	-0.218048
Disagree	-0.295682	0.562864	-0.022715
Neutral	-0.314097	0.255197	-0.052520
Agree	0.202655	0.199657	0.045455
Strongly Agree	0	-	0
A Mentor who helped them to “Be a person of Integrity”			
Strongly Disagree	1.002839	1.197693	0.049130
Disagree	-0.797331	0.563824	-0.063202
Neutral	-0.877888	0.291432	-0.141341
Agree	-0.404882	0.217283	-0.089715
Strongly Agree	0	-	0
Leadership Living Learning Community Participation			
Never	-1.182848	0.638881	-0.166044
Sometimes	-0.698324	0.725118	-0.071167
Often	-2.424864	0.767923	-0.203492
Very Often	0	-	0
Involvement in an Identity-Based Student Organization			
Yes	-0.452135	0.186511	-0.095063
No	0	-	0

Socio-Cultural Dialogues			
Never	-1.398712	0.593274	-0.096375
Sometimes	-0.612719	0.236976	-0.131390
Often	-0.365595	0.212854	-0.086371
Very Often	0	-	0
Current Class Level			
Freshman/first-year	0.080290	0.375151	0.010486
Sophomore	-0.903827	0.351780	-0.128945
Junior	-0.051352	0.311732	-0.009083
Senior	-0.204600	0.264512	-0.048245
5 th year and beyond	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Benevolence - Dependability

Variable	Stepwise Model		
	B	SE B	β
Intercept	18.733980	1.891783	0
A Mentor who helped them to “Be a positive role model”			
Strongly Disagree	0.842944	1.360791	0.044218
Disagree	-1.932411	0.635031	-0.136624
Neutral	-0.895700	0.307547	-0.138966
Agree	-0.231635	0.208530	-0.057127
Strongly Agree	0	-	0
Parent/Guardian Mentor			
Never	0.007332	0.271049	0.001204
Sometimes	-0.814274	0.216617	-0.162877
Often	-0.276300	0.197359	-0.059168
Very Often	0	-	0
Gender			
Male	-1.155258	1.778508	-0.274094
Female	-0.568612	1.773061	-0.135101
Transgender	0	-	0
A Mentor who helped them to “Make Ethical Decisions”			
Strongly Disagree	-2.815399	0.947256	-0.170221
Disagree	-0.270993	0.391857	-0.031081
Neutral	-0.141774	0.237624	-0.029591
Agree	-0.463720	0.211585	-0.110937
Strongly Agree	0	-	0
A Mentor who helped them to “Be open to new experiences”			
Strongly Disagree	-1.943805	0.976598	-0.093166
Disagree	0.701841	0.585379	0.051780
Neutral	-0.659480	0.276179	-0.101534
Agree	-0.467123	0.189247	-0.114010
Strongly Agree	0	-	0
A Mentor who helped them to “Mentor others”			
Strongly Disagree	0.752595	0.908546	0.048218
Disagree	-0.411978	0.379235	-0.055264
Neutral	-0.163476	0.251770	-0.035469
Agree	0.414925	0.230595	0.101058
Strongly Agree	0	-	0
Political Views			
Very liberal	-1.266850	0.609028	-0.193521
Liberal	-0.762228	0.576169	-0.183061
Moderate	-0.612438	0.573664	-0.150778
Conservative	-0.284342	0.590014	-0.052177

Very Conservative	0	-	0
Held a leadership position in a college student organization			
Never	-0.601463	0.228250	-0.139347
Once	-0.237522	0.273580	-0.039990
Sometimes	-0.685384	0.249272	-0.126362
Many Times	-0.062419	0.255666	-0.010636
Much of the Time	0	-	0
Participation in a Leadership Conference			
Never	-0.326657	0.381986	-0.077830
Sometimes	-0.311568	0.388951	-0.062543
Often	-1.040630	0.429766	-0.148352
Very Often	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Universalism - Nature

Variable	Stepwise Model		
	B	SE B	β
Intercept	12.302633	0	2.864913
Social Change Behavior Scale			
Never	-0.191828	1.461618	-2.426805
Once	-0.085940	1.369790	-0.649757
Sometimes	0.108685	1.356062	0.880100
Many Times	0.125313	1.343259	1.232112
Much of the Time	0	-	0
Participation in a Leadership Conference			
Never	-0.033444	1.024022	-0.264693
Sometimes	-0.163545	0.989009	-1.536354
Often	-0.055391	0.970265	-0.732693
Very Often	0	-	0
Political Views			
Very liberal	0.388960	1.091738	4.801526
Liberal	0.651116	1.032230	5.112381
Moderate	0.503953	1.024166	3.860031
Conservative	0.280908	1.051484	2.886709
Very Conservative	0	-	0
Collapsed Majors			
Natural Sciences	0.304869	1.531192	2.762745
Social Sciences	0.142418	1.543110	1.176287
Pre-Professional	0.341077	1.525662	2.801187
Arts/Humanities	0.145049	1.548548	1.344106
Undecided	0	-	0
Spirituality Dialogues			
Never	-0.117598	0.592098	-1.653153
Sometimes	-0.160168	0.381719	-1.288530
Often	-0.140732	0.365190	-1.093182
Very Often	0	-	0
Involvement in an Honor Society			
Student Organization			
Yes	-0.144443	0.297729	-1.109404
No	0	-	0
Involvement in a Recreational Student Organization			
Yes	0.129894	0.326966	1.150078
No	0	-	0
Participation in a Leadership Workshop			
Never	0.451593	0.990793	3.500186
Sometimes	0.376054	0.944029	3.545170
Often	0.148701	0.927942	1.780573
Very Often	0	-	0

Involvement in a Social Fraternity or Sorority			
Yes	-0.107899	0.328365	-0.924114
No	0	-	0
Involvement as a Resident Assistant			
Yes	-0.137975	0.524185	-1.808148
No	0	-	0
Involvement in an Identity-Based Student Organization			
Yes	-0.101033	0.334309	-0.846276
No	0	-	0
Leadership Living Learning Community Participation			
Never	-0.353215	1.233154	-4.431374
Sometimes	-0.220294	1.344459	-3.806923
Often	-0.128748	1.403435	-2.701920
Very Often	0	-	0
Current Class Level			
Freshman/first-year	-0.110841	0.653204	-1.494733
Sophomore	-0.136266	0.598476	-1.682144
Junior	0.001214	0.525673	0.012083
Senior	-0.129846	0.447931	-0.969785
5 th year and beyond	0	-	0
Student Affairs Mentor			
Never	0.116957	0.536136	0.874562
Sometimes	-0.022498	0.557881	-0.194077
Often	0.046070	0.623216	0.555750
Very Often	0	-	0
Involvement in a Service Student Organization			
Yes	0.089313	0.294198	0.667056
No	0	-	0
A Mentor who helped them to “Be open to new experiences”			
Strongly Disagree	-0.106496	1.448675	-4.189887
Disagree	0.047103	0.947630	1.203949
Neutral	-0.041392	0.473149	-0.506968
Agree	-0.036440	0.301525	-0.281538
Strongly Agree	0	-	0
Avg. Weekly Hours of Completed Service as part of a Community Organization			
None	-0.396018	1.646995	-3.152090
1-5	-0.304878	1.667633	-2.834648
6-10	-0.212477	1.752722	-3.549723
11-15	-0.084727	1.769831	-1.548585

16-20	-0.102708	1.918314	-3.022948
21-25	0.003665	3.640429	0.321258
26-30	0.043491	3.597499	3.812209
31+	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Universalism - Concern

Variable	Stepwise Model		
	B	SE B	β
Intercept	19.276656	2.551002	0
Socio-Cultural Dialogues	-1.715496	0.690959	-0.096753
Never	-1.442392	0.287928	-0.253178
Sometimes	-0.620373	0.250965	-0.119966
Often	0	-	0
Very Often			
Political Views	3.470731	0.760964	0.405303
Very liberal	2.828273	0.717170	0.519266
Liberal	1.611702	0.714477	0.303331
Moderate	1.530843	0.734066	0.214746
Conservative	0	-	0
Very Conservative			
Involvement in a Social Fraternity or Sorority	-0.984806	0.223757	-0.165759
Yes	0	-	0
No			
A Mentor who helped them to “Mentor others”	-2.504414	0.979784	-0.122663
Strongly Disagree	-1.046930	0.417516	-0.107359
Disagree	-0.521029	0.276032	-0.086419
Neutral	-0.023442	0.262619	-0.004365
Agree	0	-	0
Strongly Agree			
A Mentor who helped them to “Make Ethical Decisions”	1.075782	1.022663	0.049723
Strongly Disagree	0.278237	0.488923	0.024396
Disagree	-1.014599	0.298044	-0.161889
Neutral	-0.986428	0.266942	-0.180402
Agree	0	-	0
Strongly Agree			
Involvement in a Service Student Organization	0.513966	0.193823	0.099202
Yes	0	-	0
No			
Involvement in a Religious Student Organization	0.475175	0.203546	0.089015
Yes	0		0
No			
Collapsed Majors	-1.133131	1.054304	-0.180254
Natural Sciences	-0.827001	1.056440	-0.144341
Social Sciences	-1.690233	1.049627	-0.296681
Pre-Professional	-1.237600	1.061044	-0.192529
Arts/Humanities	0	-	0

Undecided			
Mentor who helped them to “Identify areas for self-improvement”	-4.340842	1.830458	-0.123425
Strongly Disagree	0.204408	0.727357	0.011048
Disagree	0.348334	0.350702	0.041627
Neutral	0.517177	0.242098	0.096395
Agree	0	-	0
Strongly Agree			
Age	-5.138526	2.236086	-0.503177
18	-4.888008	2.222782	-0.575304
19	-4.329377	2.215049	-0.607324
20	-4.642092	2.209042	-0.891018
21	-3.945468	2.216131	-0.583182
22	-4.219179	2.240897	-0.351957
23	-5.034794	2.426116	-0.184478
24	0	-	0

* $p < .05$ ** $p < .01$

Stepwise Regression Model to predict Universalism - Tolerance

Variable	Stepwise Model		
	B	SE B	β
Intercept	9.424721	2.203939	0
A Mentor who helped them to “Value working with others from diverse backgrounds”			
Strongly Disagree	-3.460466	1.136689	-0.172677
Disagree	-1.192446	0.423693	-0.126064
Neutral	-0.977634	0.273440	-0.177232
Agree	-0.506827	0.250342	-0.099802
Strongly Agree	0	-	0
Political Views			
Very liberal	3.812698	0.733464	0.480687
Liberal	4.425357	0.693753	0.877178
Moderate	3.873665	0.690670	0.787091
Conservative	3.422406	0.705892	0.518319
Very Conservative	0	-	0
Socio-Cultural Dialogues			
Never	-2.240230	0.661310	-0.136408
Sometimes	-1.404312	0.276905	-0.266120
Often	-0.823687	0.238520	-0.171965
Very Often	0	-	0
A Mentor who helped them to “Live up to my potential”			
Strongly Disagree	-6.126455	1.533671	-0.265238
Disagree	0.577597	0.864616	0.026985
Neutral	-0.975462	0.421870	-0.099258
Agree	-0.584664	0.220562	-0.116324
Strongly Agree	0	-	0
Involvement in a Political Student Organization			
Yes	-0.731638	0.268589	-0.104097
No	0	-	0
Gender			
Male	3.259112	2.087678	0.638187
Female	3.777009	2.083887	0.740656
Transgender	0	-	0
A Mentor who helped them to “Be a person of Integrity”			
Strongly Disagree	4.617824	1.436306	0.199924
Disagree	0.963693	0.610850	0.067506
Neutral	-0.260402	0.314378	-0.037050
Agree	-0.330447	0.240011	-0.064707
Strongly Agree	0	-	0
A Mentor who helped them to			

“Empower myself to engage in
leadership”

	1.896656	1.005425	0.110673
Strongly Disagree	-0.444199	0.407346	-0.049711
Disagree	0.469359	0.275830	0.087026
Neutral	0.362575	0.255229	0.073036
Agree	0	-	0
Strongly Agree			

p* < .05 *p* < .01

APPENDIX O

Complete Regression Information for Research Question 2.1

Correlations for Involvement Variables with Integrity

<i>Question Variable</i>	<i>R²</i>	<i>adjR²</i>	<i>F</i>	<i>df</i>
<i>MSL 1) Hours of Community Service as a part of...</i>				
Class	.009	.001	.874	(6,587)
Work Study	.005	-.007	.384	(7,584)
A Student Organization	.007	-.005	.575	(7,586)
A Community Organization	.017	.005	1.450	(7,584)
On their Own	.011	.000	.961	(7,580)
<i>MSL 2) How often has the respondent engaged in Social Change Behaviors</i>				
Social Change Behaviors Scale (SCBS)	.007	.000	.964	(4, 588)
<i>MSL 3) How often has the respondent...</i>				
Been involved as a member of a college student organization	.029	.023	4.447**	(4, 589)
Held a leadership position in a college student organization	.019	.012	2.796*	(4, 589)
Been an involved member in an off-campus community organization	.017	.011	2.573*	(4, 589)
Held a leadership position in an off-campus community organization	.025	.018	3.722*	(4, 589)
<i>MSL 4) Respondent Involvement in the following kinds of student organizations:</i>				
Academic/Departmental/Professional (ex. Pre-Law Society, an academic fraternity, Engineering Club)	.009	.007	5.281	(1, 595)
Arts/Theatre/Music (ex. Theater group, marching band, photography club)	.000	-.002	.046	(1, 595)
Campus-Wide programming (ex. Program board, film series board, multicultural committee)	.001 4	.000	.861	(1, 595)
Identity-based (ex. Black Student Union, LGBT Allies, Korean Student Association)	.000	-.002	.072	(1, 595)
Integrity or Ethics Focused (ex. Judicial Board, Honor Council, Ethics Discussion	.003	.001	1.544	(1, 595)

Group)				
International Interest (ex. German club, Foreign Language Club)	.003	.002	1.938	(1, 595)
Honor Societies (ex. Campus Radio, Student Newspaper)	.000	-.001	.172	(1, 595)
Media (ex. Campus Radio, Student News)	.000	-.001	.175	(1, 595)
Military (ex. ROTC, Cadets)	.002	.001	1.427	(1, 595)
New Student Transitions (ex. Admissions ambassador, tour guide, orientation)	.000	-.002	.000	(1, 595)
Resident Assistants	.001	-.001	.497	(1, 595)
Peer Helpers (ex. Academic tutors, peer health educators)	.003	.001	1.492	(1, 595)
Advocacy (ex. Students Against Sweatshops, Amnesty International)	.000	-.002	.003	(1, 595)
Political (ex. College Democrats, College Republicans, Libertarians)	.009	.007	5.139*	(1, 595)
Religious (ex. Fellowship of Christian Athletes, Hillel)	.020	.019	12.440**	(1, 595)
Service (ex. Circle K, Habitat for Humanity, your campus's primary student service arm like Volunteer YourUniversity)	.002	.000	.994	(1, 595)
Multi-Cultural Fraternities and Sororities (ex. National Pan-Hellenic Council [NPHC] groups such as Alpha Phi Alpha Fraternity Inc. or Latino Greek Council groups such as Lambda Theta Alpha)	.002	.001	1.331	(1, 595)
Social Fraternities or Sororities (ex. PanHellenic or InterFraternity Council groups such as Sigma Phi Epsilon or Kappa Kappa Gamma)	.006	.004	3.424	(1, 595)
Sports – Intercollegiate or Varsity (ex. NCAA Hockey, Varsity Soccer)	.003	.002	1.986	(1, 595)
Sports – Club (ex. Club Volleyball)	.001	-.001	.616	(1, 595)
Sports – Intramural (ex. Intramural Flag Football)	.001	-.001	.522	(1, 595)
Recreational (ex. Climbing Club, Hiking Group)	.000	-.002	.000	(1, 595)
Social/Special Interest (ex. Gardening Club, Sign Language Club, Chess Club)	.001	-.001	.328	(1, 595)
Student Governance (ex. Student Government Association, Residence Hall Association, InterFraternity Council)	.007	.005	4.250*	(1, 595)

MSL 5) During interactions with other students outside of class, how often have you done each of the following in an average school year?

Spirituality Subscale	.005	.000	1.041	(3, 592)
<i>MSL 6) During interactions with other students outside of class, how often have you done each of the following in an average school year?</i>				
Socio-Cultural Dialogues Scale (SCD)	.003	-.002	.577	(3, 593)
<i>MSL 7) To what degree has the respondent been involved in the following types of leadership training or education programs...</i>				
Leadership Conference	.022	.017	4.518**	(3, 590)
Leadership Retreat	.028	.023	5.673**	(3, 590)
Leadership Lecture/Workshop Series	.018	.013	3.597*	(3, 590)
Positional Leaders Trainings	.012	.007	2.440	(3, 590)
Leadership Course	.011	.016	2.195	(3, 590)
Short-Term Service Immersion	.016	.011	3.289*	(3, 590)
Emerging Leaders or New Leaders Program	.005	.000	.949	(3, 590)
Living-Learning Leadership Program	.002	-.003	.321	(3, 588)
Peer Leadership Education Program	.008	.003	1.529	(3, 587)
<i>MSL 10) How often have the following types of mentors assisted you in your growth or development?</i>				
Faculty/Instructor	.006	.001	1.174	(3, 590)
Student Affairs Professional (ex. Student organization advisor, career counselor, Dean of Students, residence hall director)	.021	.016	4.201**	(3, 589)
Employer	.006	-.001	1.126	(3, 585)
Community Member (not your employer)	.006	.006	1.127	(3, 589)
Parent/Guardian	.024	.019	4.917**	(3, 590)
Other Student	.017	.012	3.473*	(3, 589)
<i>MSL 11) When thinking about your most significant mentor at this college/university, this mentor helped the respondent to...</i>				
Empower myself to engage in leadership	.014	.007	2.087	(4, 579)
Empower others to engage in leadership	.018	.012	2.682*	(4, 574)
Live up to my potential	.017	.011	2.560*	(4, 578)
Be a more positive role model	.008	.001	1.148	(4, 578)
Mentor others	.034	.027	5.078**	(4, 579)
Value working with others from diverse backgrounds	.020	.013	2.880*	(4, 579)
Be open to new experiences	.012	.005	1.722	(4, 580)
Develop problem-solving skills	.007	.000	1.051	(4, 578)
Identify areas for self-improvement	.016	.009	2.395*	(4, 578)

Make ethical decisions	.017	.010	2.424*	(4, 577)
Be a person of integrity	.020	.013	2.991**	(4, 579)
<i>MSL 12) Semester lived on campus</i>				
How many semesters have you lived on campus?	.009	-.008	.544	(10, 586)
<i>MSL 13 – 25) Select demographic variables</i>				
13) Which Institution	.006	.004	3.505	(1, 594)
14) Class Level (freshman, sophomore, etc.)	.011	.005	1.703	(4, 591)
15) Political Views	.007	.010	1.111	(4, 591)
16) Majors (Collapsed)	.011	.005	1.686	(4, 591)
17) Age	.020	.008	1.683	(7, 588)
18) Gender	.001	-.003	.159	(2, 593)
19) Sexual Orientation	.002	-.005	.252	(4, 591)
20) Citizenship Status	.018	.010	2.158	(5, 590)
21) Broad Racial Group Membership	.012	.002	1.211	(6, 589)
22) Religious Preference	.043	.010	1.290	(20, 578)
23) GPA	.008	.001	1.215	(4, 591)
24) Highest level of formal education by parents	.019	.007	1.627	(7, 588)
25) SES	.022	.005	1.328	(10, 585)

* $p < .05$ ** $p < .01$

APPENDIX P

Complete Model Information for Research Question 2.2

Stepwise Regression Model to predict Integrity

Variable	Stepwise Model		
	B	SE B	β
Intercept	63.553170	1.460280	0
A Mentor who helped them to “Mentor others”			
Strongly Disagree	-6.450905	1.765485	-0.157400
Disagree	-2.336700	0.876094	-0.119372
Neutral	-0.503280	0.602939	-0.041585
Agree	-0.660171	0.525959	-0.061234
Strongly Agree	0	-	0
Been involved as a member of a college student organization			
Never	-3.051215	1.095445	-0.119886
Once	-0.261691	1.136859	-0.009863
Sometimes	-1.277499	0.564898	-0.100298
Many Times	0.332295	0.571975	0.025223
Much of the Time	0	-	0
Involvement in a Campus-Wide Programming Board Student Organization			
Yes	-2.072530	0.577848	-0.155593
No	0	-	0
Generational/Citizenship Status			
Your grandparents, parents, and you were born in the U.S.	-2.212289	1.227818	-0.207784
Both of your parents and you were born in the U.S.	-1.021400	1.398351	-0.054393
You were born in the U.S., but at least one of your parents was not	-0.358449	1.275458	-0.027010
You are a foreign born, naturalized citizen	-0.608946	1.472854	-0.027012
You are a foreign born, resident alien/permanent resident	-0.989143	1.747333	-0.030986
International student	0	-	0
Involvement in a Student Governance Student Organization			

Yes	1.547436	0.648472	0.102169
No	0	-	0
Involvement in a Religious Student Organization			
Yes	1.104557	0.446701	0.103080
No	0	-	0
Current Class Level			
Freshman/first-year	1.491331	0.988322	0.079418
Sophomore	-1.255013	0.932542	-0.073010
Junior	0.739014	0.821132	0.053301
Senior	-0.389723	0.698831	-0.037473
5 th year and beyond	0	-	0
Parent/Guardian Mentor			
Never	0.725982	0.718150	0.045386
Sometimes	-1.375860	0.580606	-0.104809
Often	-0.446819	0.544097	-0.036440
Very Often	0	-	0

* $p < .05$ ** $p < .01$

APPENDIX Q

Complete Model Information for Research Question 3

Stepwise Regression Model to predict Integrity

Variable	Stepwise Model		
	B	SE B	β
Intercept	66.026770	1.901157	0
Security - Social	0.226547	5.52	0.077060
Benevolence – Care	0.114730	2.77	0.101455
A Mentor who helped them to “Mentor others”			
Strongly Disagree	-4.391115	1.656880	-0.107142
Disagree	-2.019068	0.856710	-0.103145
Neutral	0.129651	0.589806	0.010713
Agree	-0.339616	0.520521	-0.031501
Strongly Agree	0	-	0
Involvement in a Campus-Wide Programming Student Organization			
Yes	-2.197824	0.551271	-0.164999
No	0	-	0
Institution			
State Flagship	1.366012	0.415213	0.131682
Medium Private	0	-	0
Participation in a Leadership Retreat			
Never	-2.580625	0.932851	-0.238581
Sometimes	-1.598854	0.963140	-0.126316
Often	-1.133377	1.099030	-0.059755
Very Often	0	-	0
Involvement in an Academic-Departmental Student Organization			
Yes	1.073569	0.415797	0.103198
No	0	-	0
Self-Directed - Action	0.096419	2.35	0.101008
Universalism - Nature	-0.100065	-2.44	0.057162
Avg. Weekly Hours of Completed Service as part of a Class			
None	-3.596092	1.711216	-0.280530
1-5	-4.468921	1.787563	-0.291708
6-10	-3.434456	2.110708	-0.107587
11-15	-5.591151	2.597788	-0.111695

16-20	0.024459	2.344219	0.000597
21-25	-4.574199	3.242225	-0.064792
26-30	--	--	--
31+	0	-	0

* $p < .05$ ** $p < .01$