Overview
In February 2018, the Multi-Intuitional Study of Leadership (MSL) was disseminated to a random sample of 4,000 University of Maryland undergraduate students; 891 (22.3%) useable responses were collected. During the administration, the University of Maryland administered a campus-wide Climate Study, which may have impacted MSL response rates. The MSL examines socially responsible leadership skills, as conceptualized in the Social Change Model, and practices and the campus experiences and environments theorized to contribute to leadership development in college. The Social Change Model envisions leadership to exist in six components: Consciousness of Self, Congruence, Commitment, Collaboration, Controversy with Civility, and Citizenship. The MSL was first administered in 2006 and has since been used by over 350 institutions. In 2018, over 80 higher education institutions participated across five countries, including 10 of the 14 Big10 Institutions. For more information on the Social Change Model and the MSL, visit: leadershipstudy.net.

The MSL asked students to identify where they were employed at the time of the survey. Using these responses, students working in the Division of Student Affairs were identified and compared to other students employed in other areas, including those who reported they were not employed.

University of Maryland Student Employment

Highlights
Examining the responses regarding student employment produced a number of highlights further detailed in this report:

- Students who reported working off campus work more hours on average than their peers who report working on campus.
- Students who reported working on campus had higher sense of belonging scores and reported engaging in socio-cultural conversations more frequently than their peers who are unemployed or work off-campus.
- Students who reported working in the Division of Student Affairs have approximately the same grade point average (GPA) as students who reported working in other areas on campus or who do not hold a job. Students who reported working off campus, have a lower GPA than the other three groups.
- The Division of Student Affairs was the only employment location on campus in which a majority of respondents were students of color.
Findings

Hours Worked Per Week

Results from the MSL data provided insight to a number of factors involving student employment. Half of University of Maryland students from the sample reported being employed; their peers at other Big Ten institutions report being employed at similar rates. About 10% of University of Maryland respondents indicated they work for the Division of Student Affairs (DSA). It is important to note that students may hold more than one on-campus job. If students indicated they were employed in a student affairs unit and another unit, they are classified as being a student affairs student employee for the purposes of this report.

Overall, UMD students who were employed off campus worked approximately 6 hours per week more than students who reported being employed on campus. Student Affairs student employees reported working an average of 12.9 hours per week whereas their peers working elsewhere on campus reported working 10.5 hours/week.

Leadership Outcomes

The MSL includes a number of scales measuring students’ leadership and associated outcomes. Analyses indicate there are no differences regarding students Socially Responsible Leadership Capacity or Leadership Efficacy based on their employment location. However, students who reported they were employed in the Division of Student Affairs exhibit different scores on the socio-cultural conversations and sense of belonging scales. All scale variables were created using multiple questions presented on the MSL. With

Socio-Cultural Conversations and Leadership Efficacy were measured on a 4-point scale; Leadership Capacity and Belonging were measured on a 5-point scale.
regards to the sense of belonging items, students reporting they were employed in the Division of Student Affairs also had higher scores than students who reported they were employed off campus ($p = 0.034$), but not those who reported they were employed in another area on campus nor those who were not employed ($p > 0.05$). With regards to the socio-cultural conversations, students in the Division of Student Affairs reported a higher frequency of these conversations compared to students who indicated they were not employed ($p = 0.036$) or who worked off campus ($p = 0.003$). There were no differences between student employees in the Division of Student Affairs compared to those working in other areas on campus ($p < 0.05$).

The socio-cultural conversations scale is comprised of six items, five of which Division of Student Affairs student employees reported the most frequency in which they were having these conversations however not all of these differences are statistically different. For example, student employees in the Division of Student Affairs report talking about peace, human rights, and justice more frequently than all other students (71%), however this increased frequency is only statistically different from those students reporting they were employed off campus (47%).

**Frequency of Socio-Cultural Conversations - Percent Often or Very Often**

![Bar chart showing the frequency of socio-cultural conversations among different employment groups.](chart.png)
Exploring the sense of belonging items by campus employment location, we find that students who report being employed off campus indicate a lower sense of belonging than at least one group of other students on each item ($p < 0.024$). Most notably, only one-in-three (34%) of students reporting they hold a job off campus also indicate that they feel valued as a person at this school whereas about three-of-five of their peers agreed with this statement. The other three employment locations are not statistically different from each other.

**Sense of Belonging - Percentage Agreeing**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Not Employed</th>
<th>Employed off campus</th>
<th>Employed on campus - Not in DSA</th>
<th>Employed on campus in DSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel valued as a person at this school</td>
<td>56%</td>
<td>34%</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>I feel accepted as a part of the campus community</td>
<td>55%</td>
<td>48%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>I feel I belong on this campus</td>
<td>59%</td>
<td>44%</td>
<td>64%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**Grade Point Average**

When examining students Spring 2018 cumulative Grade Point Average (GPA) as recorded in the data warehouse, there are no differences when comparing students with and without jobs. However, comparing the GPA of respondents and incorporating students reported employment location, those students who reported holding a job off campus have a lower GPA ($p < .001$) than those students who reported they were not employed or were employed on campus, either in the Division of Student Affairs or elsewhere.
Race/Ethnicity by Campus Employment Location

- **White**:
  - Employed on campus in DSA: 48%
  - Employed on campus - Not in DSA: 52%
  - Employed off campus: 58%
  - Not Employed: 58%

- **Black/African American**:
  - Employed on campus in DSA: 9%
  - Employed on campus - Not in DSA: 18%
  - Employed off campus: 18%
  - Not Employed: 20%

- **Asian American**:
  - Employed on campus in DSA: 11%
  - Employed on campus - Not in DSA: 16%
  - Employed off campus: 22%
  - Not Employed: 20%

- **Latinx/Hispanic**:
  - Employed on campus in DSA: 5%
  - Employed on campus - Not in DSA: 14%
  - Employed off campus: 11%
  - Not Employed: 11%

Among survey respondents, the Division of Student Affairs had the highest percentage of Black/African American and Asian American student employees. The highest percentage of Latinx/Hispanic student employees is evident among those who are working off campus.

Consideration should be given to repeating analyses regarding students Grade Point Average and demographic information using institutional data to understand more fully differences in student demographics by employment location. Such analyses would be able to incorporate all students employed in the Division of Student Affairs and may allow individual departments to explore the academic success and structural diversity of their student employees rather than being limited to the Division of Student Affairs given the number of survey respondents.