THE SOCIAL CHANGE MODEL

Group Values

Collaboration
Common Purpose
Controversy with Civility

Consciousness of Self
Congruence
Commitment

Individual Values

CHANGE

Citizenship

Society/Community Values

a b
c d e f
CLT Year by Year Overview

- Summer, 2012 = Year 1 (7 depts/145 students)
- Summer, 2013 = Year 2 (12 depts/238 students)
- Summer, 2014 = Year 3 (10 depts/239 students)
- Summer, 2015 = Year 4 (16 depts/309 students)
Schedule of the Day, 2015

1st Year Program

1:00-1:50: Individual Values Activity
2:00-2:40: Explanation of Social Change Model
2:50-3:45: Group Values Activity
3:50-4:15: Societal Values Activity
4:15-5:00: Social Change While at Work

2nd Year Program

1:00-1:50: Vulnerability and Reflection Activity
2:00-2:40: Explanation of Social Change Model
2:50-3:45: Change Activity and Discussion
3:50-4:15: Societal Values Activity
4:15-5:00: Social Change While at Work

Third Year Cohort Facilitates the 1st Year Program
Year 1: Leadership Practices Inventory

• A pre-test/post-test strategy yielded declining results.

• Students (on average) rated themselves higher on the five practices on the pretest before the day-long training on the practices than they rated themselves on the post-test afterwards.

• Did they “unlearn” these practices or did they gain a more realistic sense of their abilities in those five areas and submit more realistic (and lower) score in the post-test?

• We found the measurement design problematic…
**Year By Year Assessment Strategies**

**Year 2: Social Change Model**

*Reflective Evaluation (N=212)*

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>PERCENTAGE OF GREATEST GAIN*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the Social Change Model</td>
<td>43%</td>
</tr>
<tr>
<td>I am confident I will use the SCM in my work</td>
<td>33%</td>
</tr>
<tr>
<td>I understand Congruence</td>
<td>26%</td>
</tr>
<tr>
<td>I understand Citizenship</td>
<td>25%</td>
</tr>
<tr>
<td>I understand Controversy with Civility</td>
<td>23%</td>
</tr>
<tr>
<td>I am able to articulate my core values</td>
<td>21%</td>
</tr>
<tr>
<td>I understand Consciousness of Self</td>
<td>20%</td>
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</table>

*Greatest Gain means respondent “Disagreed” in the morning and “Strongly Agreed” in the afternoon, after the CLT experience.*
Year 2: Social Change Model
Reflective Evaluation (N=212)

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>LARGEST PERCENTAGE OF GAIN**</th>
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<tbody>
<tr>
<td>I understand the Social Change Model</td>
<td>91%</td>
</tr>
<tr>
<td>I understand Citizenship</td>
<td>84</td>
</tr>
<tr>
<td>I understand Consciousness of Self</td>
<td>80</td>
</tr>
<tr>
<td>I understand Congruence</td>
<td>80</td>
</tr>
<tr>
<td>I understand Controversy with Civility</td>
<td>78</td>
</tr>
<tr>
<td>I will use the SCM in my work</td>
<td>77</td>
</tr>
<tr>
<td>I can articulate my core values</td>
<td>68</td>
</tr>
<tr>
<td>I know how to create positive change</td>
<td>64</td>
</tr>
<tr>
<td>I understand Common Purpose</td>
<td>56</td>
</tr>
<tr>
<td>I understand Collaboration</td>
<td>52</td>
</tr>
<tr>
<td>I understand Commitment</td>
<td>52</td>
</tr>
<tr>
<td>I believe I can make an impact in community</td>
<td>48</td>
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</table>

** Gain includes both Greatest Gain and Some Gain responses. Again, Greatest Gain means respondent “Disagreed” in the morning and then “Strongly Agreed” in the afternoon. Some Gain means respondent either “Disagreed” in the morning and “Agreed” in the afternoon OR “Agreed” in the morning and “Strongly Agreed” in the afternoon, after the CLT experience.
Year 3: Social Change Model

Statistical Analysis of Two-Year Leadership Definitions
2-Tailed Paired t-tests
N=53, P<.05

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Mean Difference</th>
<th>t-score</th>
<th>P value</th>
<th>Significance</th>
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</thead>
<tbody>
<tr>
<td>SCM 'C' Selected</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
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<td></td>
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<tr>
<td>Consciousness of Self</td>
<td>1.21</td>
<td>.45</td>
<td>1.26</td>
<td>.49</td>
<td>.06</td>
<td>0.6511</td>
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<tr>
<td>Collaboration</td>
<td>1.38</td>
<td>.53</td>
<td>1.55</td>
<td>.61</td>
<td>.17</td>
<td>1.5891</td>
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<tr>
<td>Common Purpose</td>
<td>1.30</td>
<td>.54</td>
<td>1.47</td>
<td>.61</td>
<td>.17</td>
<td>1.5891</td>
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<tr>
<td>Total</td>
<td>3.89</td>
<td>1.03</td>
<td>4.28</td>
<td>1.13</td>
<td>.40</td>
<td>2.1607</td>
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Year 4: Social Change Model
Leadership Definitions Collected Pre-Post
Definitions of Specific ‘C’s Collected

Significant Amount of Data – Too Much

Total Number of Definitions from 1st Year Cohort (Self-Selected)

- Collaboration  -195
- Common Purpose - 155
- Commitment - 121
- Consciousness of Self - 93
- Congruence - 52
- Controversy with Civility - 37
- Citizenship - 31
Assessment Moving Forward

Year 5: Social Change Model/StrengthsQuest
Focus Groups with SATAL

**Supervisors:**
Sept/Oct – Evaluation of Program Impact
May/June – Evaluation of Student Growth

**Participants (Split by Cohort Year):**
Sept/Oct – Narrative of Program Impact
April – Reflection on Personal Growth
Thank You!

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Check out our other programs including the Bobcat Leadership Series

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