Student Employee Collaborative Leadership Training

UCMERCED | MARGO F. SOUZA Student Leadership Center

THE SOCIAL CHANGE MODEL

Group Values

Collaboration
Common Purpose
Controversy with Civility

a

b

c

d

CHANGE

Consciousness of Self
Congruence
Commitment

Citizenship

e

f

Individual Values

Society / Community Values

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

← | Third Year Cohort Facilitates the 1st Year Program |

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

Year By Year Assessment Strategies

Year 1: Leadership Practices Inventory

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

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

- 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)

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

*Greatest Gain means respondent "Disagreed" in the morning and "Strongly Agreed" in the afternoon, after the CLT experience.

Year By Year Assessment Strategies

Year 2: Social Change Model
Reflective Evaluation (N=212)

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

** 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 By Year Assessment Strategies

Year 3: Social Change Model

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

SCM 'C' Selected	Year One		Year Two		Mean Difference	t-score	P value	Significance
	Mean	SD	Mean	SD				
Consciousness of Self	1.21	.45	1.26	.49	.06	0.6511	0.5179	No
Collaboration	1.38	.53	1.55	.61	.17	1.5891	0.1181	No
Common Purpose	1.30	.54	1.47	.61	.17	1.5891	0.1181	No
Total	3.89	1.03	4.28	1.13	.40	2.1607	0.0353	Yes

Year By Year Assessment Strategies

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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