Leadership for Social Change Seminar 2013-14 Nublic Public

Name of Assessment Leadership for Social Change Seminar 2013-14

Project:

Name(s) of Person(s) Responsible for **Assessment Project:**  Program Coordinator (Willie Blackmon)

Program Coordinator (Lisa Gates)

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Providing Center for Student Involvement-Communication & Leadership

Department: Other

**Units/Departments** Involved in

**Assessment Project:** 

Program, Service, or The Leadership for Social Change Seminar is an eight session program designed to teach students skills to effectively and Event Related to confidently communicate in a leadership setting. This seminar requires you to participate in activities designed to develop Assessment Project: leadership, interpersonal communication, and public speaking skills, and it will actually improve the quality of your life if you keep an open mind and actively participate! The seminar consists of both leadership theory and application.

The course syllabus is attached.

·····• Spring 2014 Leadership Seminar

Assessment Project Learning in this seminar was assessed using pre and post-survey data. All pre-tests were averaged, as were all post-tests. Description: The two averages were then compared to measure the extent to which learning outcomes were met.

**Specific Goals and Learning Outcomes:** 

Unit/Program As a result of participating and completing the Leadership for Social Change Seminar, students will...

- 1. Develop and enact a plan congruent with their identities and interests.
- 2. Develop a sense of integrity and clarify values.
- 3. Understand the effects of individual behavior on oneself, on others, and on the community.
- 4. Work effectively in groups which are diverse in their composition in order to formulate creative ideas, solutions, or other aims.
- 5. Work in groups to develop shared goals.
- 6. Utilize vision, authenticity, credibility, and trustworthiness to inspire others and sustain organizational commitment and satisfaction.
- 7. Demonstrate self-awareness and a willingness to seek and receive feedback on one's performance from others and to modify one's approach to leadership.
- Show sensitivity to individual and cultural differences within groups and the ability to tailor one's style of leadership based on this knowledge.
- 9. Engage in campus, local, state, national, and global decision-making opportunities.

Student Affairs

Relationship to Lead in a Diverse Global Society

**Learning Outcomes:** 

Assessment Project 7/1/2013

Start:

Assessment Project 6/30/2014 End:

Population/Sample: All students, undergraduate or graduate, who enrolled in the Leadership for Social Change Seminar represent the population/sample for this assessment.

50 of Students who participated in the program

25 of Students who took the pre-test 16 of Students who took the post-test

Other Assessment

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Type(s):

**Assessment Methods:** Surveys

Other Assessment

Method(s):

Data Collection Tools: Surveys administered via Campus Labs were used to collect the data when students started the seminar (pre) and at the end of the seminar (post).

Data Analysis All pretests for the 2013-14 year were averaged, as were the post-tests. These two averages were then compared side-by-**Methods:** side to measure the significance of learning in the seminar.

**Presentation of** The full comparison report is attached here.

Findings:

Leadership Pre-Post Comparison Report 2013-14

Progress: 100% **Project in Campus** Labs Baseline:

Link Assessment Note: winter quarter 2014 data is not included due to cancellation of that seminar.

Name	Source
Leadership for Social Change - Pretest Fall 2013	Baseline (All project data)
Leadership for Social Change Pre-Test Spring 2014	Baseline (All project data)
Leadership for Social Change Post Test Fall 2013	Baseline (All project data)
Leadership for Social Change Post-Test SP 2014	Baseline (All project data)

**Summary of Findings:** Highlights from the data include:

- Prior to the seminar, 72% of students rated themselves an "A" or "B" in leadership ability, with 94% rating themselves that way at the conclusion of the seminar.
- 68% of students before the seminar strongly or moderately agreed that "In the United States, people basically have equal opportunity to do what they want in life." Upon learning about inequality as structural and systemic, only 44% of students still agreed with the statement after the seminar.
- 84% of students before the seminar strongly or moderately agreed "I believe I have a civic responsibility to the greater public," with 100% of students feeling that way after the seminar.

Impact of While the data does demonstrate some gains in learning outcome attainment, the sample sizes were small so nearly all Assessment: items were not found to be statistically significant. A few items showed a slight (but not significant) opposite effect. This may be due to students feeling overconfident about their leadership attitudes and abilities in the pre-test, followed by some uncertainty on the post-test after being more informed about their true competency.

Lessons Learned: A potential re-design of this survey may yield better data about student learning in this seminar. Another barrier is attendance, which led to a small sample size. This seminar is our smallest and for some reason does not draw as much interest as our other, more communication focused seminars. New strategies should be considered to improve student interest and boost attendance.

Supplemental Information:

Last modified 9/30/2014 at 5:57 PM by John Weng Created 7/11/2014 at 4:29 PM by Brett Robertson