

# **Student Leader Learning Outcomes (SLLO)**

## **The Impact of Using Rubrics**

### **Department of Student Life Studies**

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### **Background**

Astin's I-E-O Model states that student learning is impacted by three things: what the students bring with them to a college environment (inputs), the environment they encounter in college (environment), and the personal characteristics such as skills, knowledge, and values that are present after they graduate (outcomes) (Astin, 1993). As Pascarella and Terenzini (2005) point out, Astin "assigns the institutional environment a critical role in that it offers students a wide variety of academic and social opportunities to become involved with new ideas, people, and experiences" (p. 53). They also emphasize that the students have a critical role in how they interact with the college environment and what resources are provided to them to do so.

In 2004, two professional associations for the field of student affairs published a document entitled "Learning Reconsidered: A Campus-Wide Focus on the Student Experience." In the document, the associations explain the role the profession could play in constructing the college environment to enhance student learning. They admonish the field by stating that "student affairs educators have often not intentionally or systematically focused on abstract or transferable learning derived from out-of-classroom experiences they have designed (Keeling, p. 9). They go on to recommend that student affairs professionals consider developing rubrics to "provide comprehensive, detailed descriptions of what students have or have not learned" (p. 23).

Pascarella and Terenzini (2005) highlight research findings from thirty years of research on college students and conclude that a number of gains are made when students participate in co-curricular involvement experiences. Some of those gains include developing job-related skills, improving communication skills, and enhancing leadership abilities. Beeny (2003) encourages student affairs professionals to explore the gains made by students and develop learning outcomes and structured ways to assess those gains. She explains that students who come into an experience expecting to learn report higher levels of learning than those without that expectation. Therefore, outcomes and structured assessments built into the involvement environment can enhance the likelihood that learning will occur. Furthermore, Beeny states that such an environment can provide students with needed feedback about their development and make student learning more intentional.

In the summer of 2005, members of the Division of Student Affairs at Texas A&M University identified several skills-based outcomes that student leaders could learn while performing responsibilities for their student organizations, regardless of the organization's mission and function. An effort was initiated to document all of the smaller proficiencies that led to mastery of each skill. The result was an assortment of assessment rubrics for skills such as verbal communication, written communication, oral communication, diversity, critical thinking, and project management. Each rubric was based upon relevant foundational literature such as theoretical models and current research. The mission of this ongoing effort, called the Student Leader Learning Outcomes (SLLO) project, is to contribute to the educational mission of the

institution by providing structured learning experiences for student leaders and helping them document their skills for future leadership and employment opportunities.

A study was initiated during the 2007-2008 school year to discover what kind of impact the rubrics had on students, advisors, and the process of learning outside of the classroom. Three main research questions formed the basis for the study: (1) What skills do student leaders come into their leadership positions with?, (2) Are there differences between self-assessments and advisor-assessments on skill levels?, and (3) Is there change (either direction) in assessed skill development during the year with student leaders using the rubrics and those who were not using the rubrics?

## **Method**

### ***Participants***

To conduct the study, student organization leaders and their advisors were needed for the two different research conditions – using rubrics and not using rubrics. It was determined that three student organizations were needed for each research condition for a total of six organizations. Nine criteria were established to assist in the selection of the organizations. First, the organizational missions contained in both conditions had to be similar in nature including the type of skills required to fulfill the missions. Second, all organizations had to have an established budget for their activities. This provided similar conditions in which fiscal responsibility and accountability were present within all of the organizations. Third, all organizations had to have a full-time advisor. This ensured that there was an increased amount of interaction between advisors and student leaders and an opportunity to build skills through these interactions regardless of the research condition. Fourth, all organizations had to be classified as a “sponsored” organization which means they have a significant tie to the institutional reputation or had risk management issues contained within their activities that warranted greater oversight by the institutional administration. Fifth, all organizations had to have at least eight to ten student leaders to cover a variety of responsibilities. Having a variety of leaders allows for specialization in areas such as marketing, program planning, and membership management. This requirement for participation allowed for diverse skills to be represented. Sixth, organizational members had to be selected through a competitive application process. This increases the likelihood that members were motivated to participate in the organization. Seventh, the organizational leaders were chosen through an election or selection process. This demonstrated a desire to become leaders within the organization. Eighth, all leaders had to be serving a term that covered the fall and spring semesters of the school year. The ninth criterion was that the student leaders and full-time advisors of the identified organizations agreed to participate in the study.

Following the establishment of criteria, eight student organizations were identified as possible participants. The primary researcher arranged face-to-face meetings with the organizational advisors to explain the study and the expectations for participation. In turn, the advisors spoke with their student leaders about participating in the study. One organization asked the primary researcher to meet with the student leaders to explain the study further. By the end of the recruiting period, six organizations agreed to participate in the study and they were placed in a study condition of either using rubrics or not using rubrics.

The three organizations who agreed to use rubrics throughout the year (referred to as Rubric Students and Rubric Advisors) are described below. The selection of and process for using rubrics was left to the discretion of the advisors. The advisors selected three different rubrics to use with the variety of leaders in their organizations: project management, critical thinking, and public speaking. These rubrics can be viewed in Appendix B. All advisors provided one-on-one feedback to the students on the skills covered on the rubric but frequency varied. Feedback was offered during two or three formal meetings during the year, typically at the beginning and end of the year. Informal conversations regarding individual development occurred throughout the year.

- Organization 1 provides a popular first-year orientation experience for the institution. It has a highly competitive application process for all leadership positions and there are several levels of student leadership. The top student leaders have responsibilities that include arranging, planning, and/or supervising all of the activities and lower levels of leadership. The advisor has several years of experience with the organization and with advising organizations in general.
- Organization 2 focuses on leadership development for sophomores. Many of its student leaders participated as a sophomore member. The top student leaders have responsibilities that include mentoring and guiding members as well as supervising the planning and implementation of programs and activities. They also provide oversight for smaller groups within the organization. The advisor has three years of experience advising organizations in general and over a year with this organization.
- Organization 3 manages a large and popular weekend-long event on campus that involves a number of significant institutional constituencies. It is a well-known organization and has a competitive selection process for its leadership positions. The top student leaders plan and implement several large-scale activities during the event as well as provide marketing and overall coordination for many smaller activities that also occur throughout the weekend. The advisor has several years of experience advising organizations in general and two years with this organization.

The three organizations who agreed to function normally and not use rubrics during the year (referred to as Non-Rubric Students and Non-Rubric Advisors) are described below. The normal functions of these organizations included informal interactions between advisors and student leaders as well as scattered formal meetings to discuss growth and development issues.

- Organization 4 provides a popular service for the institution and the community. It has a competitive application process for all leadership positions. The top student leaders have responsibilities that include arranging, planning, and/or supervising all of the activities as well as managing risks and training members. The advisor has several years of experience with the organization as well as with advising organizations in general.
- Organization 5 focuses on leadership development for freshmen. Most of its student leaders move up in the organization after participating as a freshman member. The process of becoming a freshman member is highly competitive. The top student leaders have responsibilities that include mentoring and guiding freshmen as well as supervising the planning and implementation of programs. They also provide oversight for smaller groups

within the organization. The advisor has several years of experience advising organizations in general and a few months of experience with this organization.

- Organization 6 organizes a large and popular event on campus that involves a number of significant institutional constituencies. It is a well-known organization and has a competitive selection process for its leadership positions. The top student leaders plan and implement one large-scale event that involves coordinating hundreds of small groups, providing training and instruction to participants, providing thorough communication with all constituencies, and coordinating the distribution of a large inventory of supplies. The advisor has one year of experience advising organizations in general and one year of experience with this organization.

A total of 27 students and three advisors were recruited for the rubric group and 31 students and three advisors for the non-rubric group. Organization 3, as a group, did not complete the project requirements. In addition, students and advisors could discontinue their participation in the project at any point during the year and some did elect to stop participation. By the end of the project, there were 19 student leaders and three advisors in the non-rubric group and 9 student leaders and two advisors in the rubric group. Their responses form the basis for this report.

### ***Instrument***

During the initiation of the research project, ten rubrics were available for staff and student use. A content analysis was conducted on all rubric statements so themes could be identified. A total of 41 skill statements and eight skills groups emerged from the content analysis. The skill groups were information management, appraising a situation, group dynamics, organization mission and goals and procedures, self management, delegating, communication, and time management. Appendix A contains all of the skill statements created for the instrument. In addition, the statements that make up each skill group are included in their respective sections in this report to help clarify results.

Two different versions of the instrument were designed—one for student leaders and one for advisors. Both contained the same set of skill statements but had different instructions. There were two measurements for advisors and three measurements for students. Both advisors and students were asked to rate how proficient the student was on each skill. In addition, advisors and students were asked to indicate the importance of each skill to the organizational responsibilities required of the student. A third question asked the students how important each skill was to their future career and educational goals. There were options of “No Opinion/Not Applicable” and “Don’t Know” available for each of the skill statements but these responses were removed from the final analysis.

### ***Data Collection***

Both instruments were web-based and designed with Vovici® software, which creates online forms and databases. The instruments were sent via email at three data collections periods during the year – October 2007 (“Beginning”), February 2008 (“Midpoint”), and April 2008 (“End”). These specific times were selected in order to capture the natural evolution of an organization at the beginning, middle, and end of the year. Several reminders were sent at each collection period to encourage participation. The student leaders were asked to complete the instrument as a self-assessment while the advisors were asked to complete the instrument for each of their student

leaders. Advisors completed the instrument up to ten times, representing each student leader, during each collection period while each student completed it once.

In addition to the standard instrument questions, student leaders were asked to indicate their agreement to some statements regarding activities within organizations. These statements were posed to the students at the beginning and midpoint data collection periods in order to understand the value they placed on specific issues. During the final data collection period, both student leaders and advisors were asked qualitative questions regarding the process of using the instrument and assessing skills during the year, the nature of the developmental conversations between student leaders and advisors, and what was gained from those conversations.

### *Analysis*

For the qualitative data, a formal content analysis was conducted for each of the questions. Participants in the analysis process were members of a SLLO committee formed for the purpose of assessing all aspects of the rubric usage. Themes were developed during the analysis process and are included in this report. Student and advisor quotes are included in the report to demonstrate the main ideas. These quotes were chosen for inclusion on the basis of being well written, easy to comprehend, and representative of the main ideas expressed.

For the quantitative analysis, SPSS 14.0 for Windows was used to obtain descriptive statistics (e.g., mean, standard deviation, 95% confidence interval for the mean, minimum, and maximum value for the scale). The validity and reliability of the scale scores was evaluated using SPSS 14.0 for Windows. Specifically, the Reliability Analysis component was used to obtain internal consistency reliability (Cronbach's alpha). In order to facilitate group comparisons over the measurement occasions, means plots were constructed using Excel 2003. Means plots are only included for proficiency scales.

### *Limitations of the Study*

There are several limitations to consider in this study. Because of the criteria identified for selecting organizations to participate in the project, only a very small portion of the organizations on campus were used. It is quite likely that other student leaders and advisors would have different experiences. This study only captures the experiences of the project participants and cannot represent any other experiences. In addition, the organizations selected for the project, while similar in some ways, do have some differences such as organizational culture that might have impacted the way skills are perceived and addressed during the year. These differences could have impacted the results of the project.

During the study, one entire organization had to be removed because they did not complete the project requirements. Because this organization was matched with one in the non-rubric group, a full understanding of how the use or non-use of rubrics impacted students, advisors, and the learning process cannot be achieved. The results may have been different had the organization been included in the analysis. In a similar limitation, several individuals did drop out of the project during the year. Their experiences could have impacted the project results as well.

And, finally, the project itself may have impacted how students and advisors perceive skill development. Because the goal of the project was to observe any changes in skill development

throughout the year, students and advisors may have reported the skill development in a manner that was more favorable to the research questions.

## **Results**

Results include means and standard deviations (sd) for the number of people (n) who responded to the question. Qualitative data themes also are contained within this report to help describe the comments advisors and students provided.

The proficiency scale, used by both students and advisors, was defined as 4=High Proficiency (can perform without guidance), 3=Moderately Proficient (can perform with some guidance), 2=Limited Proficiency (can perform with significant guidance), and 1=No Proficiency (cannot perform). All of the responses were combined to form an overall proficiency score to cover the each main skill group (e.g., information management, appraising a situation, etc.). Proficiency scores were calculated for each group—Rubric Students, Rubric Advisors, Non-Rubric Students, and Non-Rubric Advisors.

The importance to organizational position scale, used by both students and advisors, was defined as 4=Essential, 3=Very Important, 2=Somewhat Important, and 1=Not Important. All of the responses to the skill statements were combined to form one organizational importance score to cover the main skill groups (e.g., information management, appraising a situation, etc.). Importance to Organization scores were calculated for each group—Rubric Students, Rubric Advisors, Non-Rubric Students, and Non-Rubric Advisors.

The importance to future goals scale, used by students only, was 4=Essential, 3=Very Important, 2=Somewhat Important, and 1=Not Important. All of the responses to the skill statements were combined to form one individual importance score to cover the main skill groups (e.g., information management, appraising a situation, etc.). Importance to Future Goals scores were calculated for the two student groups—Rubric Students and Non-Rubric Students.

Included with the tables is the Cronbach's alpha ( $\alpha$ ). This is a measure of reliability for the item scores within the skill groups. It explains the strength of the relationship among the items in the scale. As alpha approaches 1, the better the overall scale represents the items contained within the scale. If Cronbach's alpha is less than 0.70, then the items on the scale do not constitute a satisfactory scale and items in the scale should be interpreted individually.

Also included in this report are "confidence intervals." Confidence intervals provide a range of values, within a specific probability, where the true mean would be located for the population being considered. For the purposes of this report, a 95% confidence level ("95% CI") was used. In other words, for the population being considered, there is 95% confidence that the true mean is between the lower bound of the range and the upper bound of the range.

In addition to these scales, students were asked to indicate their agreement to several statements for the beginning and midpoint data collection periods. The scale used for these questions was 4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree.

The results are divided into different sections based on the skill groups addressed in the instrument or the other questions asked in the study.

## **Information Management**

The following four statements encompassed the skill set of Information Management:

- Using multiple sources of information to make decisions about the organization and/or its activities
- Supporting my arguments with relevant data when applicable
- Critically analyzing information presented to me as facts by authority figures
- Critically analyzing information presented to me as facts by my peers

Information Management skills were explored holistically for differences between and within groups on the three main measurements. The following sections demonstrate that there were no statistical differences between the rubric and non-rubric groups on measures of overall proficiency, importance to position, or importance to future goals.

Some response patterns were observed for each group. For proficiency, the Non-Rubric Students remained about the same throughout the year while other groups demonstrated an increase at the midpoint or end. For importance to position, the groups either remained the same throughout the year (Rubric Advisors, Non-Rubric Students) or had an upward trend (Rubric Students, Non-Rubric Advisors). For importance to future, Rubric Students increased throughout the year while the Non-Rubric Students remained about the same. Across all measurements, Rubric Students had an upward trend with the means while the Non-Rubric Students stayed about the same. Non-Rubric Advisors also had an upward trend while the Rubric Advisors either stayed the same or went up.

### *Proficiency of Information Management Skills*

Table 1, on the following page, illustrates the proficiency scores for each group. There were no statistical differences between groups. Overall, the student self-assessments and advisor assessments of students indicated a fairly high proficiency in these skills. Both groups of advisors had greater variation in their responses than did the students. Figure 1, on the following page, illustrates the means graphically.

Information Management - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	13.38	1.19	12.38	14.37	11	15
	February 2008	9	14.00	1.41	12.91	15.09	12	16
	April 2008	9	14.22	1.48	13.08	15.36	12	16
Rubric - Advisors	October 2007	8	11.75	3.01	9.23	14.27	9	16
	February 2008	9	13.22	2.59	11.23	15.21	8	16
	April 2008	8	13.13	2.53	11.01	15.24	9	16
Non-Rubric Students	October 2007	18	13.50	1.92	12.55	14.45	10	16
	February 2008	19	13.63	2.06	12.64	14.62	11	16
	April 2008	19	13.58	1.95	12.64	14.52	10	16
Non-Rubric Advisors	October 2007	18	11.89	2.65	10.57	13.21	7	16
	February 2008	18	13.17	2.85	11.75	14.59	8	16
	April 2008	17	13.71	2.31	12.52	14.89	8	16

Table 1: Proficiency mean scores and confidence intervals for information management skills  
The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.85$

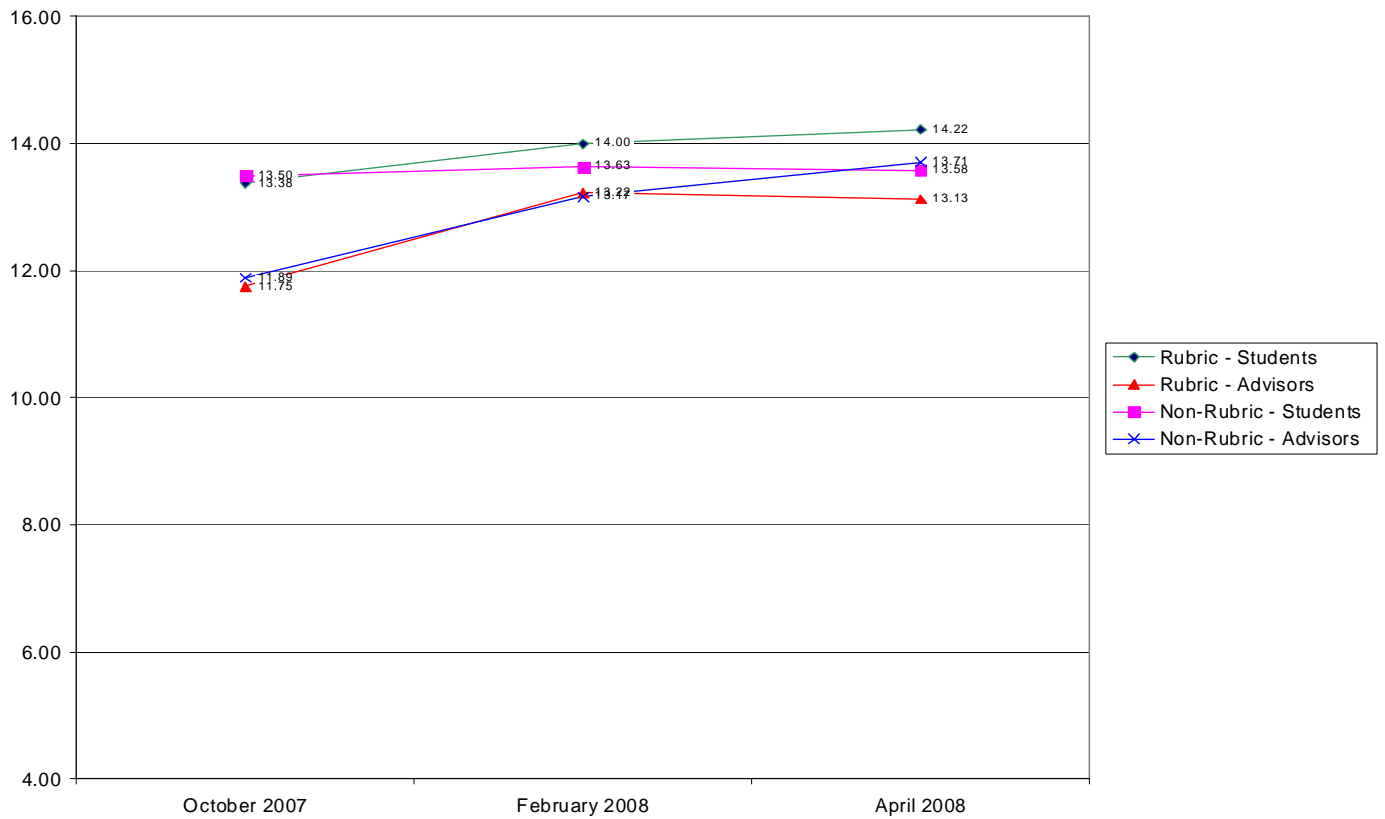


Figure 1: Proficiency mean scores for information management skills  
The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.85$



Importance of Information Management Skills to Organizational Position

Table 2 demonstrates the importance of Information Management skills to the students’ position in the organization. There were no statistical differences between any of the groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high importance of these skills to organizational position.

Information Management - Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	11.13	1.36	9.99	12.26	9	12
	February 2008	8	11.38	0.74	10.75	12.00	10	12
	April 2008	9	11.56	1.01	10.78	12.33	9	12
Rubric - Advisors	October 2007	9	10.33	1.50	9.18	11.49	8	12
	February 2008	9	10.33	1.58	9.12	11.55	8	12
	April 2008	9	10.11	1.05	9.30	10.92	9	12
Non-Rubric Students	October 2007	18	10.89	1.08	10.35	11.43	9	12
	February 2008	18	10.67	1.41	9.96	11.37	8	12
	April 2008	16	10.81	1.47	10.03	11.60	8	12
Non-Rubric Advisors	October 2007	19	9.84	1.64	9.05	10.63	8	12
	February 2008	19	10.21	1.84	9.32	11.10	8	12
	April 2008	19	10.63	1.89	9.72	11.54	8	12

Table 2: Importance to position - mean scores and confidence intervals for information management skills  
The minimum combined score was 4 and the maximum was 12; Cronbach’s  $\alpha=0.78$

Importance of Information Management Skills to Future Goals

Table 3 illustrates how the students responded to importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that information management skills were important to their future goals.

Information Management - Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	11.25	1.16	10.28	12.22	9	12
	February 2008	8	11.50	1.07	10.61	12.39	9	12
	April 2008	9	11.78	0.67	11.27	12.29	10	12
Non-Rubric Students	October 2007	18	11.67	0.59	11.37	11.96	10	12
	February 2008	18	11.61	0.78	11.22	12.00	10	12
	April 2008	18	11.61	0.98	11.12	12.10	9	12

Table 3: Importance to future - mean scores and confidence intervals for information management skills  
The minimum combined score was 4 and the maximum was 12; Cronbach’s  $\alpha=0.51$

**Appraising a Situation**

The following four statements encompassed the skill set of Appraising a Situation:

- Anticipating a broad range of consequences of a situation
- Identifying different components of a situation that need to be addressed
- Explaining to others the different components of a situation that need to be addressed

- Continuously evaluating processes for ways to improve things for the organization

Skills for Appraising a Situation were explored holistically for differences within and between groups on the three main measurements. The following sections demonstrate that there were no statistical differences between the rubric and non-rubric groups on overall proficiency, importance to position, or importance to future for the appraisal skills.

Some response patterns were observed for each group. For proficiency, the students varied in their ratings while the advisors increased throughout the year. The importance to position ratings varied for Rubric Advisors and Non-Rubric Students, went up for Non-Rubric Advisors, and went down for Rubric Students. For importance to future goals, Rubric Students stayed about the same at the midpoint then went down at the end while Non-Rubric Students stayed about the same throughout the year.

Across all measurements, Rubric Students decreased in ratings at either the midpoint or at the end while the Non-Rubric Students increased in ratings at either the midpoint or at the end. Non-Rubric Advisors increased in ratings while the Rubric Advisors varied across measurements.

Proficiency of Skills for Appraising a Situation

Table 4 and Figure 2, both on the following page, illustrate the proficiency scores for each group. There were no statistical differences between any of the groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills.

Appraising a Situation - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	13.22	0.67	12.71	13.73	12	14
	February 2008	9	12.78	1.64	11.52	14.04	10	15
	April 2008	9	13.33	1.00	12.56	14.10	11	14
Rubric - Advisors	October 2007	9	12.22	2.22	10.51	13.93	9	16
	February 2008	9	13.67	1.73	12.34	15.00	11	16
	April 2008	9	13.78	2.05	12.20	15.35	9	16
Non-Rubric Students	October 2007	19	13.00	2.08	12.00	14.00	7	16
	February 2008	19	13.84	1.89	12.93	14.75	10	16
	April 2008	19	13.11	1.15	12.55	13.66	11	15
Non-Rubric Advisors	October 2007	16	11.75	2.24	10.56	12.94	8	15
	February 2008	18	12.89	2.61	11.59	14.19	8	16
	April 2008	18	13.94	2.21	12.85	15.04	9	16

Table 4: Proficiency mean scores and confidence intervals for skills for appraising a situation  
The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.72$

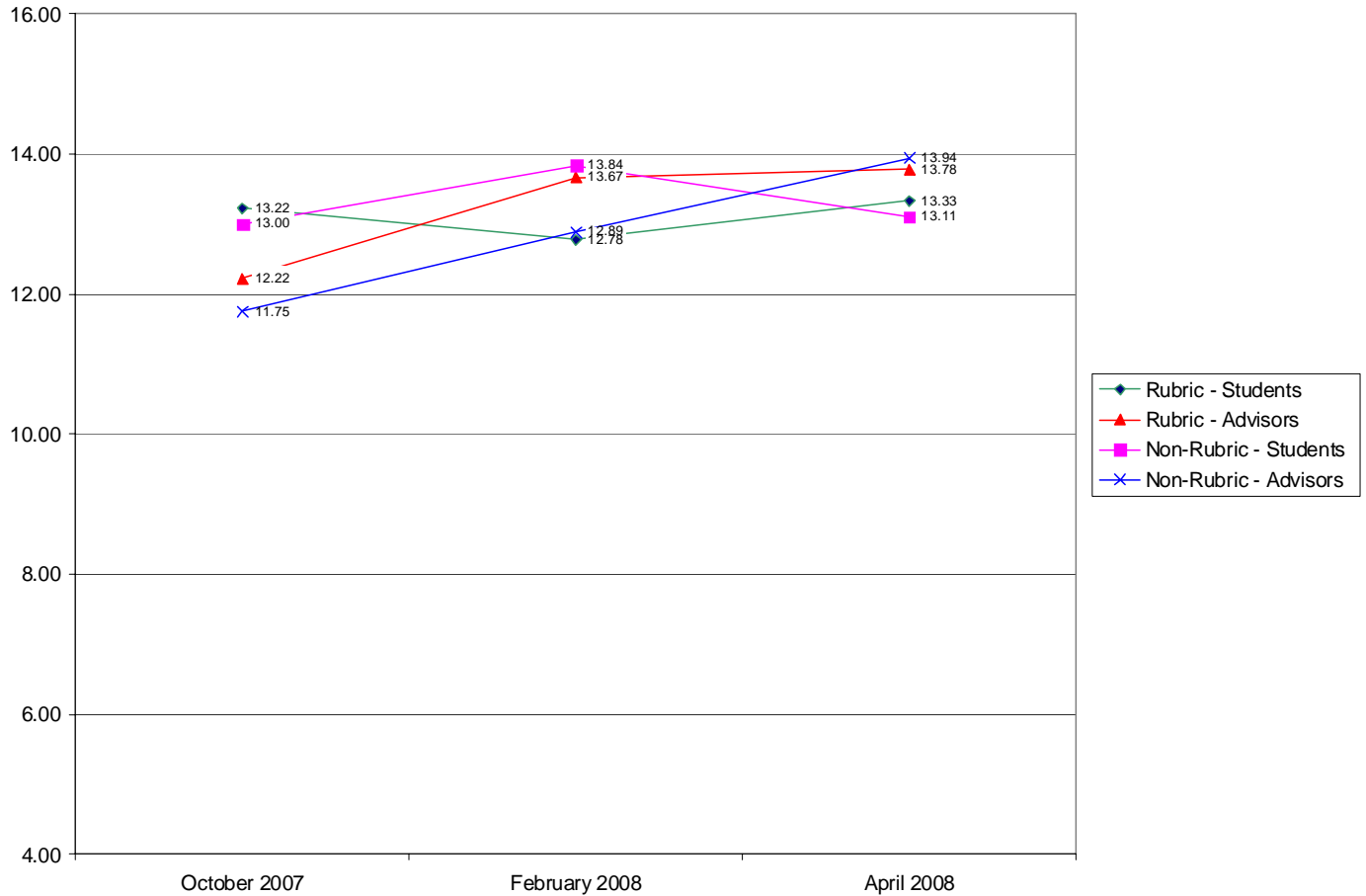


Figure 2: Proficiency mean scores for skills for appraising a situation  
 The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.72$

Importance of Skills for Appraising a Situation to Organizational Position

Table 5, on the following page, demonstrates the importance of skills for Appraising a Situation to the students' position in the organization. There were no statistical differences between any of the groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high importance of these skills to the students' organizational position.

Appraising a Situation - Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	11.56	0.73	11.00	12.11	10	12
	February 2008	9	11.44	1.01	10.67	12.22	9	12
	April 2008	9	11.22	1.30	10.22	12.22	8	12
Rubric - Advisors	October 2007	9	11.00	0.87	10.33	11.67	10	12
	February 2008	9	10.44	1.74	9.11	11.78	8	12
	April 2008	9	10.78	1.30	9.78	11.78	9	12
Non-Rubric Students	October 2007	18	11.61	0.70	11.26	11.96	10	12
	February 2008	18	10.89	1.23	10.28	11.50	8	12
	April 2008	19	11.16	1.46	10.45	11.86	8	12
Non-Rubric Advisors	October 2007	19	10.53	1.90	9.61	11.44	8	12
	February 2008	19	10.63	1.89	9.72	11.54	8	12
	April 2008	19	10.74	1.91	9.82	11.66	8	12

Table 5: Importance to position - mean scores and confidence intervals for skills for appraising a situation  
The minimum combined score was 4 and the maximum was 12; Cronbach's  $\alpha=0.82$

### Importance of Skills for Appraising a Situation to Future Goals

Table 6 illustrates how the students responded to the importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that appraisal skills were important to their future goals.

Appraising a Situation - Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	11.44	0.53	11.04	11.85	11	12
	February 2008	9	11.44	0.88	10.77	12.12	10	12
	April 2008	9	10.67	1.80	9.28	12.05	8	12
Non-Rubric Students	October 2007	17	11.47	1.18	10.86	12.08	8	12
	February 2008	19	11.53	0.84	11.12	11.93	9	12
	April 2008	19	11.47	1.02	10.98	11.97	8	12

Table 6: Importance to future - mean scores and confidence intervals for skills for appraising a situation  
The minimum combined score was 4 and the maximum was 12; Cronbach's  $\alpha=0.69$

### **Group Dynamics**

The following five statements encompassed the skill set of Group Dynamics:

- Being aware of emerging conflicts within the organization
- Facilitating the process of reflection for other people without interjecting my opinions
- Facilitating the process of conflict resolution for other people without interjecting my opinions
- Explaining to others in my organization why certain activities need to occur
- Publicly acknowledging accomplishments within the organization

Group Dynamics skills were explored holistically for differences within and between groups on the three main measurements. One difference emerged for Rubric Students between their midpoint and

end of year ratings in the proficiency measurement with their end of year rating being higher than their midpoint rating. No other differences were discovered on proficiency, importance to position, or importance to future.

Some response patterns were observed for each group. For proficiency, both groups of students took a downward turn at the midpoint before coming up at the end while both groups of advisors increased throughout the year. For importance to position, three of the groups (Rubric Students, Rubric Advisors, Non-Rubric Advisors) took a downward turn before coming back up while one (Non-Rubric Students) increased throughout the year. For importance to future, the Rubric Students increased at the midpoint and leveled off while the Non-Rubric Students decreased.

Across all measurements, Rubric Students seemed to have some kind of correction at the midpoint (either down or up) before coming back to the original rating by the end. Both groups of advisors had the same patterns for the same measurements—increasing throughout the year for proficiency and moving down at the midpoint for importance to position.

Proficiency of Group Dynamic Skills

Table 7 illustrates the proficiency scores for each group. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills. Both groups of advisors had greater variation in their responses than did the students. Rubric Students had a significant difference between their midpoint and endpoint ratings with the endpoint being higher. Figure 3, on the following page, illustrates the responses graphically.

Group Dynamics - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	16.11	1.17	15.21	17.01	14	18
	February 2008	9	14.33	1.22	13.39	15.27	13	17
	April 2008	9	16.56	1.42	15.46	17.65	15	19
Rubric - Advisors	October 2007	8	14.00	2.07	12.27	15.73	11	17
	February 2008	8	15.00	2.27	13.10	16.90	12	18
	April 2008	9	15.78	2.77	13.65	17.91	11	20
Non-Rubric Students	October 2007	19	16.16	1.89	15.25	17.07	12	19
	February 2008	18	15.83	2.43	14.62	17.04	12	20
	April 2008	19	16.32	1.80	15.45	17.18	14	20
Non-Rubric Advisors	October 2007	14	14.14	2.63	12.63	15.66	10	18
	February 2008	17	14.59	3.26	12.91	16.26	7	18
	April 2008	18	15.61	3.55	13.85	17.38	9	19

Table 7: Proficiency mean scores and confidence intervals for group dynamics skills  
The minimum combined score was 5 and the maximum was 20; Cronbach's  $\alpha=0.63$

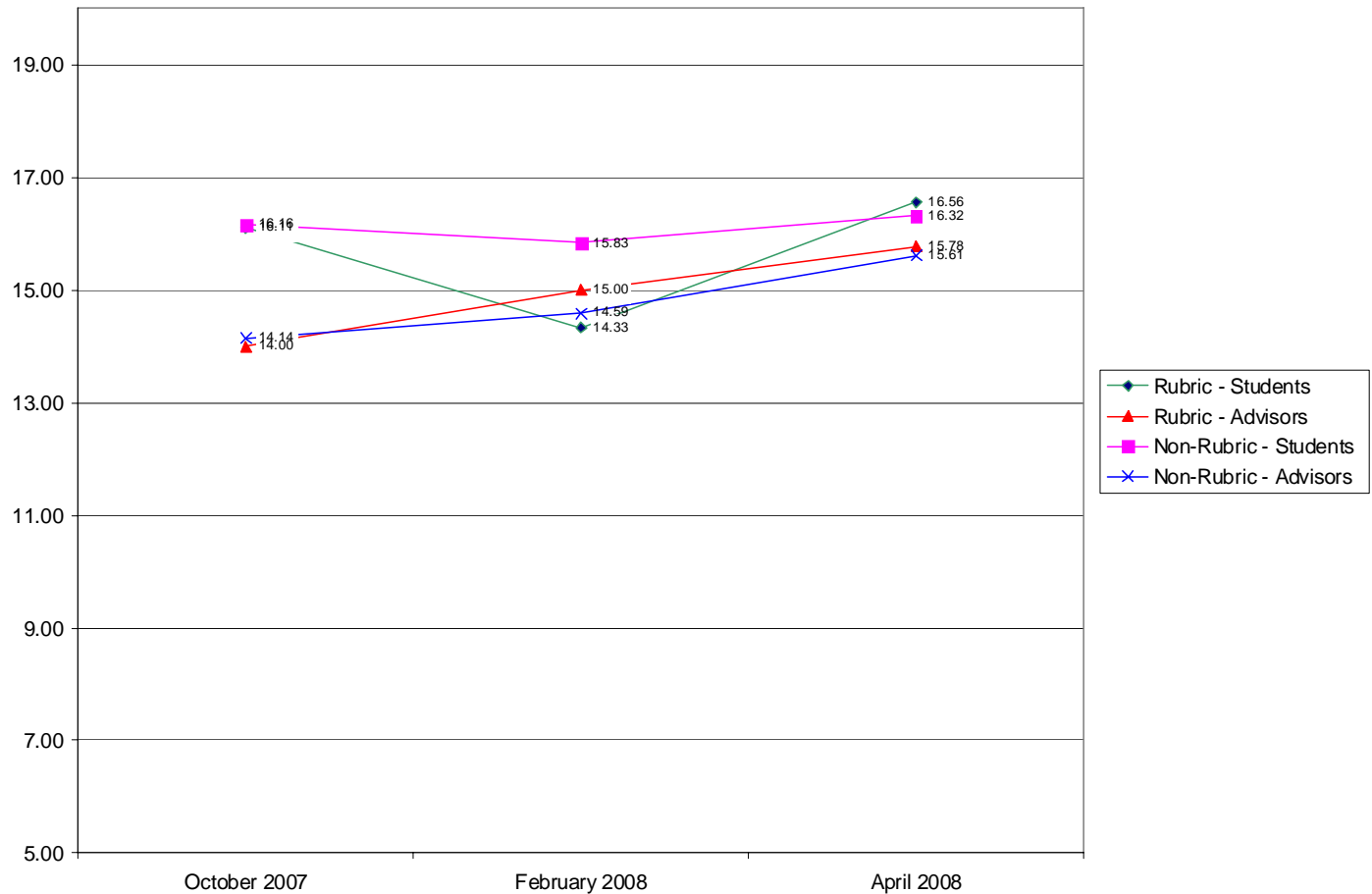


Figure 3: Proficiency mean scores for group dynamics skills  
 The minimum combined score was 5 and the maximum was 20; Cronbach's  $\alpha=0.63$

Importance of Group Dynamics Skills to Organizational Position

Table 8, on the following page, demonstrates the importance of Group Dynamics skills to the student's position in the organization. Students and advisors all seemed to think group dynamics skills were important to the student's organizational position. Non-Rubric Advisors seemed to have a little more variation in their responses than the other groups.

Group Dynamics - Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	13.44	1.33	12.42	14.47	12	15
	February 2008	8	13.00	1.77	11.52	14.48	11	15
	April 2008	9	13.22	1.48	12.08	14.36	11	15
Rubric - Advisors	October 2007	9	12.78	1.48	11.64	13.92	11	15
	February 2008	9	12.00	1.58	10.78	13.22	10	14
	April 2008	9	12.22	1.39	11.15	13.29	11	14
Non-Rubric Students	October 2007	19	12.89	1.56	12.14	13.65	11	15
	February 2008	18	13.00	1.68	12.16	13.84	10	15
	April 2008	18	13.28	1.49	12.54	14.02	10	15
Non-Rubric Advisors	October 2007	18	12.56	2.12	11.50	13.61	10	15
	February 2008	19	12.37	2.14	11.34	13.40	10	15
	April 2008	19	12.84	2.22	11.77	13.91	10	15

Table 8: Importance to position - mean scores and confidence intervals for group dynamics skills  
The minimum combined score was 5 and the maximum was 15; Cronbach's  $\alpha=0.71$

### Importance of Group Dynamics Skills to Future Goals

Table 9 illustrates how the students responded to the importance of these skills to their future goals. All students, regardless of group, indicated that group dynamic skills were fairly important to their future goals.

Group Dynamics - Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	11.78	3.03	9.45	14.11	6	15
	February 2008	9	13.11	1.83	11.70	14.52	11	15
	April 2008	9	13.00	2.18	11.32	14.68	9	15
Non-Rubric Students	October 2007	19	13.11	1.73	12.27	13.94	10	15
	February 2008	18	13.00	2.03	11.99	14.01	9	15
	April 2008	19	12.89	2.05	11.91	13.88	9	15

Table 9: Importance to future - mean scores and confidence intervals for group dynamics skills  
The minimum combined score was 5 and the maximum was 15; Cronbach's  $\alpha=0.81$

### **Organization Mission, Goals, and Procedures**

The following nine statements encompassed the skill set of Organization Mission, Goals, and Procedures:

- Following policies and procedures governing the organization
- When creating goals for organizational tasks, ensuring the goals match the organization's mission and objectives
- Explaining organizational goals to others
- Using a system of checks and balances (accountability) for tasks of my position in the organization
- Creating an operations manual for my responsibilities that can be passed on to next year's leaders

- Implementing strategies for improving my organization’s group dynamics
- Consistently notifying people of my decisions in a timely manner
- Noting all important action items resulting from group discussions
- Identifying the stakeholders (people who have a vested interest) for my organization

Skills for Organization Mission, Goals, and Procedures were explored holistically for differences within and between groups on the three main measurements. One statistical difference was found between the midpoint proficiency ratings for the Rubric and Non-Rubric Advisors, with Rubric Advisors having the lower score. No other differences were found.

Some response patterns were observed for each group. For proficiency, the Rubric Students went down in their ratings at the midpoint before coming back to around the original rating at the end. The Rubric Advisors had an upward trend while the Non-Rubric Advisors increased at the midpoint and leveled off. For importance to position, three groups (Rubric Students, Non-Rubric Students, and Rubric Advisors) dropped down at the midpoint before increasing at the end. The Non-Rubric Advisors increased throughout the year. For importance to future, the Rubric Students remained about the same during the year while the Non-Rubric Students went down slightly at the midpoint before coming back up. Overall, Rubric Students went down in their ratings at the midpoint before going back up for two of the three measurements. The Non-Rubric Students changed at the midpoint for all measurements before ending close to the ratings they offered at the beginning. There were no discernible patterns for the Advisors.

*Proficiency of Skills for Organization Mission, Goals, and Procedures*

Table 10 illustrates the proficiency scores for each group. One statistically significant difference was found. Rubric Advisors were significantly lower on their midpoint ratings than were the Non-Rubric Advisors. No other differences were observed between groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills. Non-Rubric Students had greater variation in their responses compared to other groups. Figure 4, on the following page, illustrates the ratings graphically.

Organization Mission, Goals, and Procedures - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	29.00	3.30	26.25	31.75	24	33
	February 2008	9	28.33	1.94	26.84	29.82	25	30
	April 2008	8	30.25	2.12	28.48	32.02	27	33
Rubric - Advisors	October 2007	6	26.50	3.51	22.82	30.18	24	33
	February 2008	9	29.33	2.50	27.41	31.26	27	34
	April 2008	8	31.50	3.93	28.22	34.78	26	36
Non-Rubric Students	October 2007	17	29.12	3.33	27.40	30.83	24	36
	February 2008	18	29.89	4.42	27.69	32.09	19	36
	April 2008	18	29.17	4.55	26.90	31.43	21	36
Non-Rubric Advisors	October 2007	7	29.86	3.08	27.01	32.70	25	35
	February 2008	8	34.75	0.46	34.36	35.14	34	35
	April 2008	9	34.33	1.00	33.56	35.10	33	36

Table 10: Proficiency mean scores and confidence intervals for skills for organization mission, goals, and procedures  
The minimum combined score was 9 and the maximum was 36; Cronbach’s  $\alpha=0.73$



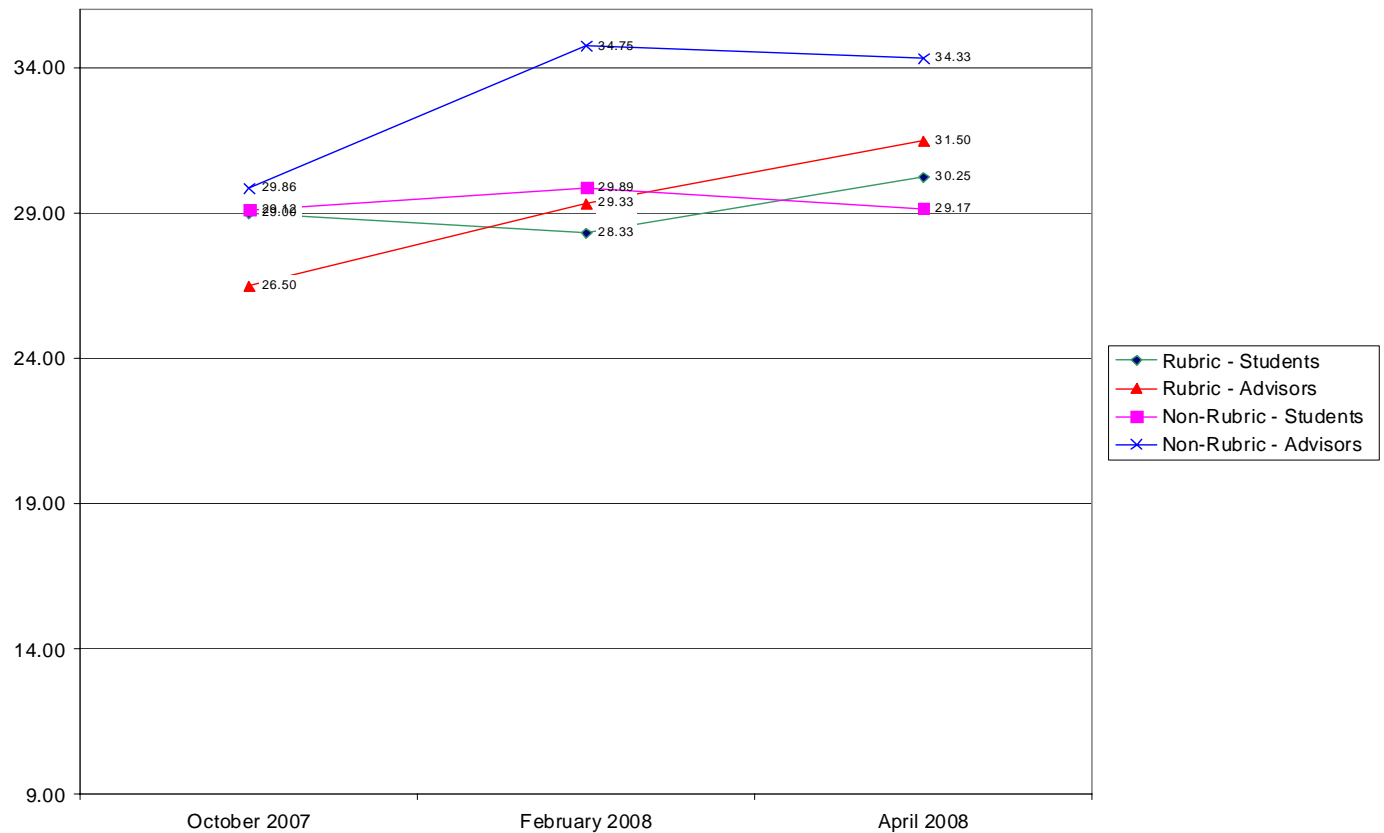


Figure 4: Proficiency mean scores for skills for organization mission, goals, and procedures  
 The minimum combined score was 9 and the maximum was 36; Cronbach's  $\alpha=0.73$

*Importance of Skills for Organization Mission, Goals, and Procedures to Organizational Position*

Table 11, on the following page, demonstrates the importance of skills for Organization Mission, Goals, and Procedures to the students' position in the organization. Student self-assessments and advisor assessments of the students seemed to indicate these skills were important to the student's organizational position. There were no statistical differences discovered.

Organization Mission, Goals, and Procedures-Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	25.44	1.59	24.22	26.67	23	27
	February 2008	8	24.75	2.38	22.76	26.74	21	27
	April 2008	8	25.75	1.75	24.28	27.22	23	27
Rubric - Advisors	October 2007	9	24.56	1.74	23.22	25.89	23	27
	February 2008	8	23.25	3.54	20.29	26.21	18	27
	April 2008	8	24.88	1.13	23.93	25.82	24	27
Non-Rubric Students	October 2007	19	24.63	2.69	23.33	25.93	19	27
	February 2008	18	23.67	2.99	22.18	25.15	18	27
	April 2008	19	24.63	3.17	23.11	26.16	18	27
Non-Rubric Advisors	October 2007	16	23.50	2.31	22.27	24.73	21	27
	February 2008	15	24.20	2.73	22.69	25.71	21	27
	April 2008	15	24.33	2.64	22.87	25.79	21	27

Table 11: Importance to position - mean scores and confidence intervals for skills for organization mission, goals, and purpose  
The minimum combined score was 9 and the maximum was 27; Cronbach's  $\alpha=0.73$

### Importance of Skills for Organization Mission, Goals, and Procedures to Future Goals

Table 12 illustrates how the students responded to importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that skills for organization mission, goals, and procedures were important to their future goals.

Organization Mission, Goals, and Procedures - Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	24.44	2.46	22.56	26.33	20	27
	February 2008	9	24.44	3.32	21.89	27.00	18	27
	April 2008	9	24.89	2.98	22.60	27.18	18	27
Non-Rubric Students	October 2007	19	24.21	2.82	22.85	25.57	19	27
	February 2008	18	23.94	3.33	22.29	25.60	17	27
	April 2008	18	24.11	3.39	22.42	25.80	17	27

Table 12: Importance to future - mean scores and confidence intervals for skills for organization mission, goals, and purpose  
The minimum combined score was 9 and the maximum was 27; Cronbach's  $\alpha=0.77$

### **Self Management**

The following six statements encompassed the skill set of Self Management:

- Knowing when I need help with a situation or task
- Asking for help when I need it
- Asking people for feedback on my work
- Identifying specific ways to improve my own work
- Organizing my thoughts before sharing them with others
- Consistently role modeling the behavior I expect of others

Self Management skills were explored holistically for differences within and between groups on the three main measurements. The following sections demonstrate that there were no statistical differences between the rubric and non-rubric groups on overall proficiency, importance to position, or importance to future measures on information management skills.

Some response patterns were observed for each group. For proficiency, all groups increased during the year. For importance to position, the Rubric Students and Rubric Advisors changed at the midpoint before coming back towards the beginning rating. The Non-Rubric Students and the Non-Rubric Advisors went in opposite directions with the students decreasing during the year and the advisors increasing. For importance to future, the Rubric Students increased while the Non-Rubric Students decreased.

Across all measurements, Rubric Students had an upward trend (although they did come back down at the end for importance to position). Non-Rubric Students had a downward trend for the importance ratings but an upward trend for the proficiency ratings. The Non-Rubric Advisors had an upward trend for both of their measurements while the Rubric Advisors went up for the proficiency ratings then down and back up for the importance to position ratings.

Proficiency of Self Management Skills

Table 13 illustrates the proficiency scores for each group. There were no statistical differences between any of the groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills. Both groups of advisors had greater variation in their responses than did the students. Figure 5, on the following page, demonstrates the means graphically.

Self Management - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	18.38	1.77	16.90	19.85	16	21
	February 2008	9	18.89	2.37	17.07	20.71	15	22
	April 2008	9	20.67	2.06	19.08	22.25	17	24
Rubric - Advisors	October 2007	7	18.00	3.51	14.75	21.25	14	24
	February 2008	9	20.44	3.50	17.75	23.14	13	24
	April 2008	9	21.11	3.02	18.79	23.43	14	24
Non-Rubric Students	October 2007	19	18.95	2.12	17.93	19.97	15	23
	February 2008	18	19.22	1.70	18.38	20.07	15	21
	April 2008	18	19.61	2.06	18.59	20.64	16	23
Non-Rubric Advisors	October 2007	17	18.29	5.27	15.59	21.00	8	24
	February 2008	17	18.71	5.12	16.07	21.34	8	24
	April 2008	17	19.88	4.70	17.46	22.30	8	24

Table 13: Proficiency mean scores and confidence intervals for self management skills  
The minimum combined score was 6 and the maximum was 24; Cronbach's  $\alpha=0.85$

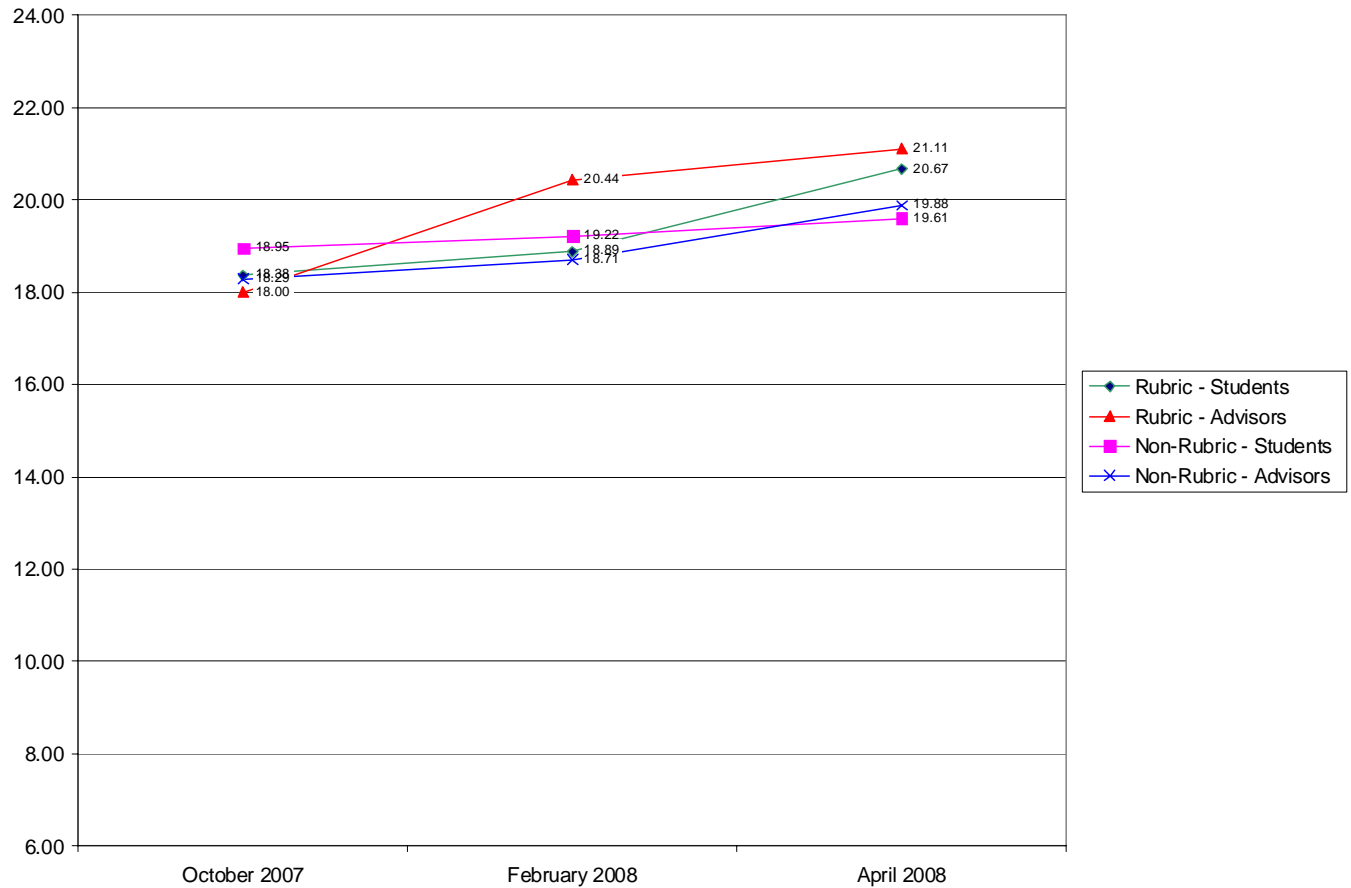


Figure 5: Proficiency mean scores self management skills  
 The minimum combined score was 6 and the maximum was 24; Cronbach's  $\alpha=0.85$

Importance of Self Management Skills to Organizational Position

Table 14, on the following page, demonstrates the importance of Self Management skills to the students' position in the organization. There were no statistical differences between any of the groups and all seemed to believe that the skills were important to the position.

Self Management- Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	16.56	1.74	15.22	17.89	14	18
	February 2008	9	17.11	0.93	16.40	17.82	16	18
	April 2008	9	16.78	1.64	15.52	18.04	14	18
Rubric - Advisors	October 2007	9	17.11	0.93	16.40	17.82	16	18
	February 2008	9	15.89	2.42	14.03	17.75	12	18
	April 2008	9	17.56	1.01	16.78	18.33	15	18
Non-Rubric Students	October 2007	19	17.21	1.55	16.46	17.96	12	18
	February 2008	19	16.89	1.59	16.13	17.66	12	18
	April 2008	19	16.42	2.04	15.44	17.40	12	18
Non-Rubric Advisors	October 2007	19	17.16	1.01	16.67	17.65	14	18
	February 2008	19	17.47	0.70	17.14	17.81	16	18
	April 2008	19	17.68	0.48	17.45	17.91	17	18

Table 14: Importance to position - mean scores and confidence intervals for self management skills  
The minimum combined score was 6 and the maximum was 18; Cronbach's  $\alpha=0.60$

### Importance of Self Management Skills to Future Goals

Table 15 illustrates how the students responded to importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that self management skills were important to their future goals.

Self Management -Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	16.44	1.67	15.16	17.73	14	18
	February 2008	9	16.78	1.56	15.58	17.98	14	18
	April 2008	9	16.89	1.45	15.77	18.01	15	18
Non-Rubric Students	October 2007	17	17.59	1.00	17.07	18.10	14	18
	February 2008	19	17.11	1.56	16.35	17.86	13	18
	April 2008	18	17.00	1.88	16.07	17.93	12	18

Table 15: Importance to future - mean scores and confidence intervals for self management skills  
The minimum combined score was 6 and the maximum was 18; Cronbach's  $\alpha=0.70$

### **Supervising Others**

The following five statements encompassed the skill set of Supervising Others:

*When delegating tasks to others, I...*

- Consistently explain deadlines to them
- Consistently explain responsibilities to them
- Allow them to accomplish the task on their own
- Hold people accountable for their commitments
- Provide support and encouragement

Skills for Supervising Others were explored holistically for differences within and between groups on the three main measurements. One statistical difference was found for the rubric group. Rubric

Students rated themselves significantly higher on proficiency than their advisors rated them at the beginning of the year. No other differences were found on overall proficiency, importance to position, or importance to future measures on information management skills.

Some response patterns were observed for each group. For proficiency ratings, the students in both groups went down at the midpoint before rising again at the end. The advisors in both groups had an upward trend. For importance to position, all groups were different. The Rubric Students stayed about the same but did increase slightly throughout the year. The Non-Rubric Students went down at the midpoint before coming back up at the end. The Rubric Advisors followed a similar pattern of moving down at the midpoint and coming up at the end. And Non-Rubric Advisors had an upward trend throughout the year. For importance to future goals, both groups of students stayed about the same throughout the year.

Across all measurements, Rubric and Non-Rubric Students tended to change at the midpoint and either increase or remain at the same level for the end of the year. The Non-Rubric Advisors had an upward trend across measurements. The Rubric Advisors had different responses to the measurements and there was no discernible pattern.

Proficiency of Skills for Supervising Others

Table 16 illustrates the proficiency scores for each group. One statistical difference was found between Rubric Students and Rubric Advisors at the beginning of the year, with the students rating themselves higher than their advisors rated them. No other differences were found. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills. The Non-Rubric Students and Advisors had greater variation in their responses than did the Rubric Students and Advisors. Figure 6, on the following page, depicts the responses graphically.

Supervising Others - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	17.78	1.56	16.58	18.98	14	19
	February 2008	9	16.67	2.18	14.99	18.34	14	20
	April 2008	9	18.11	1.27	17.14	19.09	16	20
Rubric - Advisors	October 2007	6	14.17	1.33	12.77	15.56	13	16
	February 2008	9	16.33	1.94	14.84	17.82	13	19
	April 2008	8	17.00	1.77	15.52	18.48	14	19
Non-Rubric Students	October 2007	19	17.32	2.00	16.35	18.28	13	20
	February 2008	19	16.63	2.52	15.42	17.85	12	20
	April 2008	19	16.63	2.03	15.65	17.61	14	20
Non-Rubric Advisors	October 2007	18	15.17	3.59	13.38	16.95	10	20
	February 2008	17	16.53	3.83	14.56	18.50	10	20
	April 2008	19	17.37	3.90	15.49	19.25	6	20

Table 16: Proficiency mean scores and confidence intervals for skills for supervising others  
The minimum combined score was 4 and the maximum was 20; Cronbach's  $\alpha=0.83$

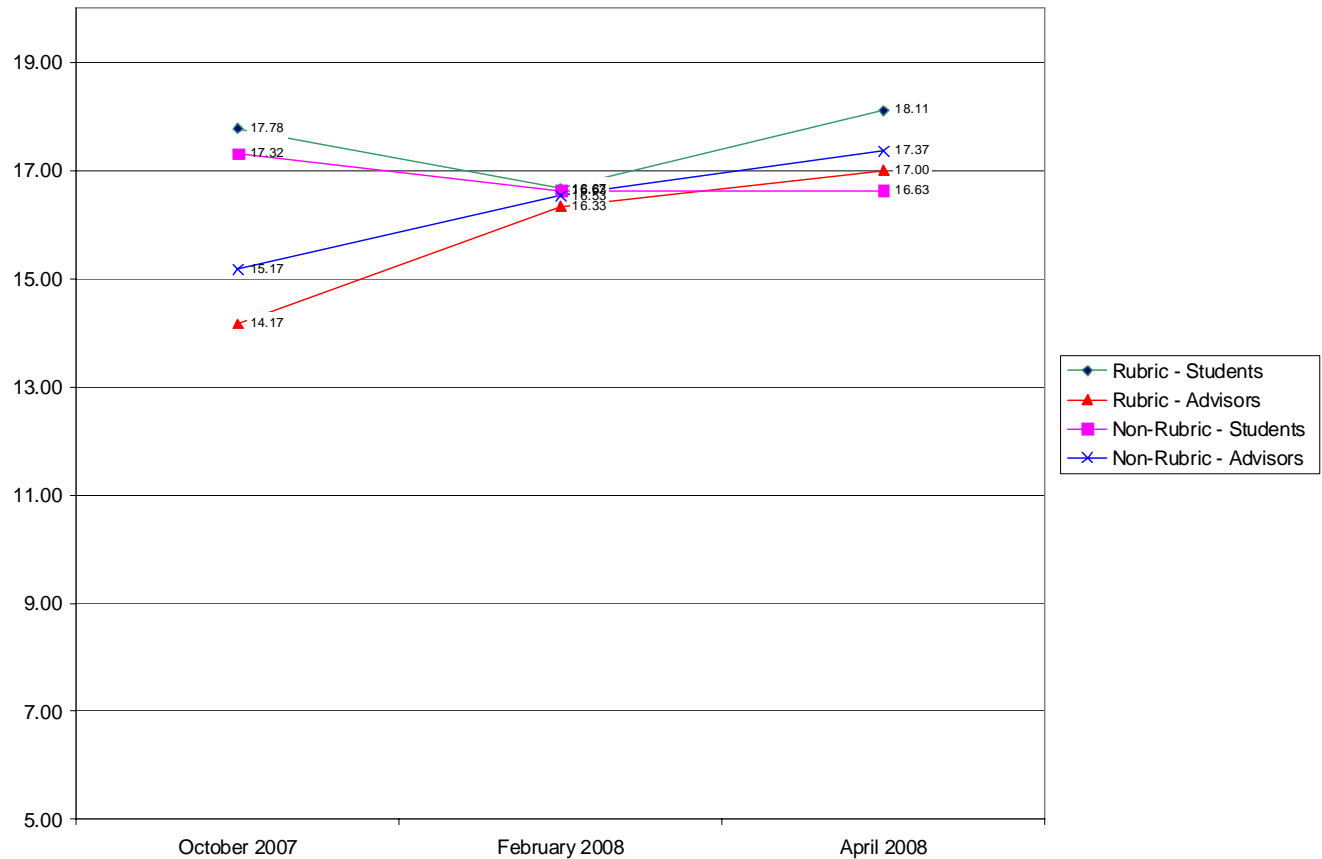


Figure 6: Proficiency mean scores for skills for supervising others  
 The minimum combined score was 4 and the maximum was 20; Cronbach's  $\alpha=0.83$

*Importance of Skills for Supervising Others to Organizational Position*

Table 17, on the following page, demonstrates the importance of skills for Supervising Others to the students' position in the organization. There were no statistical differences between any of the groups. All groups had very similar means with mostly low variation. Overall, student self-assessments and advisor assessments of the students seemed to indicate that supervising others is an important skill to have for the organizational leadership positions.

Supervising Others - Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	14.11	1.62	12.87	15.35	10	15
	February 2008	9	14.22	1.09	13.38	15.06	12	15
	April 2008	9	14.33	0.87	13.67	15.00	13	15
Rubric - Advisors	October 2007	9	14.44	0.53	14.04	14.85	14	15
	February 2008	9	13.22	1.86	11.80	14.65	10	15
	April 2008	9	14.11	1.05	13.30	14.92	12	15
Non-Rubric Students	October 2007	18	14.56	0.86	14.13	14.98	12	15
	February 2008	19	14.05	1.84	13.17	14.94	8	15
	April 2008	19	14.53	1.22	13.94	15.11	10	15
Non-Rubric Advisors	October 2007	19	14.79	0.54	14.53	15.05	13	15
	February 2008	19	14.89	0.32	14.74	15.05	14	15
	April 2008	19	15.00	0.00	15.00	15.00	15	15

Table 17: Importance to position - mean scores and confidence intervals for skills for supervising others  
The minimum combined score was 5 and the maximum was 15; Cronbach's  $\alpha=0.62$

### Importance of Skills for Supervising Others to Future Goals

Table 18 illustrates how the students responded to importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that information management skills were important to their future goals.

Supervising Others -Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	13.67	2.18	11.99	15.34	9	15
	February 2008	9	14.00	1.32	12.98	15.02	11	15
	April 2008	9	13.89	1.96	12.38	15.40	9	15
Non-Rubric Students	October 2007	18	14.11	1.28	13.48	14.75	11	15
	February 2008	19	14.00	1.73	13.17	14.83	10	15
	April 2008	19	14.16	1.54	13.42	14.90	10	15

Table 18: Importance to future - mean scores and confidence intervals for skills for supervising others  
The minimum combined score was 5 and the maximum was 15; Cronbach's  $\alpha=0.76$

### **Communication**

The following four statements encompassed the skill set of Communication:

- I can select the appropriate clothing depending on who I am interacting with
- I can select the appropriate language depending on who I am interacting with
- I can select the appropriate style depending on who I am interacting with
- I can select the appropriate tone depending on who I am interacting with

Communication skills were explored holistically for differences within and between groups on the three main measurements. There was one statistical difference between advisors for the importance to position rating. Non-Rubric Advisors had higher ratings at the midpoint than did the Rubric



Advisors. However, their ratings were very similar by the end of the year. No other differences were found.

Some response patterns were observed for each group. The Rubric Students and Advisors and the Non-Rubric Advisors had an upward trend for proficiency scores. The Non-Rubric Students went down at the midpoint before coming back up at the end. For importance to position, the Rubric Students stayed about the same until the end of the year when they increased their ratings. The Non-Rubric Students went down at the midpoint and stayed there for the end of the year. The Rubric Advisors went down at the midpoint then up at the end while the Non-Rubric Advisors went up throughout the year. For importance to future, Rubric Students had an upward trend during the year while the Non-Rubric Students remained about the same.

Across all measurements, Rubric Students had an upward trend while the Non-Rubric Students were mixed in their responses and did not have a discernible pattern. Non-Rubric Advisors had an upward trend while the Rubric Advisors did not have a set pattern.

Proficiency of Communication Skills

Table 19 illustrates the proficiency scores for each group for Communication skills. There were no statistical differences between any of the groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills. Figure 7, on the following page, illustrates the means graphically.

Communication - Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	13.33	1.50	12.18	14.49	11	15
	February 2008	9	13.89	1.69	12.59	15.19	11	16
	April 2008	9	14.78	1.48	13.64	15.92	12	16
Rubric - Advisors	October 2007	9	12.33	2.24	10.61	14.05	9	16
	February 2008	9	13.33	2.45	11.45	15.22	10	16
	April 2008	9	14.44	1.67	13.16	15.73	11	16
Non-Rubric Students	October 2007	19	14.16	1.74	13.32	15.00	11	16
	February 2008	19	14.00	2.00	13.04	14.96	10	16
	April 2008	19	14.84	1.50	14.12	15.57	12	16
Non-Rubric Advisors	October 2007	19	13.68	2.03	12.71	14.66	10	16
	February 2008	19	14.00	1.94	13.06	14.94	11	16
	April 2008	19	14.47	1.78	13.62	15.33	11	16

Table 19: Proficiency mean scores and confidence intervals for communication skills  
 The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.74$

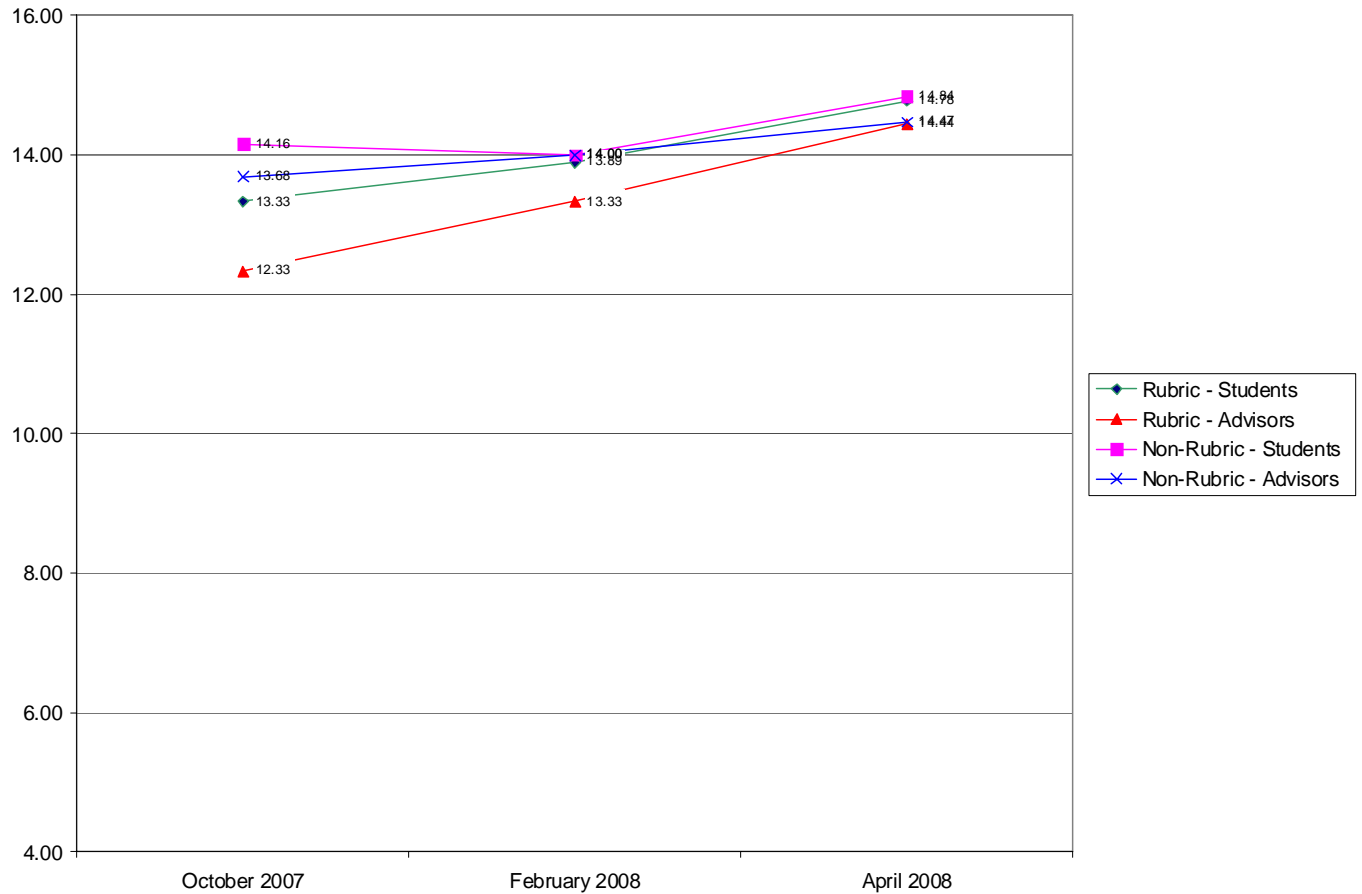


Figure 7: Proficiency mean scores for communication skills  
 The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.74$

*Importance of Communication Skills to Organizational Position*

Table 20, on the following page, demonstrates the importance of Communication skills to the students' position in the organization. There was one statistical difference for advisors at the midpoint rating. Non-Rubric Advisors had higher ratings for the midpoint than did the Rubric Advisors. However, their ratings were very similar by the end of the year. Overall, students and advisors believed communication skills were important to the students' leadership positions.

Communication - Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	11.33	1.32	10.32	12.35	8	12
	February 2008	9	11.11	1.17	10.21	12.01	9	12
	April 2008	9	11.78	0.44	11.44	12.12	11	12
Rubric - Advisors	October 2007	9	10.56	1.51	9.40	11.72	9	12
	February 2008	9	9.44	1.33	8.42	10.47	8	12
	April 2008	9	11.44	0.73	10.89	12.00	10	12
Non-Rubric Students	October 2007	19	11.21	1.23	10.62	11.80	8	12
	February 2008	19	10.58	1.71	9.75	11.40	6	12
	April 2008	18	10.78	1.48	10.04	11.51	8	12
Non-Rubric Advisors	October 2007	19	10.47	1.39	9.80	11.14	8	12
	February 2008	19	11.00	0.88	10.57	11.43	10	12
	April 2008	19	11.26	0.99	10.79	11.74	10	12

Table 20: Importance to position - mean scores and confidence intervals for communication skills  
The minimum combined score was 4 and the maximum was 12; Cronbach's  $\alpha=0.73$

### Importance of Communication Skills to Future Goals

Table 21 illustrates how the students responded to importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that communication skills were important to their future goals.

Communication -Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	11.44	1.33	10.42	12.47	8	12
	February 2008	9	11.56	0.88	10.88	12.23	10	12
	April 2008	9	11.78	0.44	11.44	12.12	11	12
Non-Rubric Students	October 2007	19	11.79	0.42	11.59	11.99	11	12
	February 2008	19	11.53	1.07	11.01	12.04	8	12
	April 2008	19	11.53	1.26	10.92	12.14	8	12

Table 21: Importance to future - mean scores and confidence intervals for communication skills  
The minimum combined score was 4 and the maximum was 12; Cronbach's  $\alpha=0.60$

### **Time Management**

The following four statements encompassed the skill set of Time Management:

- Creating a specific list of tasks needed to reach a goal
- Creating a timeline
- Completing my organizational tasks on time
- Consistently having all relevant materials completed and ready for meetings

Time Management skills were explored holistically for differences within and between groups on the three main measurements. No statistical differences were found for overall proficiency, importance to position, or importance to future.

Some response patterns were observed for each group. For general patterns, there seemed to be a lot of movement at the midpoint or the end in each measurement. In terms of proficiency ratings, the Rubric Advisors went up at the midpoint before coming back down at the end while all of the other groups followed a pattern of remaining the same at the midpoint before going up (Rubric Students, Non-Rubric Advisors) or decreasing slightly (Non-Rubric Students). For importance to position, the Rubric Students and Rubric Advisors both decreased at the midpoint. Rubric Students then come up at the end while the Rubric Advisors remain about the same. The Non-Rubric Students remain about the same for the midpoint but decrease at the end while the Non-Rubric Advisors stay about the same throughout the year. For importance to future goals, both groups of students stayed about the same during the year. The Rubric Students had a slight decrease at the midpoint while the Non-Rubric Students had a slight increase.

Across all measurements, Rubric Students had mixed responses with a slight upward trend at the end for two of the measures and a slight downward trend for the third. The Non-Rubric Students stayed about the same and in one case decreased at the end. Rubric Advisors did not have a discernible pattern but did change at the midpoint for both measurements. Non-Rubric Advisors also had a mixed response, remaining about the same on one measurement then moving down at the midpoint on another measurement before going back up at the end.

Proficiency of Time Management Skills

Table 22 illustrates the proficiency scores for each group. There were no statistical differences between any of the groups. Overall, the student self-assessments and advisor assessments of the students indicated a fairly high proficiency in these skills and there were few differences in their ratings, although Non-Rubric Advisors seemed to have a little more variance than other groups. Figure 8, on the following page, depicts the means graphically.

Time Management -Proficiency		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	13.44	2.40	11.60	15.29	10	16
	February 2008	9	13.44	2.07	11.85	15.03	11	16
	April 2008	9	14.44	1.88	13.00	15.89	11	16
Rubric - Advisors	October 2007	8	12.75	1.49	11.51	13.99	11	16
	February 2008	9	14.44	1.67	13.16	15.73	12	16
	April 2008	9	13.67	2.06	12.08	15.25	10	16
Non-Rubric Students	October 2007	19	13.16	2.19	12.10	14.21	8	16
	February 2008	19	13.32	2.08	12.31	14.32	10	16
	April 2008	19	12.95	2.17	11.90	13.99	10	16
Non-Rubric Advisors	October 2007	14	13.21	2.26	11.91	14.52	7	16
	February 2008	17	13.18	3.96	11.14	15.21	5	16
	April 2008	19	14.16	2.75	12.83	15.49	6	16

Table 22: Proficiency mean scores and confidence intervals for time management skills  
The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.81$

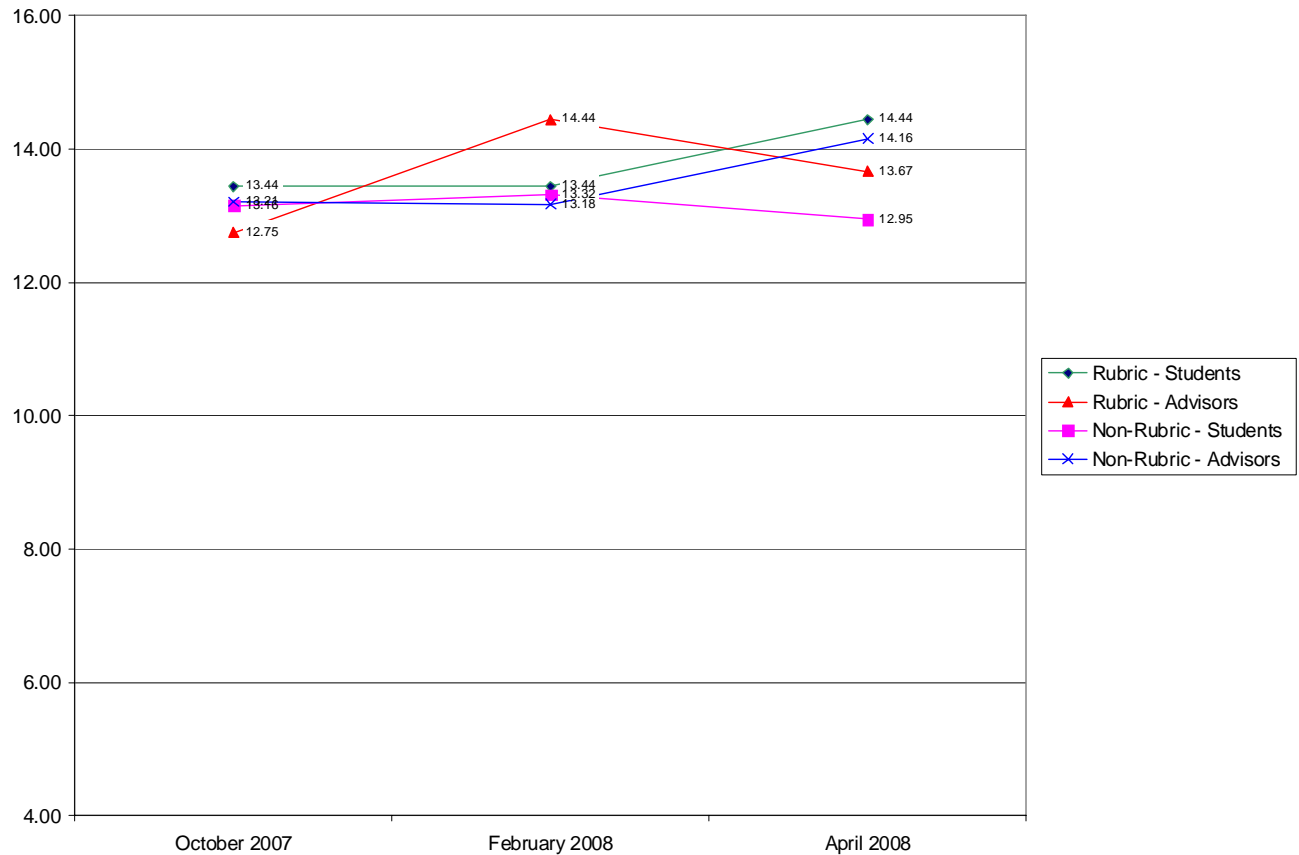


Figure 8: Proficiency mean scores for time management skills  
 The minimum combined score was 4 and the maximum was 16; Cronbach's  $\alpha=0.81$

*Importance of Time Management Skills to Organizational Position*

Table 23, on the following page, demonstrates the importance of Time Management skills to the students' position in the organization. There were no statistical differences between any of the groups. Both student self-assessments and advisor assessments of the students indicated a high importance of time management skills to the organizational position of the students.

Time Management - Importance to Position		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	11.75	0.71	11.16	12.34	10	12
	February 2008	9	11.33	1.12	10.47	12.19	9	12
	April 2008	9	11.89	0.33	11.63	12.15	11	12
Rubric - Advisors	October 2007	9	11.67	0.71	11.12	12.21	10	12
	February 2008	9	10.56	1.81	9.16	11.95	8	12
	April 2008	9	11.00	0.87	10.33	11.67	10	12
Non-Rubric Students	October 2007	19	11.37	1.16	10.81	11.93	9	12
	February 2008	19	11.63	0.96	11.17	12.09	8	12
	April 2008	19	11.00	1.70	10.18	11.82	6	12
Non-Rubric Advisors	October 2007	19	11.84	0.69	11.51	12.17	9	12
	February 2008	19	12.00	0.00	12.00	12.00	12	12
	April 2008	19	12.00	0.00	12.00	12.00	12	12

Table 23: Importance to position - mean scores and confidence intervals for time management skills  
The minimum combined score was 4 and the maximum was 12; Cronbach's  $\alpha=0.72$

### Importance of Time Management Skills to Future Goals

Table 24 illustrates how the students responded to importance of these skills to their future goals. There were no statistical differences between the groups. All students, regardless of group, indicated that time management skills were important to their future goals.

Time Management -Importance to Future		N	Mean	SD	95% CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	11.78	0.67	11.27	12.29	10	12
	February 2008	9	11.44	0.88	10.77	12.12	10	12
	April 2008	8	11.50	1.41	10.32	12.68	8	12
Non-Rubric Students	October 2007	19	11.26	1.10	10.73	11.79	9	12
	February 2008	19	11.58	0.77	11.21	11.95	10	12
	April 2008	19	11.53	1.07	11.01	12.04	8	12

Table 24: Importance to future - mean scores and confidence intervals for time management skills  
The minimum combined score was 4 and the maximum was 12; Cronbach's  $\alpha=0.56$

### **Student Responses to Value Statements**

At the beginning and midpoint assessments, students were asked to indicate their agreement with several value statements. These were values believed to have an impact on how the students might respond to the skill statements. Table 25, on the following page, demonstrates the means and standard deviations for both Rubric and Non-Rubric Students at each assessment point. The students responded similarly across statements and across time. There were no statistically significant differences found.

Value Statements	Rubric Students – October 2007 (n=9)	Rubric Students – February 2008 (n=9)	Non-Rubric Students – October 2007 (n=19)	Non-Rubric Students – February 2008 (n=19)
There are standards and/or criteria I need to consider when performing organizational tasks	3.56 (.53)	3.56 (1.01)	3.47 (.51)	3.58 (.51)
Delegating tasks to other people is important	3.78 (.44)	3.11 (.93)	3.84 (.38)	3.68 (.48)
There needs to be a system of checks and balances for all tasks of the organization	3.00 (1.00)	3.00 (1.00)	3.42 (.61)	3.42 (.61)
When I learn a skill in my organization, I use it in other areas of my life as well	3.33 (.50)	3.44 (1.01)	3.63 (.60)	3.68 (.48)
There is value in conflict between people	3.11 (.78)	3.00 (.87)	2.89 (.66)	3.21 (.54)
There is value in reflecting on things in my life	3.78 (.44)	3.33 (1.12)	3.53 (.61)	3.58 (.51)
I am aware of how my own background affects my work view, values, and assumptions	3.22 (.67)	3.22 (.97)	3.47 (.61)	3.11 (.66)
Understanding my beliefs is a starting place for understanding others	3.11 (.33)	3.44 (1.01)	3.26 (.65)	3.32 (.58)
Understanding my personal experiences is a starting place for understanding others	3.44 (.53)	3.56 (1.01)	3.26 (.56)	3.26 (.65)
I value opinions that are different from my own	3.44 (.53)	3.33 (1.00)	3.47 (.70)	3.37 (.60)
I understand the way individual differences affect communication	3.44 (.53)	3.22 (.97)	3.37 (.50)	3.32 (.58)
There is consistency between my behavior and beliefs	3.11 (.60)	3.13 (.99)	3.53 (.51)	3.53 (.51)
When my beliefs are challenged, it is good for my development	3.56 (.73)	3.44 (1.01)	3.37 (.60)	3.32 (.58)

Table 25: Means and standard deviations for student responses to value statements at the beginning and midpoint assessments  
Scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

### Qualitative Responses from Advisors and Students

Advisors and students from both groups were asked qualitative questions on the final survey in order to gather information about the process of completing the research instrument as well as what happened within the advisor/student relationship during the year, especially in terms of developmental conversations.

### Key Points From Advisor-Student Conversations During the Year

Advisors were asked to describe key points from the conversations with their students during the year. Most of their comments centered on specific skills they were helping the students develop such as working with others, leadership, event planning and management, conflict resolution, and delegation. Another set of comments focused on the application of these skills such as building a resumé and how to use the skills in a work setting. A final set of comments indicated advisors talked to their students about accountability and reflecting on all that they had accomplished. Some representative comments are included below.

- “Having realistic expectations of others” (Non-Rubric)
- “We also had multiple discussions about...interpersonal interactions” (Rubric)
- “Program implementation” (Non-Rubric)
- “Highlighted her inability to share feedback” (Rubric)
- “Improving communication within the organization” (Non-Rubric)
- “[The student] identified areas in which he said he’d like to improve...and we worked on those specific areas—specifically conflict management” (Rubric)
- “Asking for help” (Non-Rubric)
- “Ability to say no” (Rubric)
- “Balancing multiple commitments” (Non-Rubric)
- “We used the SLLO rubrics to determine what skills she developed and then translated those onto her resume” (Rubric)
- “Accountability of exec teams and committee members” (Non-Rubric)

Students also were asked to describe some key points from their conversations with their advisors during the year. Although there were more students in the Non-Rubric group, most of the responses came from the Rubric group. In addition, the Rubric group described key points that were directed at individual development (improving myself, strengths, leadership, weaknesses) while the Non-Rubric group addressed more logistical or broad topics such as having regular communication with an advisor, taking care of organizational business, or getting encouragement. Descriptions from the Non-Rubric group did not tend to be specifically developmental in nature, at least from the students’ point of view. Some examples of what the students said are included below.

- “She is constantly providing...encouragement for all areas of my life” (Non-Rubric).
- “Every time we would meet together we would make sure we are doing our best to continually improve” (Rubric)
- “Exec meetings are where we get most of our business done, and [our advisor] is always there contributing to our discussions” (Non-Rubric)
- “Working on skill transience from inside the organization to future goals and work” (Rubric)
- “Keep learning to try different things” (Non-Rubric)
- “Speaking more clearly” (Rubric)
- “Talking about...the proper behavior in situations that I was unfamiliar with” (Non-Rubric)
- “Also to work on keeping everyone informed on my job so that they know what I am doing at the time” (Rubric)
- “I have also discovered a lot about how I am perceived by others” (Rubric)



- “This conversation was held in the beginning of the year. It forced me to assess what skills I had” (Rubric)
- “Ways I could develop my leadership skills” (Non-Rubric)
- “We sat down and went over my leadership style- the good points and the bad points” (Rubric)

A follow-up question for the students asked, “Do you believe the conversations with your advisor were beneficial to your development? Please explain your response.” All students, regardless of group, believed the conversations were beneficial. Many comments, mostly from the Rubric Students, explained that the conversations helped them improve themselves somehow. Below are a few examples of the student comments.

- “They allowed me to see where I need to make changes so that I can improve in different areas” (Rubric)
- “Being aware of my actions made me more aware of my development” (Rubric)
- “I did not realize that these were issues people had with me” (Rubric)
- “It taught me to think over everything before actually setting it in stone” (Non-Rubric)
- “By realizing what my weaknesses were I was able to build them throughout the year” (Rubric)
- “Helped me learn to look at different ways to respond to people and work with people” (Non-Rubric)
- “He helped with my 5 strengths and how to use them to my advantage” (Non-Rubric)

#### Advisors’ Experience Rating the Students During the Year

In order to understand the process of assessing students’ skills during the year, all advisors were asked to respond to questions regarding their experience in the project. The first question asked advisors to “describe your overall experience rating this student leader on these skills (e.g., was it difficult, easy, awkward, comfortable, etc.).” Most of the comments described the process as easy. One reason was because the advisors had frequent interactions with the students. Some comments, though, described the process as difficult or challenging. The main reasons for describing the process in this way were because they had limited interactions with students and could not observe growth easily, they did not know students well at the beginning of the school year and had a hard time evaluating their skills at that point, and they had a hard time remembering all of the students’ growth throughout the entire year for the endpoint assessment. There were no noticeable differences between Rubric and Non-Rubric Advisors. Some of their comments are included below.

- “This was the easiest time I had completing this for [the student] because he has made so much growth this spring” (Non-Rubric, referring to the endpoint assessment)
- “I felt comfortable assessing this student leader” (Rubric)
- “Fairly easy process that really challenged me to think about the multiple roles of this student leader and evaluate her according to her level of effectiveness” (Non-Rubric)
- “It was easy to rate this student on these elements because my interaction with her was extensive throughout the year” (Rubric)
- “Very similar to the items we discuss in our weekly one-on-one discussions and the mid-year/end of the year evaluations” (Non-Rubric)

- “A bit awkward...I’ve been trying to take notes through the year to ensure that I’ve got this covered when I needed to do these, but it’s hard reviewing the entire year in my head” (Rubric)
- “My interactions with this student are a little more limited, so it was a little more difficult to assess her” (Rubric)
- “This last evaluation was much more challenging to complete for [the student]” (Non-Rubric, referring to the endpoint assessment)
- “1<sup>st</sup> round—difficult” (Non-Rubric, referring to the beginning assessment)

Advisors also were asked “How did your experience with rating the student leader change during the course of this year?” Their responses indicated that advisors were introspective about how their own personality or view of students could interact with their perceptions of the students’ skills. Some also mentioned the level of interaction they had with specific student leaders and how that impacted their ability to rate them on skills. In general, the more interaction they had with the students, the more comfortable the advisors felt rating their skills. Advisors mostly believed their students demonstrated developmental improvements during the year. Advisors who used a rubric were more likely to mention something about how their ratings had been consistent during the year compared to the advisors who did not use a rubric. Some advisors did not see growth in their students or said that the students were challenging to work with. A sample of comments is included below.

- “I felt that my ratings in the proficiency and importance changed each time depending upon what [the student] had experienced or was experiencing since the prior rating and how she was responding” (Non-Rubric)
- “I feel that my interaction with the student was high and so it was easy to rate him” (Rubric)
- “Easier as the semester progressed b/c I was able to work more closely with the student and learn more about the specific skills and importance to position” (Non-Rubric)
- “[The student] improved in some areas” (Rubric)
- “Overall [the student] showed improvement over the year” (Non-Rubric)
- “His ability to ... provide feedback has improved significantly” (Rubric)
- “I feel I was relatively consistent with this student” (Rubric)
- “The last couple of weeks were a little rough because she still had her role with [the organization] but also took over her new [leadership role]” (Non-Rubric)

## **Conclusions and Recommendations**

The purpose of the study was to answer three questions: (1) What skills do student leaders come into their leadership positions with?, (2) Are there differences between self-assessments and advisor-assessments on skill levels?, and (3) Is there change (either direction) in assessed skill development during the year with student leaders using the rubrics and those who were not using the rubrics?. Each question is addressed in separate sections below. A discussion of other issues raised by the study follows these sections.

## **Skills of Student Leaders at the Beginning of a Leadership Position**

All project participants believed students had moderate to high proficiency in each skill set at the beginning of the year. It does appear that for the students in this project, they had the depth and breadth of skills needed to perform their leadership responsibilities—by their own judgment and the judgment of their advisors. This may indicate that at this kind of leadership level, skills may need to be fine-tuned rather than developed from scratch.

It is important to note that while this was the result for this project, the students selected to participate were some of the top leaders on campus. The level of competition and reputation for these organizations does have an impact on the type of student leader who applies and is selected for these positions. This result may not hold for all organizations.

## **Differences Between Student Self-Assessments and Advisor-Assessments on Skill Levels**

Very few statistical differences were found between student and advisor proficiency ratings on any of the skill groups. When significant differences were found, they were likely to be a random variation in time rather than a true difference between groups. However, one pattern did emerge from this study that might have some impact on the work of student organization advisors. Students and advisors tended to be further apart in their assessment of skill proficiency at the beginning of the year before coming closer together by the end of the year. In many cases, students would rate themselves high at the beginning of the year before adjusting down either at the midpoint or end. Advisors, on the other hand, consistently increased their ratings during the year in a slow and steady trend. By the end of the year, students and advisors had almost identical ratings.

When translated to the practice of an advisor, this trend might indicate that students could use some feedback on their skills at the midpoint of the year. After a few months of holding a leadership position and dealing with responsibilities, they may be ready to absorb the information advisors can provide regarding their skills. It may be a prime opportunity to create a “teachable moment.”

## **Differences of Skill Levels Between Rubric and Non-Rubric Use**

Very few statistical differences were found between rubric and non-rubric use. The few that were found did not indicate any true differences between groups. However, there were a few response trends that were worthy of highlighting. It was noted earlier that advisors had similar response patterns for proficiency ratings throughout the year. Namely, they increased steadily during the year regardless of whether or not they used rubrics. Students, however, differed by what group they were in for the study. The Rubric Students generally had an upward trend with their proficiency ratings but in four of the eight skill sets their ratings went down at the midpoint before coming back up or remained the same at the midpoint before increasing at the end. The Non-Rubric Students did have some minor changes (both up and down) in their ratings but overall these students remained fairly consistent and steady in their proficiency ratings throughout the year and across skill sets.

These patterns are important to note because the Rubric Students seemed to have more adjustment occurring in their ratings during the year than did the Non-Rubric Students. At the beginning of the year, students may be confident in their abilities to perform well in their positions. Indeed, students and advisors were in agreement that a high level of proficiency was already in place at the start of

the year for the participants of this project. However, as the year progressed, it could be that Rubric Students recognized that they still had further development to do in the various skills highlighted by their rubric use. It is also important to note that the Rubric Students only used one skill rubric during the year. That rubric, regardless of which one was selected, only covered a small set of skill statements used in this project. The research instrument was based on the skill statements of ten rubrics so it covered more skills than one student would focus on using a rubric. However, the Rubric Students had an overall pattern of responses that seemed to indicate they were adjusting their ratings for a number of skills, not just the ones covered by their selected rubric. While more research should be conducted to determine if rubrics for one skill set impacts how a student views other skill sets, this study might be one indication of that possibility.

Further emphasizing the possibility that rubric use does have a positive impact on the learning process were the qualitative responses from both advisors and students. When advisors were asked to explain key points from their conversations with the students during the year, they described focusing on skills and application of those skills. There were no discernible differences in the topics they described regardless of whether or not they used a rubric. However, when it was the students' turn to recall those same discussions, a difference emerged. The comments from the Rubric Students described many of the same things advisors did—focusing on individual development and what they could do to improve their skills. The Non-Rubric Students, however, described mainly broader concepts dealing with organizational business or feeling like they were generally being encouraged and supported by their advisors.

It is possible that the Rubric Students were just more descriptive in their comments for this project and that the Non-Rubric Students also had similar experiences they did not mention. However, it is interesting to compare the responses of the two groups and have only one group echo the same language that their advisors used. Both groups had advisors who obtained educational degrees in the field and had similar work experience and responsibilities. In addition, both groups came from well established organizations that were competitive in their membership. Taking those criteria into account does potentially point to rubric use as a way to share a common language and help students focus more on their individual growth and development.

### **Other Issues Addressed by This Study**

One area this study also focused on was the role values might play in how skills were viewed. Specifically, students and advisors were asked about the importance of each skill to the leadership position in the organization and all believed that each skill was very important or essential to the positions. A second value measurement asked students about the importance of each skill to their future goals and all believed that the skills were very important or essential to those goals. A final attempt at collecting value measurements posed several statements to students, who were asked to indicate their agreement levels to each one. Students did not differ in their responses to the value statements, regardless of what group they were in for the study. All of this indicates that value judgments probably did not have a significant impact on how students responded since they shared similar perspectives.

The study also asked advisors about the process of formally rating students' skills during the year. The goal for these questions was to discover how they perceived having to formally document skills and if their perceptions changed during the year. Most of the advisor comments described the process as easy overall because of the frequency of their interactions with the students. The main

challenge seemed to be at the beginning of the year when they were getting to know the students. In terms of how their perceptions of the process changed over the year, advisors who used a rubric were more likely to say that their ratings on the instrument had been consistent during the year compared to the advisors who did not use a rubric.

In conclusion, while rubric use does not seem to significantly change the learning process for student leaders, it may provide enough of a change to begin shifting how students view learning outside of a classroom. Rubrics may be a valuable tool to assist advisors in working smarter, not harder. Instead of having numerous informal conversations with students during the school year and hoping to influence development, an advisor could use a rubric to help establish a common language about the skill in question. Then, formal meetings could be scheduled to review the skill development throughout the year, especially at the midpoint of the year when students might be more receptive to the feedback on their development. Rubrics also could help both students and advisors in focusing on one important skill at a time rather than trying to generally improve development. Using a rubric and following this process may help a student focus on where skill development might be needed and guide him or her into taking control of the learning process. In addition, the advisor could do more than hope development is occurring; it could be formally documented.

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## Appendix A

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### Skills

Question 1: How skilled are you on the following items?

Scale: 4=Highly Skilled (can perform without guidance), 3=Moderately Skilled (can perform with some guidance), 2=Limited Skill (can perform with significant guidance), 1=Not Skilled (cannot perform), 0=Not Applicable

Question 2: How important is this skill to the implementation of your duties in *organization*?

Scale: 4=Essential, 3=Very Important, 2=Somewhat Important, 1=Not Important

Question 3: How important is this skill to your career/graduate school goals? (students only)

Scale: 4=Essential, 3=Very Important, 2=Somewhat Important, 1=Not Important

### **Information Management**

1. Using multiple sources of information to make decisions about the organization and/or its activities
2. Supporting my arguments with relevant data when applicable
3. Critically analyzing information presented to me as facts by authority figures
4. Critically analyzing information presented to me as facts by my peers

### **Appraising a Situation**

5. Anticipating a broad range of consequences of a situation
6. Identifying different components of a situation that need to be addressed
7. Explaining to others the different components of a situation that need to be addressed
8. Continuously evaluating processes for ways to improve things for the organization

### **Group Dynamics**

9. Being aware of emerging conflicts within the organization
10. Facilitating the process of reflection for other people without interjecting my opinions
11. Facilitating the process of conflict resolution for other people without interjecting my opinions
12. Explaining to others in my organization why certain activities need to occur
13. Publicly acknowledging accomplishments within the organization

### **Organization Mission, Goals, and Procedures**

14. Following policies and procedures governing the organization
15. When creating goals for organizational tasks, ensuring the goals match the organization's mission and objectives
16. Explaining organizational goals to others
17. Using a system of checks and balances (accountability) for tasks of my position in the organization
18. Creating an operations manual for my responsibilities that can be passed on to next year's leaders
19. Implementing strategies for improving my organization's group dynamics
20. Consistently notifying people of my decisions in a timely manner

21. Noting all important action items resulting from group discussions
22. Identifying the stakeholders (people who have a vested interest) for my organization

### **Self Management**

23. Knowing when I need help with a situation or task
24. Asking for help when I need it
25. Asking people for feedback on my work
26. Identifying specific ways to improve my own work
27. Organizing my thoughts before sharing them with others
28. Consistently role modeling the behavior I expect of others

### **Delegating**

*When delegating tasks to others, I...*

29. Consistently explain deadlines to them
30. Consistently explain responsibilities to them
31. Allow them to accomplish the task on their own
32. Hold people accountable for their commitments
33. Provide support and encouragement

### **Communication**

34. Selecting the appropriate clothing depending on who I am interacting with (e.g., peers, supervisors, advisors, faculty, potential employers, etc.)
35. Selecting the appropriate language depending on who I am interacting with (e.g., peers, supervisors, advisors, faculty, potential employers, etc.)
36. Selecting the appropriate style depending on who I am interacting with (e.g., peers, supervisors, advisors, faculty, potential employers, etc.)
37. Selecting the appropriate tone depending on who I am interacting with (e.g., peers, supervisors, advisors, faculty, potential employers, etc.)

### **Time Management**

38. Creating a specific list of tasks needed to reach a goal
39. Creating a timeline
40. Completing my organizational tasks on time
41. Consistently having all relevant materials completed and ready for meetings

### **Statements**

Please indicate your agreement with the following statements:

**Scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree**

42. There are standards and/or criteria I need to consider when performing organizational tasks
43. Delegating tasks to other people is important.
44. There needs to be a system of checks and balances for all tasks of the organization
45. When I learn a skill in my organization, I use it in other areas of my life as well
46. There is value in conflict between people.
47. There is value in reflecting on things in my life.
48. I am aware of how my own background affects my work view, values, and assumptions



49. Understanding my beliefs is a starting place for understanding others
50. Understanding my personal experiences is a starting place for understanding others
51. I value of opinions that are different from my own
52. I understand the way individual differences affect communication
53. There is consistency between my behavior and beliefs
54. When my beliefs are challenged, it is good for my development

## Appendix B

<b>PROJECT MANAGEMENT</b>	<b>Level I : Novice</b> Awareness/base level understanding	<b>Level II: Transition</b>	<b>Level III : Intermediate</b> Apply the concept somewhat	<b>Level IV: Transition</b>	<b>Level V : Advanced</b> Intentional
<b>Articulate series of goals to achieve end results</b>	Be able to set goals for project		Have clearly written goals and be able to articulate to group		Have clearly written goals that relate to organization's vision, mission, and purpose; Articulate goals to entire group
<b>Articulate series of steps/processes to achieve end results</b>	Know they need to do something and verbalize steps		Have clearly written steps and be able to articulate to group		Review past assessment data; Implement change based on previous evaluations; Have clearly listed steps/processes that are linked to goals of project and apply methods to work
<b>Determine, procure, optimize all resources (human, material, and financial) needed</b>	Be able to identify basic resources needed to complete project		Can divide resources into categories (HR, financial, knowledge, skills, strengths) and delegate appropriately; Be able to set appropriate budget(s)		Look beyond what is present and discover new resources; Apply/use resources efficiently; Use a system of checks and balances for continual management of all available resources
<b>Define and appraise tasks (specific component within steps)</b>	Know project involves a set of tasks		Have defined tasks and can sequence and delegate them properly		Utilize resources in completion of tasks; Can appraise efficiency and effectiveness in completion of task in meeting goals
<b>Calculate time on task</b>	Establish a deadline		Complete task(s) on time – may not follow timeline but task is still completed		Completing a clearly defined, well planned timeline with time left for unplanned issues and following timeline
<b>Initiate the tasks</b>	Started the task with encouragement from advisor		Initiating task on own and having end in mind		See a needed/opportunity; initiating the task on own within the defined timeline
<b>Perform the task</b>	Complete task on time		Complete task on time while making appropriate adjustments and improvements		Utilizing all of the resources; Following the timeline efficiently and effectively; Performing the task

					through to completion; Understand the importance – commitment not compliance
<b>Manage the task and the performance of all involved</b>	Assigning tasks to others, but maintaining ownership		Assigning tasks and relinquishing ownership		Assigning tasks, relinquishing ownership, evaluating and monitoring progress and make sure that tasks have been completed
<b>Evaluate the project</b>	Utilize informal evaluation method		Develop assessment tool based on desired outcomes		Develop assessment tool based on desired outcomes and utilize data gathered on future projects in subsequent years
<b>Forecast and set procedures for subsequent years</b>	Maintaining materials from the previous year; Planning retreat to share information		Transitional processes; Utilize past information for better future performance		Creating a comprehensive transitional procedure including a standard operational manual that is updated from year to year

CRITICAL THINKING	<b>Level I : Novice</b>	<b>Level II : Intermediate</b>	<b>Level III: Advanced</b>
<b>Identify a problem, opportunity or challenge</b>	Basic recognition of problem, opportunity, or challenge with minimal detail and understanding	Recognition of problem, opportunity or challenge with some comprehension of level of complexity	Seeing the problem and all component pieces with a full understanding of level of complexity.
<b>Analyze the elements/facts of a specific situation/problem</b>	Recognize elements pertinent to the current situation/problem	Provide some evidence of understanding patterns, cause/effect relationships and critical indicators related to the current situation/problem.	Understand and articulate patterns, cause/effect relationships and critical indicators related to the current situation/problem.
<b>Gather relevant situational information</b>	Simply collect relevant information that is currently at my disposal	Collect some information from outside sources	Comprehensive collection of political, stakeholder, and other information.

<b>Mutual sharing of information with others</b>	No openness or willingness to share relevant feelings, information, or thoughts with others.	Willing to share feelings, information, or thoughts with like-minded individuals.	Willing to share feelings, information, or thoughts with those from differing perspectives.
<b>Interpret information effectively relative to the problem</b>	States opinions as facts. Provides minimal integration of gathered information with elements and facts pertaining to the situation	Provide some integration of gathered information with elements and facts pertaining to the current situation	States opinions as opinions. Supports arguments with relevant data when applicable. Fully integrates gathered information with elements and facts pertaining to the current situation
<b>Identify a set of criteria or standards by which your solution will be aligned</b>	Acknowledge that there are standards and criteria that should be considered and/or followed	Create standards or criteria with which to comply, in addition to existing standards and criteria.	Demonstrate an understanding that standards and criteria may be dynamic and will need to be applied to each unique situation
<b>Predict and evaluate implications, consequences and conclusions</b>	Minimally identifies implications, consequences and conclusions	Is able to predict and evaluate a limited scope of implications, consequences and conclusions, but does not take into account all relevant information	Is able to articulate a broad range of implications, consequences and conclusions
<b>Identify action steps</b>	No plan of action is considered, and a desire to act is not exhibited.	An action plan is developed, but commitment to the action plan is not exhibited.	A comprehensive plan of action is developed and full commitment to plan is exhibited.
<b>Consider other's perspectives and use them to develop alternatives relative to situation (throughout )</b>	Stay within the bounds of previous thought and practice. Unwilling to acknowledge others' perspectives.	Willingness to test new and innovative ideas and open to others' perspectives.	Exploration of multiple alternatives becomes the new routine and there is frequent demonstration of an ability to integrate others' perspectives
<b>Clarify and Evaluate Assumptions (throughout)</b>	Identification of obvious assumptions	Ability to recognize and clarify assumptions but unable to fully recognize the consequences of the assumptions in the decision making process	Ability to recognize explicit and implicit assumptions and their impact

	<b>VERBAL COMMUNICATION</b>	<b>Level IV : Expert</b>	<b>Level III : Capable</b>	<b>Level II : Intermediate</b>	<b>Level I : Novice</b>
<b>CONTENT</b>	Clarity of Purpose	purpose of presentation is expressed; intended outcomes included	purpose of presentation is expressed; intended outcomes are vague or absent	purpose of presentation is ambiguous	neither purpose of presentation nor outcomes are expressed
	Structure	presentation has clear and appropriate beginning, development and conclusion; transitions are also clear and appropriate.	presentation adequate beginning, development and conclusion; transitions are also adequate	presentation has weak beginning, development and conclusion; transitions are also deficient.	organizational structure is insufficient and transitions are consistently awkward
	Knowledge Base	presenter is comfortable with the content and can answer all questions satisfactorily	presenter is comfortable with the content and can answer some questions satisfactorily	presenter is comfortable with the content but can answer only few questions satisfactorily	presenter is not sufficiently comfortable with the content
	Context	content is useful to all; no one is lost; uses appropriate language	content is useful to most; no one is lost; occasionally uses too big of a word	content is useful to most; a few appear to be lost; sometimes uses big words	content is useful to some; many appear to be lost; uses too much jargon
<b>DELIVERY</b>	Learning Styles	accommodates different learning styles by appropriately mixing methods (visual, audio, kinesthetic)	generally accommodates different learning styles by appropriately mixing methods	depends almost exclusively on two modes of learning	depends almost exclusively on one mode of learning
	Volume/Enunciation	presenter is easy to hear and enunciates well	presenter is easy to hear and enunciates well most of the time	presenter is sometimes easy to hear and enunciates well but is not consistent	presenter is difficult to hear and/or does not enunciate well
	Mannerism/Eye Contact	consistently makes eye contact with audience; no nervous habits	generally makes eye contact with audience; nervous habits do not distract	eye contact with audience is irregular or with select few; some nervous habits may be a distraction	eye contact with audience is insufficient or does not vary; nervous habits distract audience
	Pace of Speech	rates of speech are consistently appropriate	rates of speech are generally appropriate	rates of speech are inconsistent	consistently speaks too slow or too fast
	Audience Engagement	consistently fields questions and allows time for response; responds to audience signs of disengagement	generally fields questions and allows time for response; generally responds to audience signs of disengagement	occasionally fields questions, or does not always allow enough time to respond; may be aware of disengagement but does not respond	does not field questions or check audience for signs of disengagement
	Context	appropriately adjusts deference, clothing, language, and tone, according to audience characteristics	mostly adjusts appropriately to audience characteristics by showing deference, clothing, language, and tone	adjustment of deference, clothing, language, and tone according to audience characteristics is minimal	does not successfully adjust deference, clothing, language, and tone, according to audience characteristic

AUDIO / VISUAL AIDS	Mechanics of Written Material	slides and handouts have no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	slides and handouts are relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	slides and handouts have several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	slides and handouts have serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization
	Font Size and Contrasting Colors (legibility)	uses color schemes and font sizes that make the slides legible for an audience with minor visual impairment	uses color schemes and font sizes that make the slides legible for an audience with perfect vision	uses color schemes and font sizes that makes the slides illegible for a significant portion of the audience	uses color schemes and font sizes that essentially make the slides illegible
	Appropriate Number of Slides (Pace of Slides)	spends an appropriate amount of time on each slides (at least 3 minutes per slide)	occasionally skips or rushes through a few slides in order to keep up with time; slides keep pace with presentation	regularly skips or rushes through slides; or slides do not always keep up with presentation	skips or eliminates significant amounts of slides; or runs out of time before presentation is finished
	Use of Graphics	the graphics used are entertaining and they complement the presentation	graphics used are entertaining but do not necessarily complement the presentation	uses no graphics at all	graphics used are irrelevant and distracting and reduce the effectiveness of the presentation
	Added Value of Slides	the slides dovetail nicely with the presentation, emphasizing key points and supporting the delivery of the presentation	the slides add some value to the presentation; they are relevant but do not emphasize key points	the slides do not add value to the presentation; they neither support nor detract from the delivery or they are largely irrelevant	the slides detract from the presentation; the presenter reads the slides out loud; or there is no difference between the slides and the presentation
ASSESSMENT	Feedback	spontaneously solicits feedback from audience and others about the performance and the extent to which objectives were met	solicits feedback from audience and others about the performance	displays a willingness to consider feedback from the audience	shows no interest in assessing the presentation
	Self-Evaluation	presenter is able to critically reflect on and evaluate the presentation based in part on feedback received, and articulate specific ways to improve	presenter is able to construct a reasonable review of the presentation and identify general ways for improvement	presenter is able to assess the presentation in general terms; and/or may not be able to articulate ways to improve	presenter is unsure about, or not interested in, reviewing the presentation