



Annual Assessment Report
Academic Year: 2013-2014

Name of Department: Office of Student Involvement

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A. Abstract

The purpose of this study was to measure the holistic development (leadership and professional development) sought after and gained by student leaders, beyond their operational role (i.e. treasurer using budgeting skills). Research indicates involvement in formal leadership roles better prepares students for post-graduation life. However, students struggle to effectively communicate their student leadership experience to potential employers. The inability to think critically and convey how their co-curricular portfolio has a direct correlation to their success potential is detrimental to their future. Student affairs professionals must educate student leaders how to articulate their experiences to potential employers. The methodology consisted of a participant sample of 12 peer-elected student leaders who hold a position in the DePaul Activities Board. Each participant was issued a pre-test at the beginning of their term and a post-test at the end of their term. They also participated in group discussions, personal reflections and individual coaching with sessions with advisors throughout the academic year.

Findings indicated a desire for basic professional development skills (i.e. creation of a resume and cover letter). Though these skills are critical in employment searches, findings also indicated a stronger need for training in key leadership development skills sought by employers (i.e. collaboration, ability to delegate, verbal/written communication skills, etc.). Although these skills did see improvement from pre to post-test, the increase was by a slight margin. The data suggest we need to create and share opportunities with students where they can further develop the critical employability skills.

B. Introduction and context for this year's report

The current study asked "What holistic development do members of the DePaul Activities Board leadership team gain beyond operational role training?" The question focused on specific learning outcomes identified by the Office of Student Involvement (OSI) and the DePaul Activities Board (DAB). The department level learning outcome associated with the study was "students who participate in Student Involvement programs and activities will be able to apply communication, critical thinking, and professional skills." The activity level outcomes fit hand in glove with the identified department outcome. Activity level outcomes include the following:

Mentored organization leaders who participate in weekly one-on-one advising sessions will identify strategies for effective communication with their peers, staff and external partners.

Mentored organization leaders who participate in weekly one-on-one advising sessions will identify and reflect through discussion, their leadership talents and opportunities for growth.

Mentored organization leaders who participate in weekly one-on-one advising sessions will recognize the role they play on their team and identify ways to make a positive contribution to their team.

Involvement in student organizations provides a variety of opportunities, including learning new and improving current skill sets. As a department focused on creating a socially vibrant community through student organizations and campus activities, it is our responsibility to ensure student leaders learn tangible and transferrable skills. Understanding every student is in a different place developmentally, it is important to assess the needs of each individual student, so we can provide the most effective advising and teaching to our students.

OSI focuses a significant amount of time and resources into student leader training. Trainings often consist of past curriculums, with minor changes year-to-year. Rather than using a canned training program, measuring holistic development with student leaders in a pre-assessment format allows us to cater our workshops, retreats and advising sessions to the needs of the students we work closely with. It provides us a framework to use across advising/supervising functional areas.

The study aligns perfectly with the Division of Student Affairs Strategic Plan (2010-2013). Five objectives within the strategic plan are addressed by the study.

Objective 1.4 (identify and mobilize people and resources necessary to support student learning)

Student learning comes in many forms and in many environments. The study directly asked student leaders to complete a self-assessment of their skill set and, even more important, asked those to identify skills they want to improve during their term. By asking these questions, it called the advising team to action. Advisors had to review the data and formulate a plan that would address the question/problem. The advising team identified and motivated others to take action, through a leadership and professional development curriculum.

Objective 2.1 (strengthen and enhance student programs and services)

Student programs and services is fundamental to the key activities within OSI. It has always been a priority to further develop the portfolio of programs and services we provide to students. Advising has been identified as a key activity within the department. Advising comes with various responsibilities, including ensuring students are learning as part of their OSI experience. The current study allowed advisors to review learning through a different lens, beyond leadership operational roles. Learning was examined through a holistic lens (leadership & professional development), as a by-product of formal leadership roles.

Objective 2.2 (establish partnerships that create new and expanded opportunities to enhance student learning)

Always a priority for the department, division and university, it is vital to establish partnerships that strengthens resources (human, financial, physical). As student affairs professionals, we understand the importance of articulating the co-curricular experience to potential employers. The study resulted in data that implies a stronger partnership needs to be formed with departments including the Career Center, Alumni Relations and the Student Leadership Institute. Though OSI has a strong relationship with these departments, they are not often tapped to present directly to student leaders in a smaller

group setting. As the experts in their field of study, they will prove to be critical partners for future studies.

Objective 2.6 (improve communication with and among students)

How often do we start a relationship with a student or kick-off their leadership term by asking ‘what do you want to learn’? For some, the answer might be ‘always’. As a department, OSI is reviewing how we approach learning across our functional areas. Rather than diving directly into officer training and the operational side of their leadership roles, the study provided clear context that learning was indeed going to occur over the academic year. It provided a foundation and common expectations with students that as student affairs professionals, we expect learning to occur and that they want to enhance their leadership experience by gaining new and improving current skill sets. The study served as an excellent reference point when developing retreat curricula and facilitating both group and individual advising sessions.

Objective 3.1 (strengthen assessment of student learning)

As a department, we want to validate our purpose for being and this is done through assessment of our programs and services. The current study is the first of its kind within the department. It took a strong look at how we contribute to student leader learning by assessing skill development over a period of time. As a pilot study, the data suggested learning does occur, however there is significant opportunity for potential and a desire for further education surrounding leadership and professional development.

The study’s purpose would have less meaning if it did not roll up to the division’s strategic plan and Vision 2018. The underpinnings of the study surround student learning and is directly related to Vision 2018.

Objective 1a (focus the entire university community on student learning and success)

The current study could have significant implications with how we train and advise/supervise student leaders/employees. Continued assessment with a larger participant sample could yield data that suggest the university should employ a multi-faceted approach to on-campus student positions.

Objective 4b (build a vibrant university community)

Similar to the division’s strategic plan (objective 2.2), the current study can provide opportunities to establish and/or strengthen partnerships across the university. Rather than relying on students to go to individual offices across campus, blurring the lines across functional areas may help students articulate their co-curricular experience in ways they couldn’t prior to the new blended approach. Additionally, by providing a rich experience to student leaders beyond their operational role, we can help establish a stronger affinity for their co-curricular experience.

To support for the study’s question, a literature review was conducted to provide contextual framework. Research in higher education links leadership programs in the curricular and co-curricular spheres as paramount to the student experience. Involvement, in its many forms, has significant advantages (Astin, 1993). Leadership development has shown to enhance self-efficacy, character development, civic engagement, academic performance and career readiness. Leadership has become a critical college outcome and higher education institutions play a key role in effecting that development (Dugan & Komives, 2007).

Leadership does not operate in a vacuum within the confines of campus. Higher educational institutions are tasked with preparing students for post-graduation life. In order to compete in a global

economy, students need to possess the skills employers want. These include the ability to work in a team, leadership, written communication skills, problem-solving, and a strong work ethic (Engelkeymeyer, 2012). In addition to these skills, college students should be able to articulate their value in terms of skills, abilities and attitudes to potential employers. Leadership curriculum needs to incorporate career readiness from day one to include skill development and articulation. This can include resume writing, interviewing, researching potential employers, and developing a professional portfolio. It is not enough to train students on content knowledge or role-specific functions. Rather, it is important for abilities such as critical thinking, effective communication, leadership, teamwork, personal accountability and ethics to appear across the curriculum.

While leadership development is critical to student success, the way in which it is executed has many variances. According to Dugan, Garland, Jacoby, & Gasiorski (2008), the most significant predictor of leadership is student's "pre-college leadership capacity and knowledge". Self-efficacy plays an important role in leadership and it is important to assess self-efficacy and self-knowledge prior to any development activities. Dugan and Komives (2010), state that leadership educators must pay close attention to student's assessment of their own self-efficacy due to its high impact on leadership development. For instance, students with inflated self-efficacy may disengage from educational opportunities if they feel they are already highly skilled in that area. Therefore, leadership development is not solely content knowledge, but a delicate mixture of self-efficacy, organizational skills, articulation and intentional development opportunities.

C. Methodology

Participants for the current study were elected student leaders in the student organization, DePaul Activities Board (DAB). Leaders included four executive board members who oversaw operational processes and 8 coordinators who planned and executed events/marketing initiatives. All 12 participants were peer-elected to their role for a one-year term (June 2013 – May 2014).

The assessment project was of practical nature and the potential for improvement after a one-year study was significant. Therefore, as a pilot study, the group was intentionally designed to be small. All participants were made aware their participation in the assessment project was a requirement of their leadership role. This was verbally communicated at a leadership team meeting in September 2013. They were also informed of the benefits of participation, including increased leadership and professional development skills (identified as holistic development).

The DAB graduate assistant created a survey instrument broken into three key domains, covering 27 different skills. The skills included in the survey were selected by input from two professional staff members and one graduate assistant within OSI. Specific skills were also identified through a review of department and activity level outcomes/themes.

The survey instrument was created using the Qualtrics platform and administered to participants in mid-September 2013. Each participant was asked to self-report their ability and confidence level within the three domains and 27 skills. They were also asked to rank the top five skills they want to improve during their leadership term. The identifying information associated with the assessment was kept confidential and only shared between the two DAB advisors, for the sole purpose of leading meaningful discussions and reflections in one-on-one advising sessions. Non-identifying aggregate data was stored on the OSI shared drive.

DAB advisors spent time in late-September reviewing both individual and group data sets. Upon completion of the review, an outline for skill-building activities was created. The outline included outcome-specific activities for each quarter, on-going initiatives, and required resources (human, physical and financial).

During the fall quarter, two activities were implemented to address four specific topics: verbal communication, collaboration, problem solving and exploration of personal talents identified through StrengthsQuest. The first activity was a team builder outing at a corn maze off-campus. Participation in this activity included all 12 study participants and an additional 22 organization members. All 34 participants were broken up into smaller groups and the study participants served as group leads. Each group was asked to find as many checkpoints as possible in the corn maze, within 60 minutes. At the end of the activity, each group lead led a discussion about the use and importance of verbal communication, collaboration of ideas and problem solving skills. Later in the fall quarter, DAB advisors led a discussion and reflection exercise about personal talents identified from StrengthsQuest. The exercise was conducted with all 12 study participants, where they each received a team talent map and a worksheet that asked them to write a goal they had for their position and how they planned to utilize one or all of their five strengths to accomplish the goal.

The winter quarter overnight retreat provided an opportunity to lead in-depth lessons and discussions. Numerous activities were conducted, involving both rising and seasoned leaders. Each study participant led a different topic and facilitated a group discussion and reflection activity. Activities such as role playing provided the group to process what active listening, problem solving, conflict resolution and non-verbal communication entails. Study participants were asked to lead their small groups through discussions about these and other topics. Each participant was also asked to write a brief personal reflection on a note card after each activity. In addition to study participants leading activities, advisors led professional development sessions involving how to use LinkedIn, building of a resume (including pitfalls to avoid), and creation of personal SMART goals.

On-going leadership and professional development for study participants included individual resume reviews and coaching sessions conducted by the DAB graduate assistant. Study participants had the opportunity to provide their newly gained insight to incoming (2014-2015) student leaders by contributing to leadership tip sheets in the transition portfolio. Several participants accepted the offer and wrote a best practice tip sheet for a topic they believed they gained the most insight throughout their leadership term.

A post-test using the same questions and platform was administered at the end of their leadership term (May 2014). Data was collected and reported out at a DAB leadership team meeting and an OSI staff meeting.

D. Findings/Results and Discussion

12 sets of pre and post-tests were received from the participant sample, resulting in a 100% completion rate. Of the 12 participants, two identified as male and 10 identified as female. Of the same sample, three were sophomores, five were juniors and four were seniors. Five of the 12 participants held a peer-elected student leadership position in the organization the prior academic year (2012-2013).

Pre-Test

Mean

Domain I:	Personal Skills	3.89
Domain II:	Professional Development Skills	3.58
Domain III:	Leadership Development Skills	3.86

Self-reported on a scale of 1-5

1 = extremely poor confidence

3 = fair confidence

5 = extremely confident

Post-Test		Mean
Domain I:	Personal Skills	4.10
Domain II:	Professional Development Skills	4.29
Domain III:	Leadership Development Skills	4.22

Self-reported on a scale of 1-5

1 = extremely poor confidence

3 = fair confidence

5 = extremely confident

At the post-test, participants rated their confidence at the same level or higher as the pre-test. Upon review of the three learning domains, it was clear Domain I (personal development skills) was an area of priority for participants. With an average increase of 14% (pre-test mean: 3.58), data suggest students yearn to develop a basic skill set that aids in the first-steps of seeking professional opportunities (i.e. applications, interviews, internships, job placement, etc.). When asked which top 5 attributes out of the 27 the students would like to develop the most in their leadership position, the top answers for the pre-test were ability to use LinkedIn (67%), interviewing skills (67%), ability to network with other professionals (58%), ability to create a cover letter (58%), ability to create a resume (50%), and time management skills (50%). Five of the six top attributes that students ranked they wanted to learn more about are in Domain II: Professional Development Skills. In reviewing the data, we were able to focus on developing participant's skills further in these areas key activities throughout the year, including the winter retreat and regular one-on-one meetings. The other domains (personal and leadership development skills) also experienced an increase from pre to post-test, but at a significantly lower rate.

Within Domain I (personal skills), overall participant confidence level experienced the most substantial increase (6.6%). Organizational, creativity and professionalism all resulted in an equal increase (5.0%). Domain III (leadership development) saw sizeable increases among public speaking (15%), time management (13%) and running an effective meeting (12%). However, the ability to inspire others and level of personal reliability each experienced no increase (0%) from pre to post-test (3.92 and 4.42, respectively).

Data also suggest a need to focus on advanced skills, beyond basic professional development outlined in Domain II. Key skills including verbal communication, ability to problem solve, and written communication all improved, but by a slight margin. These skills are critical to personal and professional growth, including skills sought by employers. It suggests not enough is being done to teach student leaders the skills necessary for job placement and success.

Key Quantitative Findings

- Domain II (professional development skills) experienced the most significant increase (14%)
- Domain III (leadership development skills) houses the most skills sought by employers and it saw an 8% increase over time
- The top three skills to improve over time included: use of LinkedIn (26%), creation of a resume (17%) and creation of an effective cover letter (17%)
- Basic verbal communication (1.6%) and written communication (3.4%) were among the skills receiving the smallest improvement

It was not surprising to see student leaders self-report their skill set to be at a higher level than what their advisors perceive as reality. However, some data reports were surprising. At post-test, participants were significantly more confident when speaking in front of an audience (4.42). Further, it was surprising to learn the top skills they wanted to improve on as identified in the pre and post-tests stayed fairly similar. Ability to use LinkedIn, interviewing skills, ability to network with professionals and time management skills were amongst the top ranked skills that students wanted to improve in on the pre-test and the post-test. Three of those four skills are in Domain II: Professional Development and one is from Domain III: Leadership Development skills. This information tells us that participants desire further development in professional development skills. Additionally, participants in both tests ranked themselves high in level of reliability and ranked themselves much lower in time management skills (ability to not procrastinate). This information requires further discussion in order to better understand the reasoning behind these answers.

Limitations of the study include a small participant sample and the data is entirely self-reported. Future studies could include a larger sample and be conducted in a two-way assessment (self and advisor). Specific skills included in the survey could also be reviewed to align with the Council for the Advancement of Standards in Higher Education (CAS) for student leadership programs and campus activities and top trends for job placement.

Advancement Towards Learning Outcomes:

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
<i>Mentored organization leaders who participate in weekly one-on-one advising sessions will identify strategies for effective communication with their peers, staff and external partners.</i>	12	11

E. Implications

Results from the current assessment project were shared with all 12 participants and with OSI staff members at a team meeting in May 2014. The results will also be shared at the Division of Student Affairs Assessment Symposium in fall 2014. Moving forward into the next phase of the project, data

will be shared on a consistent basis with both the student populations and the department (once per quarter).

The study provided data that will help OSI shape the next round of the same assessment project. OSI will expand the assessment project moving into 2014-2015 and include additional student leaders within the department. In addition to DAB, eight other student involvement populations were identified to be a part of the project next year, potentially resulting in a sample of 118 participants. The populations include Fraternity/Sorority Tri-Council, Student Government Association, Student Activity Fee-Board, OSI marketing team, OSI student assistants, OSI ambassadors and the OSI EDGE students.

During summer 2014, OSI will review and revise the holistic development survey to be as comprehensive as possible. The department will reach out to campus partners to provide insight based on their specific functional unit (i.e. Career Center, Student Leadership Institute). Once the survey is created, a curriculum menu will be designed to help facilitate learning. The curriculum menu would entail a list of departments and activities that advisors and supervisors could utilize to enhance skill development (i.e. sample activities to learn about problem solving). Along with the curriculum menu, a suggested timeline for follow-up will be created. The curriculum menu and timeline can be tailored to each population's needs, but would provide consistency across functional area. The department plans to distribute the revised survey to students in September 2014. Students will be asked to self-report and advisors will also report on their students throughout the year, as they learn more about their skill set.

As Student Affairs practitioners, we have a responsibility to ensure we promote an environment of learning. Much of our work takes place outside of the traditional classroom, therefore we must put greater effort into creating experiences for our students where they can apply and explain the theory to practice phenomenon. Leadership and professional development is a lifelong skill. In order to effectively serve our students, we must inquire what areas of growth they seek to build, what skills employers desire and then, create an experience that allows them to grow and be successful.

Appendix: Assessment Initiative (Instruments and Results)

PRE-SURVEY

Leadership Development and Professional Growth

Leadership Development and Professional Growth Survey

Please answer the following questions. Note that each individual students answers will not be disclosed and that this information is to better understand student leaders desired areas of improvement as a whole. Only Tanya and Kathleen will have access to each individual answer.

Full name:

DAB position title:

Please rank the following:

	Extremely poor	Poor	Fair	Pretty confident	Extremely confident
My organizational skills	<input type="radio"/>				
My verbal communication skills	<input type="radio"/>				
My written communication skills	<input type="radio"/>				
My level of self confidence	<input type="radio"/>				
My overall attitude	<input type="radio"/>				
My creativity	<input type="radio"/>				
My level of professionalism	<input type="radio"/>				

Please rank the following professional development attributes:

	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident
My knowledge of social media outlets	<input type="radio"/>				
My ability to use LinkedIn	<input type="radio"/>				
My ability to create a resume	<input type="radio"/>				
My ability to create a cover letter	<input type="radio"/>				
My ability to network with other professionals	<input type="radio"/>				
My interviewing skills	<input type="radio"/>				

Please rank the following leadership development attributes:

	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident
My ability to speak in front of an audience	<input type="radio"/>				
My ability to delegate tasks	<input type="radio"/>				
My ability to inspire others	<input type="radio"/>				
My ability to engage a room of people	<input type="radio"/>				
My ability to problem solve	<input type="radio"/>				
My ability to go above and beyond	<input type="radio"/>				
My ability to take constructive criticism	<input type="radio"/>				
My ability to give constructive criticism	<input type="radio"/>				
My ability to collaborate with others	<input type="radio"/>				
My time management skills (not procrastinate)	<input type="radio"/>				
My level of reliability	<input type="radio"/>				
My ability to be a role model to others	<input type="radio"/>				
My ability to run an effective	<input type="radio"/>				

meeting My ability to take initiative	<input type="radio"/>				
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Please mark all of the following items that you would like to improve on:
Please check at least five

- My knowledge of social media outlets
- My ability to use LinkedIn
- My ability to create a resume
- My ability to create a cover letter
- My ability to network with other professionals
- My interviewing skills
- My ability to speak in front of an audience
- My ability to delegate tasks
- My ability to inspire others
- My ability to engage a room of people
- My ability to problem solve
- My ability to go above and beyond
- My ability to take constructive criticism
- My ability to give constructive criticism
- My ability to collaborate with others
- My time management skills (not procrastinate)
- My level of reliability
- My ability to be a role model to others
- My ability to run an effective meeting
- My ability to take initiative

Given the areas that you would like to improve on, please rank your top five:

- _____ What I want to improve on the most:
 _____ Second most:
 _____ Third most:
 _____ Fourth most:
 _____ Fifth most:

Is there anything not listed that you would like to improve on?

POST-SURVEY

Leadership Development Assessment Part 2

Leadership Development and Professional Growth Survey

Please answer the following questions. Note that each individual students answers will not be disclosed and that this information is to better understand student leaders desired areas of improvement as a whole. Only Tanya and Kathleen will have access to each individual's answers.

Full name:

DAB position title:

Please rate the following:

	Extremely poor	Poor	Fair	Confident	Extremely confident
My organizational skills	<input type="radio"/>				
My verbal communication skills	<input type="radio"/>				
My written communication skills	<input type="radio"/>				
My level of self confidence	<input type="radio"/>				
My overall attitude	<input type="radio"/>				
My creativity	<input type="radio"/>				
My level of professionalism	<input type="radio"/>				

Please rank the following professional development attributes:

	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident
My knowledge of social media outlets	<input type="radio"/>				
My ability to use LinkedIn	<input type="radio"/>				
My ability to create a resume	<input type="radio"/>				
My ability to create a cover letter	<input type="radio"/>				
My ability to network with other professionals	<input type="radio"/>				
My interviewing skills	<input type="radio"/>				

Please rank the following leadership development attributes:

	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident
My ability to speak in front of an audience	<input type="radio"/>				
My ability to delegate tasks	<input type="radio"/>				
My ability to inspire others	<input type="radio"/>				
My ability to engage a room of people	<input type="radio"/>				
My ability to problem solve	<input type="radio"/>				
My ability to go above and beyond	<input type="radio"/>				
My ability to take constructive criticism	<input type="radio"/>				
My ability to give constructive criticism	<input type="radio"/>				
My ability to collaborate with others	<input type="radio"/>				
My time management skills (not procrastinate)	<input type="radio"/>				
My level of reliability	<input type="radio"/>				
My ability to be a role model to others	<input type="radio"/>				
My ability to run an effective	<input type="radio"/>				

meeting My ability to take initiative	<input type="radio"/>				
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Please mark all of the following items that you would like to improve on:

Please check at least five

- My knowledge of social media outlets
- My ability to use LinkedIn
- My ability to create a resume
- My ability to create a cover letter
- My ability to network with other professionals
- My interviewing skills
- My ability to speak in front of an audience
- My ability to delegate tasks
- My ability to inspire others
- My ability to engage a room of people
- My ability to problem solve
- My ability to go above and beyond
- My ability to take constructive criticism
- My ability to give constructive criticism
- My ability to collaborate with others
- My time management skills (not procrastinate)
- My level of reliability
- My ability to be a role model to others
- My ability to run an effective meeting
- My ability to take initiative

Is there anything not listed that you wish would have been worked on throughout the year?

PRE-SURVEY RESULTS**Initial Report**

Last Modified: 09/30/2013

1. Full name:

Text Response
NAMES WERE REMOVED FOR CONFIDENTIALTY

Statistic	Value
Total Responses	12

Statistic	My organizational skills	My verbal communication skills	My written communication skills	My level of self confidence	My overall attitude	My creativity	My level of professionalism
Min Value	2	3	2	3	3	3	3
Max Value	5	5	5	5	5	5	5
Mean	3.67	3.92	4.00	3.75	4.08	3.67	4.17
Variance	0.97	0.27	0.55	0.39	0.27	0.61	0.52
Standard Deviation	0.98	0.51	0.74	0.62	0.51	0.78	0.72
Total Responses	12	12	12	12	12	12	12

4. Please rank the following professional development attributes:

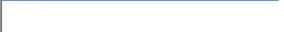
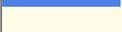
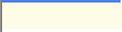
#	Question	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident	Total Responses	Mean
1	My knowledge of social media outlets	0	0	2	5	5	12	4.25
2	My ability to use LinkedIn	1	3	3	4	1	12	3.08
3	My ability to create a resume	1	0	3	6	2	12	3.67
4	My ability to create a cover letter	1	1	3	5	2	12	3.50
5	My ability to network with other professionals	1	2	4	2	3	12	3.33
6	My interviewing skills	0	2	3	4	3	12	3.67

Statistic	My knowledge of social media outlets	My ability to use LinkedIn	My ability to create a resume	My ability to create a cover letter	My ability to network with other professionals	My interviewing skills
Min Value	3	1	1	1	1	2
Max Value	5	5	5	5	5	5
Mean	4.25	3.08	3.67	3.50	3.33	3.67
Variance	0.57	1.36	1.15	1.36	1.70	1.15
Standard Deviation	0.75	1.16	1.07	1.17	1.30	1.07
Total Responses	12	12	12	12	12	12

5. Please rank the following leadership development attributes:

#	Question	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident	Total Responses	Mean
1	My ability to speak in front of an audience	1	0	2	8	1	12	3.67
2	My ability to delegate tasks	0	1	2	6	3	12	3.92
3	My ability to inspire others	0	0	3	7	2	12	3.92
4	My ability to engage a room of people	0	1	3	6	2	12	3.75
5	My ability to problem solve	0	0	4	5	3	12	3.92
6	My ability to go above and beyond	0	0	1	7	4	12	4.25
7	My ability to take constructive criticism	0	3	1	4	4	12	3.75
8	My ability to give constructive criticism	0	3	3	2	4	12	3.58
9	My ability to collaborate with others	0	0	3	5	4	12	4.08
10	My time management skills (not procrastinate)	0	4	2	4	2	12	3.33
11	My level of reliability	0	0	1	5	6	12	4.42
12	My ability to be a role model to others	0	1	4	4	3	12	3.75
13	My ability to	0	2	3	5	2	12	3.58

**6. Please mark all of the following items that you would like to improve on:
Please check at least five**

#	Answer		Response	%
1	My knowledge of social media outlets		2	17%
2	My ability to use LinkedIn		8	67%
3	My ability to create a resume		6	50%
4	My ability to create a cover letter		7	58%
5	My ability to network with other professionals		7	58%
6	My interviewing skills		8	67%
7	My ability to speak in front of an audience		4	33%
8	My ability to delegate tasks		5	42%
9	My ability to inspire others		3	25%
10	My ability to engage a room of people		4	33%
11	My ability to problem solve		3	25%
12	My ability to go above and beyond		1	8%
13	My ability to take constructive criticism		4	33%
14	My ability to give constructive criticism		4	33%
15	My ability to		1	8%

	collaborate with others			
16	My time management skills (not procrastinate)		6	50%
17	My level of reliability		0	0%
18	My ability to be a role model to others		1	8%
19	My ability to run an effective meeting		4	33%
20	My ability to take initiative		2	17%

Statistic	Value
Min Value	1
Max Value	20
Total Responses	12

7. Given the areas that you would like to improve on, please rank your top five:

#	Answer	1	2	3	4	5	Total Responses
1	What I want to improve on the most:	12	0	0	0	0	12
2	Second most:	0	12	0	0	0	12
3	Third most:	0	0	12	0	0	12
4	Fourth most:	0	0	0	12	0	12
5	Fifth most:	0	0	0	0	12	12
	Total	12	12	12	12	12	-

What I want to improve on the most:	Second most:	Third most:	Fourth most:	Fifth most:
Cover Letter	Resume	To take Initiative	Time Management	Linkedin
LinkedIn	Network	Audience	Interviewing	Resume
My ability to create a cover letter	My time management skills	My interviewing skills	My ability to create a resume	My ability to network with other professionals
My knowledge of social media outlets	My ability to use LinkedIn	My ability to create a cover letter	My ability to take constructive criticism	My ability to give constructive criticism
constructive criticism	initiative	interview skills	delegate tasks	time management (sometimes I procrastinate)
Networking	Run a meeting	Interviewing	Public speaking	Resume/Cover letter
Interviewing	Networking	Time management	LinkedIn	Cover Letter
Professionalism in the Office				
time management	cover letter	speak in front of an audience	constructive criticism	LinkedIn
interviewing skills	speak in front of audience	network with professionals	engage room full of people	give constructive criticism
My ability to run an effective meeting	Time management skills	Ability to problem solve	Ability to delegate tasks	ability to go above and beyond
My ability to run an effective meeting	networking	cover letter	interview	engage a room

Statistic	What I want to improve on the most:	Second most:	Third most:	Fourth most:	Fifth most:
Min Value	1	2	3	4	5
Max Value	1	2	3	4	5
Mean	1.00	2.00	3.00	4.00	5.00
Variance	0.00	0.00	0.00	0.00	0.00
Standard Deviation	0.00	0.00	0.00	0.00	0.00
Total Responses	12	12	12	12	12

8. Is there anything not listed that you would like to improve on?

Text Response
Not that I can think of
Most of these things I am confident in, I just want to grow upon them. I want help to know how to use DAB in an interview and how to put it on my resume.
Being more involved in conversation because I'm usually very quiet.
None
I guess making it fun!!
My psychic abilities
Nothing I can think of at the moment.
Self Care techniques.
n/a
not that I can think of
NA
none

Statistic	Value
Total Responses	12

POST-SURVEY RESULTS

Initial Report

Last Modified: 05/12/2014

1. Full name:

Text Response
NAMES WERE REMOVED FOR CONFIDENTIALTY

Statistic	Value
Total Responses	12

Statistic	My organizational skills	My verbal communication skills	My written communication skills	My level of self confidence	My overall attitude	My creativity	My level of professionalism
Min Value	3	3	3	3	3	3	4
Max Value	5	5	5	5	5	5	5
Mean	3.92	4.00	4.17	4.08	4.25	3.92	4.42
Variance	0.63	0.18	0.33	0.45	0.39	0.45	0.27
Standard Deviation	0.79	0.43	0.58	0.67	0.62	0.67	0.51
Total Responses	12	12	12	12	12	12	12

4. Please rank the following professional development attributes:

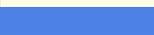
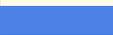
#	Question	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident	Total Responses	Mean
1	My knowledge of social media outlets	0	0	2	3	7	12	4.42
2	My ability to use LinkedIn	0	0	2	4	6	12	4.33
3	My ability to create a resume	0	0	0	6	6	12	4.50
4	My ability to create a cover letter	0	0	1	6	5	12	4.33
5	My ability to network with other professionals	0	1	2	4	5	12	4.08
6	My interviewing skills	0	0	3	5	4	12	4.08

Statistic	My knowledge of social media outlets	My ability to use LinkedIn	My ability to create a resume	My ability to create a cover letter	My ability to network with other professionals	My interviewing skills
Min Value	3	3	4	3	2	3
Max Value	5	5	5	5	5	5
Mean	4.42	4.33	4.50	4.33	4.08	4.08
Variance	0.63	0.61	0.27	0.42	0.99	0.63
Standard Deviation	0.79	0.78	0.52	0.65	1.00	0.79
Total Responses	12	12	12	12	12	12

5. Please rank the following leadership development attributes:

#	Question	Not at all confident	Somewhat confident	Fair	Pretty confident	Extremely confident	Total Responses	Mean
1	My ability to speak in front of an audience	0	0	1	5	6	12	4.42
2	My ability to delegate tasks	0	1	2	2	7	12	4.25
3	My ability to inspire others	0	0	3	7	2	12	3.92
4	My ability to engage a room of people	0	0	2	7	3	12	4.08
5	My ability to problem solve	0	0	3	5	4	12	4.08
6	My ability to go above and beyond	0	0	1	5	6	12	4.42
7	My ability to take constructive criticism	0	0	2	5	5	12	4.25
8	My ability to give constructive criticism	0	0	3	6	3	12	4.00
9	My ability to collaborate with others	0	0	1	5	6	12	4.42
10	My time management skills (not procrastinate)	0	0	2	8	2	12	4.00
11	My level of reliability	0	0	0	7	5	12	4.42
12	My ability to be a role model to others	0	0	2	6	4	12	4.17
13	My ability to	0	0	2	6	4	12	4.17

**6. Please mark all of the following items that you would like to improve on:
Please check at least five**

#	Answer		Response	%
1	My knowledge of social media outlets		4	33%
2	My ability to use LinkedIn		5	42%
3	My ability to create a resume		1	8%
4	My ability to create a cover letter		3	25%
5	My ability to network with other professionals		5	42%
6	My interviewing skills		5	42%
7	My ability to speak in front of an audience		4	33%
8	My ability to delegate tasks		2	17%
9	My ability to inspire others		3	25%
10	My ability to engage a room of people		4	33%
11	My ability to problem solve		3	25%
12	My ability to go above and beyond		2	17%
13	My ability to take constructive criticism		3	25%
14	My ability to give constructive criticism		4	33%
15	My ability to		1	8%

	collaborate with others			
16	My time management skills (not procrastinate)		5	42%
17	My level of reliability		2	17%
18	My ability to be a role model to others		2	17%
19	My ability to run an effective meeting		3	25%
20	My ability to take initiative		2	17%

Statistic	Value
Min Value	1
Max Value	20
Total Responses	12

7. Is there anything not listed that you wish would have been worked on throughout the year?

Text Response
Teamwork
not that I can think of
Basically, I have good time management, but sometimes I can procrastinate.

Statistic	Value
Total Responses	3