DEPAUL UNIVERSITY
DIVISION OF STUDENT AFFAIRS

Cocurricular Assessment Report

Academic Year: 2021-2022
Date of Report Submission: December 16, 2022
Name of Department/Unit/Program: Division of Student Affairs
Name of Contact Person: Katy Weseman, Assessment & Evaluation Specialist, Student Affairs
Names of Assessment Committee Members: Scott Tharp (Project Chair; *former* Assessment & Effectiveness Specialist, Student Affairs), Kate O'Brien (Director, Athletic Academic Advising), James Stewart, (*former* Director, Academic Continuity and Engagement), Brenda Williams (Managing Director, Career Center), Tom Menchhofer (Director, New Student and Family Engagement), Darryl Arrington (Assistant Vice President, Office of Multicultural Student Success), Courtney James (Director, Student Involvement), Rod Waters (Director, Residential Education), and Luciano Berardi (Director, TRiO Programs and Access Research)
Names of Additional Staff Analysts: Dan Amato (Dean of Students Office), Annie Devine (Academic Continuity and Engagement), and Jamie Kuligowki (Residential Education)

Please submit reports on this template and not in a separate document. Please type responses below prompts for each item in this word document. Attach all supporting materials as appendices.

Part I: Follow-Up on Last Year's Assessment Report Recommendations

*Note: In the previous assessment cycle each Student Affairs department completed an independent project. Below are follow-up reports on each department's 2020-21 project.

Academic Continuity and Engagement *(formerly Adult, Veteran, and Commuter Student Affairs)*
For the 2020-21 assessment project, the Office of Adult Veteran, and Commuter Student Affairs conducted a learning survey of students who attended events designed to promote student development; most respondents accurately demonstrated learning reflective strategies.

- **Recommendation**: As the department changes and potentially revisits the Program Area Map, consider changing the learning outcome to articulate a learning in one of the areas instead of all three areas (professional, personal, and academic).
  Follow-up: In fall 2021, we revised department learning outcomes to align with new division-wide outcomes.
- **Recommendation**: Consider other audiences for these events and programs, especially at-risk students. One of the assessed events targeted graduate students and another student veterans, therefore limiting events in this area open to all undergraduates.

Follow-up: Most of the department's programs are now open to all undergraduate students, exceptions being Veteran student programming and Transfer student programming. We discontinued two programs: Graduate Thesis & Dissertation Conference and the Compass Groups. In 2021-22 we offered more targeted programming to students that were identified as at-risk. This included Skills Labs, Kickback with Coaching events, and Lunch-n-Learns.

Athletic Academic Advising

For the 2020-21 assessment project, Athletic Academic Advising (AAA) surveyed student athletes after wellness check-ins. AAA found that wellness check-ins positively impact students' athletic, academic, and interpersonal success.

- **Recommendation**: During wellness check-ins, staff will be more explicit in how we can teach student-athletes to focus on their health and wellness in each of our three categories: academically, athletically, and personally. We are committed to re-examining the curriculum and reviewing the check-ins for explicit application to all three aspects because we believe it will increase our overall success rate.
  Follow-up: In the 2021-22 year, we re-examined the curriculum for our wellness check-ins and how it explicitly helps us to teach our student-athletes to focus on their health and wellness in three categories: Academics, athletics, and personal growth. AAA partnered with Health Promotion and Wellness for co-curricular programing, and with faculty possessing expertise in various topics such as mindfulness. We work closely with presenters to ensure that they address wellness within each of the three categories.
- **Recommendation**: Meet the needs of our entire population of students. Although it was a small response rate, we will continue to focus on learning differences and the needs of our student-athletes based on all demographic data: Gender, race, grade- level, and sport.
  Follow-up: To focus on our commitment of meeting the needs of our entire population of students, we had each specific sport advisor communicate with their respective teams and coaches about programming that would be of interest and importance to them, and then planned our programming accordingly.
- **Recommendation**: Being remote we found it difficult to authentically engage all students in the wellness check-ins and therefore are committed to discovering creative ways to drive participation in the workshops.
  Follow-up: We returned to offering our workshops in person and at two different times in a single day to increase student participation. We promoted the workshops to our students through multiple channels and points of contact.

Center for Students with Disabilities

For the 2020-21 assessment project, the Center for Students with Disabilities (CSD) conducted a survey of students enrolled in the CSD with anxiety as a diagnosis. The findings showed that students taking asynchronous courses reported more manageable levels of anxiety than

students enrolled in courses delivered in alternate modalities, and students who participated in support groups perceived the effectiveness of those services more beneficial than the other support services or activities provided by the CSD.

- **Recommendation**: CSD staff should refine and sharpen their skills engaging, advising, and supporting students with anxiety.
  Follow-up: We have implemented a Documentation Review Committee which meets weekly. During these meetings we discuss complex cases where all full-time professional staff have a chance to weigh in on accommodations and discuss appropriate supports.
- **Recommendation**: In supplemental advising sessions with students, CSD staff should consider encouraging students with anxiety to consider asynchronous courses. The CSD director may also consider sharing this finding with DePaul Academic Advising Network, but caution should be employed in sharing this message due to the small sample size.
  Follow-up: In consultation with the Office of the Provost, we have established the following procedure for implementing a flexible modality for course instruction: 1) Identify the students who may need this accommodation; 2) Notify the office of the Provost of the need to have the student's courses moved to a classroom with Zoom capabilities; 3) Consult with the student's professors to see if the course can be taught effectively remotely; and 4) Advise the student to work with their academic advisor to identify asynchronous courses in which they may enroll.
- **Recommendation**: The CSD may consider expanding the number of student groups to complement walk-in appointments and clinician meetings in relation to addressing students' needs.
  Follow-up: While not completed in 2021-22, the CSD director is currently working on a financial model which would include one full-time clinician who would also be available for some walk-in sessions with students. The goal is to launch the new model fall 2023.
- **Recommendation**: The CSD could also consider partnering with other campus departments to offer student group activities in a small setting. Making this kind of resource available more broadly would be consistent with best practices incorporated in Universal Design.
  Follow-up: In the 2021-22 year, the CSD began partnering with the Accessible Futures student organization on a survey to determine the needs and interests for a Disability Cultural Center. In the following year, Winter Quarter 2023, we will pilot Sensory Rooms at both the Loop and Lincoln Park campuses. These will be spaces available to students who need a respite from much of the stimulation on campus and throughout the city. In spring 2022, we conducted focus groups where students talked about the barriers that they experience in relation to fully participating in the life of the university as a student with a disability. Those findings will ultimately be used to support the needs section of a federal TRiO Student Support Services grant to bring a host of academic support services specifically designed for students with disabilities to campus.

<u>Dean of Students</u>

For the 2020-21 assessment project, the Dean of Students Office (DOS) conducted a learning survey to assess how well students retained information about resources after one-on-one meetings with DOS staff. The data show that students retain information about campus resources but struggle to describe external resources. The recommendations included: Examining survey questions around external resources to ensure it accurately points to the desired type of resources; incentivizing the survey; and developing and implementing a survey distribution plan. We did not examine the survey for external resource accuracy in the 2021-22 year, but we have done so since. The office did not have funds to incentivize the survey. For implementation, one staff member on our team sent monthly reminders for staff to send out surveys to students the team met with during that month. We also explored having our office assistants pull this data to assist with sending surveys on behalf of the office, but we have yet to implement this.

<u>Health Promotion and Wellness</u>

For the 2020-21 assessment project, Health Promotion and Wellness studied their program participants' knowledge and application of wellness strategies. Survey participants successfully demonstrated overall understanding of self-care and care for others.

- **Recommendation**: Upon transitioning to in-person and potentially hybrid programming, HPW staff and student staff will utilize the existing presentations to ensure each workshop explicitly meets learning objectives.
  Follow-up: In the 2021-22 cycle, we continued to offer the same programming in both in-person and interactive hybrid formats.
- **Recommendation**: HPW will explore the option of providing ongoing hybrid/virtual programs to ensure accessibility, with the commuter population in mind.
  Follow-up: In 2021-22 and beyond, we have successfully provided ongoing hybrid and virtual programs. Collegiate Recovery Community is an example of an ongoing hybrid program. The combination Zoom/in-person modality allows for students who commute or live in other states and take only online classes to participate. The hybrid modality is also more accessible for alum who might want to attend but are not local. The group is open to any DePaul student or alum who identifies as being in recovery from alcohol or substance misuse. A typical meeting includes mindfulness, topic discussions, and open sharing.
- **Recommendation**: New staff, especially peer health educators, will be taught how to link programming to the Program Area Map and learning objectives, potentially incorporating the results of this survey, and more clearly linking learning assessment results with facilitator training.
  Follow-up: In fall 2021, we used the Program Area Map to guide staff training. With a divisional shift away from the Program Area Maps in 2022, we discontinued use of them, but remained focused on learning outcomes to guide training and development.
- **Recommendation**: Peer health educators will be focused on more specific topic areas in the 2021-2022 academic year, which will allow for more specialized training, and, potentially,

increased learning by participants. While the data is certainly satisfactory, the goal would be maintaining or surpassing the current level of learning.
Follow-up: Beginning in the 2020-21 year and onward, peer health educators now choose specialization categories and receive extra training in these areas.

- **Recommendation**: Once transitioned to in-person programming, questions will be added to the survey, including: Have you attended HPW programs in the past? Did you find the size of the program to be conducive to your learning?
  Follow-up: We added these questions to the survey in 2021-22.
- **Recommendation**: Surveying peer health educators on their comfort with facilitation, comfort with workshop topic, and evaluating their facilitation skills are ideas for future assessment projects.
  Follow-up: The 2021-22 peer health educators completed a self-evaluation survey that measured their facilitation skills. We conducted follow up interviews with each of them as well. Findings informed planning for health educator onboarding and training in 2022-23.
- **Recommendation**: Make programming more inclusive, especially for international and first-generation students; consider this as a future assessment project.
  Follow-up: We do not have specific follow-up from 2021-22, but this is an ongoing initiative.

<u>Multicultural Student Success, New Student and Family Engagement, and Residential Education (Collaborative Project)</u>

In the 2020-21 cycle, the Office of Multicultural Student Success (OMSS), New Student and Family Engagement (NSFE), and Residential Education conducted a collaborative project assessing their student employees' ability to articulate transferable skills. This 2020-21 collaborative project informed the research methods and analysis for the 2021-22 Student Affairs assessment project. We included recommendations for future study from this 2020-21 project in the 2021-22 project. Below are the recommendations for practice and follow-up from the 2020-21 project.

- **Recommendation**: Managers should incorporate conversations with leaders about how they understand the transferability of their experiences throughout the time they serve in the role as well as in exit interviews at the termination of their role.
  Follow-up: Residential Education implemented intentional conversation with Resident Advisors (RAs) regarding skillsets during one-on-one with supervisors. NSFE continued the formative feedback process for Chicago Quarter Mentors, in which student employees engage in individual conversations about their work experience with an assigned Staff Professional.
- **Recommendation**: As a division, these findings and data collected with this instrument in the future can provide a tool for understanding and planning for the shared experience of student leaders across departments. These data can be useful in the aggregate as well as delineated by department and/or position.

Follow-up: We did not progress toward this goal in 2021-22 but will use this recommendation to inform action plans for 2022-23.

- **Recommendation**: Based on what we have learned, we are better able to intentionally incorporate language of transferable skills as we plan training curriculum and modify job descriptions.
  Follow-up: Residential Education incorporated "skills in action" as a part of RA recruitment process, allowing potential RA candidates to learn about the role and which skillsets are needed to successfully navigate it.
- **Recommendation**: These findings can be a tool for recruiting student leaders by explicitly naming what a leader may gain through this leadership opportunity.
  Follow-up: Residential Education included the Career Center into RA training to help RAs understand skills, develop them, and use post-graduation. OMSS implemented a professional development program for our student staff in the Cultural and Resource Centers.

Student Involvement

In the 2020-21 assessment cycle, the Office of Student Involvement (OSI) examined interpersonal skill development in student leaders through a survey. OSI student leaders demonstrated proficiency in interpersonal competencies overall but were lacking in the empathy competency. The study's recommendations encouraged the department to adopt competencies as part of the future student leader advising and training frameworks. OSI experienced significant staff transition in 2020-21 causing minimal progress to be made on these recommendations.

TRiO Programs and Access Research

For the 2020-21 assessment project, TRiO Programs and Access Research examined whether McNair scholars were able to generate a quality research prospectus in preparation for graduate school. Recommendations based on 2020-2021 assessment informed how the McNair Scholars program curriculum, seminars, and workshops could be improved. We changed the sequence of research methods assignments, incorporated new content into seminars and Learning Community meetings, to ensure research training and experiences for all scholars at the junior level.

- **Recommendation**: Reconstruct the content that is focused on helping students develop a research prospectus.
  Follow-up: To address this recommendation, the McNair staff team added content on how to develop a strong argument in a research paper and provided more guidance on how to synthesize literature into presentations. We explored the teaching of critical thinking and writing workshops to improve students' writing argument skills. The McNair Scholars Program team met during planning retreat for the 2021-2022 academic year to discuss the findings. By the end of the fall 2021, McNair staff updated the research methods curriculum

by adding more content on how to develop a strong research prospectus. 100% of junior scholars (*n*=17) participated in the 2022 winter and spring quarter seminars with new methods curriculum/content.

- **Recommendation**: Ask graduate mentors in the program to play a more active role in supporting students to develop their research skills and ensure participation in scholarly research activities.
  Follow-up: The McNair graduate students' mentors and Learning Community (LC) coordinators scheduled one-on-one meetings with students to discuss the development of their scholarly activities and plans. The goal of these meetings is to guide and support scholars to ensure that they complete program requirements including their research prospectus work. Starting in fall 2021, under the leadership of McNair's Educational Services Coordinator, four part time staff acting as LC coordinators implemented a sequence of discussions and assignments to expand student's faculty networks and identify research labs of interest. A total of four Learning Communities of scholars grouped by academic area of interest (i.e., STEM, humanities, social sciences and pre-med) met regularly during the fall quarter. LC communities continued for winter and spring 2022 quarters, guiding students (1) to identify and apply to summer research programs (winter quarter), and (2) to complete the research experience (spring quarter).
- **Recommendation**: Consider adding writing workshops that will help enhance students' overall writing skills.
  Follow-up: The McNair Scholars team started the 2021-2022 school year with no acting program director, having to adjust roles and ensure the delivery of mandated services and programming. The new McNair team, led by an interim director, was limited in their ability to develop and implement additional writing workshops. One thing that we did implement was allowing extra time at the end of each seminar, during fall 2021 and winter 2022, to assist students with their application essay writing. This extra time at the end of mandatory seminars was used by scholars for getting feedback from grad mentors available during that time to provide feedback on scholars' paragraphs or essays.

<u>University Counseling and Psychological Services</u> *(formerly University Counseling Services)*
In the 2020-21 cycle, University Counseling Services conducted an alternative assessment report on the needs of the advance therapy externs. The externs completed a survey and participated in a focus group. Findings demonstrated that that, despite a fully remote training experience in 2020-21 year, the training program met the externs' needs and was also often addressing these needs in ways that were unplanned by the staff. In 2021-22, the department experienced restructuring, a name change, and many staff changes. The current team was not able to initiate the recommendations from this project as they have not yet implemented the training program. We plan to discuss the 2020-21 recommendations with the new team and map out plans to implement a training program in the next one or two years.

Part II: Report on This Year's Assessment Project

Abstract

The Division of Student Affairs examined the extent to which students could articulate the transferrable skills from their campus employment experiences to post-graduate opportunities, with a goal of identifying areas for improving the student employee experience. We generated data during April 2022 using an internally developed learning survey. The survey asked students to identify, define, and articulate application of transferable skills to their future plans after graduating from DePaul. We invited undergraduate student employees who were actively employed in Student Affairs jobs between July 2021 through March 2022 to complete the survey. A team of full-time staff in the division analyzed the data using an analytic trait rubric. Only 41.9% of student employees successfully demonstrated learning associated with this project's learning outcome, far below our expectations. Students who held more than one job in Student Affairs (59.1%) and students with majors in the Jarvis College of Computing and Digital Media (51.2%) had a higher proportion of demonstrated learning than the general sample. Three departments –Student Involvement, the Career Center, and New Student and Family Engagement– had student employees demonstrate learning about transferable skills application at a rate over 50%. A noticeably lower proportion of Black student employees (23.5%) demonstrated learning compared to participants of other racial backgrounds. We recommend that Student Affairs departments intentionally incorporate materials and presentations about transferable skills in student employee training and one-on-one supervision meetings. Division-wide, we recommend coordinating efforts around student employee training and encouraging progressive employment responsibilities.

Learning Outcome Assessed

Students who participate in Student Affairs experiences will be able to **articulate the transferrable skills from their campus employment experiences to post-graduate opportunities**.

Data Collection and Methodology

Population and Sample

We designed this project to study undergraduate students employed in Student Affairs departments during the 2021-2022 academic year. To ensure the project included data that was both valid and timely for this purpose, we used a census sample to collect data from all eligible student employees. We based participant eligibility on the following student criteria established by the assessment committee:

- Must have worked in a Student Affairs department at any point between July 1, 2021, through March 1, 2022. (Students who graduated after fall 2021 or winter 2022 were included; however, students who graduated after spring 2021 were excluded.)

- Must be an undergraduate student (all known graduate students and graduate student staff positions were excluded).
- Must not be employed in a temporary role within a department (e.g., COVID testing staff, students working in the "temp pool").

We implemented a two-part process to identify these students. First, the Assessment and Effectiveness Specialist partnered with Student Employment to pull a list of students who met the first eligibility criteria. Second, directors from in each department reviewed and revised their lists using all three eligibility criteria. We identified a total of 409 unique student employees through this process and included all of them in the census sample for this project. Of these 409 unique students, 379 students (92.97%) worked in a single department within the division, 29 students (7.1%) worked in two departments within the division, and one student (0.2%) worked in three departments within the division during the timeframe related to the first eligibility criteria.

Data Generation

To generate data for this assessment project, the Assessment and Effectiveness Specialist designed a learning survey with 14 questions; the Assessment Committee reviewed and approved the survey prior to implementation. Ten questions generated direct evidence of student learning associated with the learning outcome by asking students to a) describe their plans post-graduation, b) identify transferable skills they gained in their campus job, c) define each transferable skill they articulated, and d) describe how each transferable skill could be applied to their plans post-graduation. Three questions asked students to provide their student ID number, campus job name, and campus job department to allow for further nuanced data analysis. One question asked students for their email address to be entered into a raffle as an incentive for participating in this project (see Appendix A for a copy of the complete learning survey).

We distributed learning surveys to all eligible student employees during the first half of the spring 2022 term (April 4 – April 22, 2022) in one of three ways depending on their relationship to their job and/or specific needs.

- Eligible student employees who were *still employed* in their role were required to complete the learning survey by their supervisor during their work shift and were therefore compensated for their participation.
- Eligible student employees who were *no longer actively working* in their role were emailed by their previous supervisor asking them to complete the survey.
- Eligible student employees who were *registered with the Center for Students with Disabilities and had an accommodation* that would prevent them for participating in an autonomous learning survey were sent a separate invitation by their supervisor to participate in this project by contacting the Assessment and Effectiveness Specialist and

schedule a structured interview. Data generated via structured interviews would have been recorded and transcribed into the learning survey to ensure uniform data collection. However, it should be noted that none of the students included in this project had an accommodation requiring this alternative method of data generation.

In cases where a student worked in multiple jobs, they were invited to complete one survey for each department where they were employed. All students who participated in this project were entered into a raffle to win one of two Blue Demon Spirit Packs.

Data Analysis

A total of 222 unique student employees completed the learning survey, yielding a 54.3% response rate (see Appendix B for a table with the response rate for employees within each divisional department). Of these 222 student respondents, 200 students (90.1%) worked in a single department within the division and 22 students (9.9%) worked in two departments within the division. However, only nine of the 22 students who worked in two departments completed a learning survey for each department where they were employed. For the primary analysis of student learning, we only used the first completed survey by each of these nine students for analysis.

Demographically speaking, most students who participated in this project were senior students (53.6%), White (35.1%) and Hispanic (24.8%), Female (68.5%), not first-generation status (99.5%), and not Pell eligible (67.1%). Additionally, most students had majors in the College of Science and Health (27.5%), the College of Liberal Arts and Sciences (19.4%), or the College of Computing and Digital Media (18.5%). The students who completed the learning survey mirrored the broader population in nearly every demographic category within three percentage points. The only student groups slightly over-represented in the data included White students (by 5.2%), students with majors in the College of Science and Health (by 3.8%), and Pell-eligible students (by 3.4%). As a result, we have strong confidence in our ability to generalize these findings to the broader Student Affairs student employee population (see Appendix C for a complete demographic breakdown of respondents and the broader population).

We analyzed the survey data qualitatively using an internally created analytic trait rubric. The Assessment and Effectiveness Specialist designed the rubric, and the Assessment Committee reviewed it prior to analysis. The rubric had two domains that we applied for each skill that a participant identified in their learning survey. The first domain focused on students' accurate understanding of the transferable skill. The second domain focused on their ability to meaningfully apply the skill to their plans post-graduation. We assessed this evidence using a three-tiered rating scale that scored student responses as either below, meeting, or exceeding expectations for each domain. We considered students to have successfully demonstrated

learning if they met or exceeded expectations on both domains for at least two transferable skills they identified in their survey (see Appendix D for a copy of the original rubric).

Of the 222 learning surveys used for primary analysis, each evaluator reviewed five and scored them as part of a rubric norming session. Due to the large number of staff participating in data analysis, we did not calculate statistical interrater reliability. Instead, we used percentages of complete and near agreement as a benchmark to norm the rubric and calibrate reviewers' analysis. Originally, we had 69% perfect agreement and 98% near agreement (within one rating category of the majority score on any given item). We flagged specific items with less than 70% perfect agreement for review and discussion. The group met for one hour to review these items and the rubric structure to increase our collective understanding of how to score student responses. This conversation resulted in our modification of the rubric and addition of notes to support more consistent interpretation across all raters (see Appendix E for a copy of the revised rubric used for analysis).

We divided the remaining 218 student learning surveys among 10 committee members and additional staff data analysts. These evaluators independently scored their data in a community setting. We assigned each committee member and staff data analyst 18-22 learning surveys to read and score using the analytic trait rubric. We randomly distributed surveys across all staff and re-assigned as needed to avoid a staff member scoring surveys completed by a student in their own department. All committee members and staff data analysts met for two hours to independently read and score their subset of student responses in a group setting to allow for iterative discussion and reflection with others as needed. This approach allowed us to leverage the diversity of identities and positions within our data analysis group to offer insights and guidance in our analysis.

In addition to our detailed qualitative analysis, we analyzed the data quantitatively relative to students' demographic information and employment information collected using their student identification numbers. This analysis included the following factors: Department (where their job was located), number of Student Affairs departments they currently worked in (during the data eligibility period of this project), year in school, race, sex, first-generation status, Pell eligibility, and college of enrollment. The Assessment and Effectiveness Specialist used inferential statistics to determine the extent to which there were meaningful or statistically significant differences in students' demonstration of learning relative to these characteristics. This analysis allowed us to discern the extent to which learning happens across the student employee experience in Student Affairs.

Our final layer of mixed-method analysis explored the types of transferable skills that students identified relative to high-demand skills named by employers. The Career Center provided these high-demand employer skill categories (see Appendix F for a copy of this list of skills and

their descriptions). The Assessment and Effectiveness Specialist conducted a qualitative thematic analysis of the transferable skills based upon the categories identified by employers. Afterward, we analyzed this data quantitatively relative to student's ability to master learning for each skill, their demographic characteristics, and their department (where their job was located) to identify additional areas of strength or improvement.

Results

Overall, 93 students (41.9%) successfully demonstrated learning associated with this project's learning outcome by meeting or exceeding expectations related to their knowledge of at least two transferable skills *and* their ability to apply their skills to their future plans. We examined how students fared toward this threshold of success based on how many skills they successfully defined *and* applied: 16 students (7.2%) met or exceeded expectations for three skills, 77 students (34.7%) met or exceeded expectations for two skills, 43 students (19.4%) met or exceeded expectations for only one skill, and 86 students (38.7%) did not meet or exceeded expectations for any skills. When comparing how well students were able to demonstrate their knowledge or application of skills in general, we found that 141 students (63.5%) met or exceeded expectations related to knowledge of two or three skills. However, fewer students (110 students, 49.5%) met or exceeded expectations related to the application of two or three skills (see Appendix G for a table with these findings).

When we examined how students fared toward this threshold of success based on the department they worked in, the number of Student Affairs departments they worked in during the data eligibility timeframe, and various demographics, we found that our findings were varied in the following ways (see Appendix H for tables with these complete findings):

- **Student Affairs Departments**: The highest proportion of students able to demonstrate success were employed by Student Involvement (12 students, 66.7%), followed by the Career Center (15 students, 55.6%), and New Student and Family Engagement (24 students, 54.5%).
- **Number of Departments**: Students who worked in two Student Affairs departments demonstrated a higher proportion of successful learning (13 students, 59.1%) as compared to students who worked in only one Student Affairs department (80 students, 40.0%).
- **College of Enrollment**: The highest proportion of students able to demonstrate success were enrolled in the Colleges of Computing and Digital Media (21 students, 51.2%), Liberal Arts and Social Sciences (20 students, 46.5%), and Science and Health (28 students, 45.9%).
- **Year in School**: The highest proportion of students able to demonstrate success were Juniors (27 students, 44.3%), Sophomores (13 students, 43.3%), and Seniors (51 students, 42.9%).

- **Race**: The highest proportion of students able to demonstrate success were Hispanic (28 students, 50.9%), White (35 students, 44.9%), and Asian (12 students, 42.9%). The lowest proportion of students able to demonstrate success were Black (8 students, 23.5%). Further, a higher proportion of White students demonstrated success compared to all students of color combined (54 students, 40.9%).
- **Sex**: Females demonstrated a higher proportion of successful learning (65 students, 42.8%) compared with male students (28 students, 40.0%).
- **Pell**: Students who were not Pell eligible demonstrated a higher proportion of successful learning (67 students, 45.0%) compared with Pell eligible students (25 students, 35.2%).
- **First-Gen**: Participants who were not first-generation college students demonstrated a higher proportion of successful learning (93 students, 42.1%) compared with those who were first-generation (0%).

A final layer of mixed-method analysis explored the types of transferable skills identified by students relative to categories of high-demand skills identified by employers. The students who participated in this project identified a total of 510 skills. Of the 13 skill categories identified by employers, the skills most frequently cited by students were categorized as communications (118 skill mentions, 23%), leadership (61 skill mentions, 12%), and teamwork and collaboration (35 skill mentions, 7%). However, student participants mentioned 228 skills (45%) that did not clearly align with the existing skill categories. These skills included things such as "listening," "conflict-resolution," "customer service," event planning," "organization," and most frequently "time management" (see Appendix I for a table with findings for all 13 skill categories).

Furthermore, we examined the extent to which students successfully defined and applied skills relative to these same skill categories. The skill category with the highest proportion of successful responses (out of five or more total responses) were resourcefulness and adaptability (14 definitions that met or exceeded expectations, 87.5%), creativity and innovation (five definitions that met or exceeded expectations, 83.3%), and teamwork and collaboration (28 definitions that met or exceeded expectations, 80.0%). However, the skill categories with the highest proportion of successful responses (out of five or more total responses) were teamwork and collaboration (24 applications that met or exceeded expectations, 68.6%), technology (seven applications that met or exceeded expectations, 63.6%), and problem solving (12 applications that met or exceeded expectations, 63.2%) (see Appendix J for both tables with findings for all 13 skill categories).

Interpretation of Results

The results of this project indicate that most students employed by the Division of Student Affairs did not successfully *demonstrate mastery of the ability* to articulate transferrable skills from their campus employment experiences to post-graduate opportunities. Only 41.9% of

student employees surveyed for this study demonstrated learning mastery of transferable skills, falling well below our goal of 80%. Upon deeper examination, we found that students were more likely to meet or exceed expectations related to *demonstrating knowledge of skills* (63.5%) as compared to *demonstrating an ability* to apply these skills to their future plans (49.5%). This difference between knowledge and application could be attributed to students not having clarity about their plans post-graduation, not having the opportunity to practice skills during their employment, or not fully understanding the skills that they might be gaining.

Our findings offer insights into circumstances where students are most successful demonstrating mastery of transferable skills. Specifically, students who held more than one job within Student Affairs (59.1%) had a higher proportion of demonstrating learning than those with only one job in the division (40.0%). This finding could indicate that having multiple points of employment with our departments strengthens acquisition of transferable skills. The finding may also indicate that students who hold multiple Student Affairs jobs have a greater understanding of the application of skills gained to their future plans. Further research could nuance these findings by factoring in employment duration and roles, skills, and practices acquired in specific positions.

Students with majors in the Jarvis College of Computing and Digital Media (CDM) had the highest proportion (51.2%) of demonstrating learning compared to other colleges. Future research is needed to determine the factors contributing to this trend. Collaboration between Student Affairs and CDM could allow us to explore pedagogical practices around transferable skills, possibly providing Student Affairs departments with models for discussing transferable skills with student employees.

Students who worked in Student Involvement (66.7%), the Career Center (55.6%), and New Student and Family Engagement (54.5%) had the highest proportions of learning about transferable skills in this study. These proportions may be attributed to training on transferable skills within each department. Future research could inventory practices used by these three departments in student employee training and development. That inventory could inform future practices across all departments could help enhance transferable skills learning among student employees.

Our analysis revealed that students across multiple demographic groups (gender, Pell eligibility, first-generation status, etc.) performed at similarly low levels. Though black students had an even noticeably lower proportion of demonstrated learning (23.5%) compared to students of other racial backgrounds. Student Affairs departments can use this learning to enhance support for student employees with marginalized social identities, specifically Black students.

Recommendations and Plans for Action

Recommendations

The findings of this assessment project will inform our practice of teaching transferable skill application to student employees in the Division of Student Affairs. The low percentage of students demonstrating mastery of transferable skill articulation indicates that we need to discuss post-graduate application with our student employees explicitly. While some departments engage in one or more of the below recommendations already, this list will provide guidance for implementation across all areas.

- At the department level:
    - Incorporate existing materials highlighting transferable skills, such as Career Center handouts and presentations or alumni guest speakers, into student employee training and development. These initiatives should focus on transferable skill development while in the role and application to students' post-graduation plans. These materials and presentations must have an identity conscious lens and be representative of students with marginalized identities.
    - Engage in regular, intentional conversations with student employees regarding skillsets during one-on-one supervision meetings.
    - When writing job descriptions, managers should include the list of skills that can be developed through the position.
- At the divisional level (inter-departmentally):
    - Encourage students to hold paid positions in multiple Student Affairs departments throughout their undergraduate career, specifically those with progressive responsibility as detailed by student job grades. Existing tools such as the Student Affairs Microsoft Teams site and Student Affairs Weekly e-newsletter can be used to encourage managers to share available jobs with students.
    - Explore possibilities for partnership between departments within the division to share student employees, or other avenues for student employees to learn new tasks.
    - Create uniform, shared practices for managers of Student Affairs employees to use across departments that focus on transferable skill development. These guides could include consistent onboarding documents, templates for supervision, and best practices for developing student employees.

Action Plan

- Directors of each Student Affairs department, with support of their team members who manage student employees, will be responsible for implementing the department-level recommendations. Divisional leadership will provide opportunities for collaboration on divisional-level recommendations.

- Departments will incorporate materials, conversations, and training on transferable skills into student employee onboarding and development in the winter, spring, and summer 2023.
- Managers will intentionally share open positions with students seeking employment opportunities in winter/spring 2023, encouraging students to apply for positions with progressive responsibility.

Sharing the Results

- The Vice President for Student Affairs and his leadership cabinet (AVPs) will review findings and commit to help implementation of these recommendations in December 2022.
- All departmental directors will receive the report via email and in a Student Affairs Divisional Council meeting in January 2023.
- Directors will share the results and action plans with their teams, specifically staff who manage student employees.

DLO Assessment Project on Transferable Skills (2021-2022)

Start of Block: Default Question Block

Q28 Thank you for participating in the following assessment project hosted by DePaul University's Division of Student Affairs. This project seeks to learn about the transferable skills student employees have gained during their campus employment experience. Please take your time to answer the following questions about your current / recent campus employment job, your post-graduation plans, and the skills you gained that relate to your post-graduation plans.

This survey should take 5-10 minutes of your time. Everyone who completes this survey will be entered into a raffle to win a Blue Demon Spirit Pack (which includes a Nike backpack). The findings from this survey will be used to enhance student employment training and development experiences for future students.

If you have any questions about this project, you may contact Scott Tharp, Assessment & Effectiveness Specialist in the Office of the Vice President for Student Affairs, at dtharp1@depaul.edu.

QID1 Please enter your DePaul student ID #.

_____

Q29 Please enter your preferred email address (which will be used to contact winners of the raffle).

_____

Q26 Enter the name of the campus job you are thinking about when completing this learning survey.

_____

Q27 Enter the name of the department that hosts this campus job.

▼ Academic Continuity and Engagement (ACE) ... Vice President of Student Affairs' Office

Page Break

QID2 Describe your plans post-graduation (e.g., fulltime job, graduate school, professional volunteerism, military service). To the degree to which you are able, please include field/industry, desired role, and/or setting.

_____

_____

_____

Page Break

QID3 Please take a moment to reflect on your student employment role in this department. Identify and discuss at least two transferable skills* you gained from the position in the spaces below. If you wish to share a third skill, please do so

*Transferable skills refer to the hard and soft skills that transfer easily from one environment to another

QID10 First Transferable Skill:

_____

Display This Question:

If If First Transferable Skill: Text Response Is Not Empty

QID5 How do you define this first transferable skill?

_____

_____

_____

Display This Question:

If If First Transferable Skill: Text Response Is Not Empty

QID7 Describe how you can apply this first transferable skill to your future plans post-graduation along with why that skill is relevant.>

_____

_____

_____

QID14 Second Transferable Skill>

_____

Display This Question:

If If Second Transferable Skill Text Response Is Not Empty

QID15 How do you define this second transferable skill?

_____

_____

_____

Display This Question:

If If Second Transferable Skill Text Response Is Not Empty

QID16 Describe how you can apply this second transferable skill to your future plans post-graduation along with why that skill is relevant.

_____

_____

_____

QID17 Third Transferable Skill>:

_____

Display This Question:

If If Third Transferable Skill: Text Response Is Not Empty

QID20 How do you define this third transferable skill?

_____

_____

_____

Display This Question:

If If Third Transferable Skill: Text Response Is Not Empty

QID23 Describe how you can apply this third transferable skill to your future plans post-graduation along with why that skill is relevant.>

_____

_____

_____

End of Block: Default Question Block

Appendix B – Response Rate by Department

Department	Survey Respondents	Total Eligible Employees	Response Rate
Academic Continuity and Engagement (ACE)	13	34	38.2%
Access, Attainment and TRiO	6	9	66.7%
Athletic Academic Advising	18	26	69.2%
Career Center	29	59	49.2%
Dean of Students / Office of the Vice President	9	16	56.3%
Health Promotion and Wellness	5	12	41.7%
Multicultural Student Success	38	58	65.5%
New Student and Family Engagement	44	145	30.3%
Residential Education	51	61	83.6%
Student Involvement	18	18	100.0%

Appendix C – Demographics of Respondents and Broader Population

Year in School	Respondents	*Percent*	Population	*Percent*	Difference
Freshman	3	1.4	3	0.7	0.7
Sophomore	30	13.5	50	12.2	1.3
Junior	61	27.5	108	26.4	1.1
Senior	119	53.6	228	55.7	-2.1
MA Candidate	9	4.1	19	4.6	-0.5
Certificate	0	0	1	0.2	-0.2
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

Race	Respondents	*Percent*	Population	*Percent*	Difference
Asian	28	12.6	48	11.7	0.9
Black	34	15.3	55	13.4	1.9
Hispanic	55	24.8	89	21.8	3.0
Pacific Islander	0	0	1	0.2	-0.2
Multiracial	15	6.8	22	5.4	1.4
White	78	35.1	165	40.3	-5.2
Foreign	9	4.1	20	4.9	-0.8
Unknown	3	1.4	6	1.5	-0.1
Missing	0	0	3	0.7	-0.7
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

Sex	Respondents	*Percent*	Population	*Percent*	Difference
Female	152	68.5	288	70.4	-1.9
Male	70	31.5	121	29.6	1.9
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

First-Gen Status	Respondents	*Percent*	Population	*Percent*	Difference
No	221	99.5	407	99.5	0.0
Yes	1	0.5	2	0.5	0.0
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

College	Respondents	*Percent*	Population	*Percent*	Difference
BUS	39	17.6	68	16.6	1.0
CDM	41	18.5	70	17.1	1.4
COM	24	10.8	52	12.7	-1.9
CSH	61	27.5	97	23.7	3.8
EDU	8	3.6	20	4.9	-1.3
LAS	43	19.4	82	20	-0.6
MUS	3	1.4	7	1.7	-0.3
SCPS	0	0	1	0.2	-0.2
THE	3	1.4	12	2.9	-1.5
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

Pell Eligible	Respondents	*Percent*	Population	*Percent*	Difference
No	149	67.1	284	69.4	-2.3
Yes	71	32	117	28.6	3.4
Missing	2	0.9	8	2	-1.1
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

Number of Depts	Respondents	*Percent*	Population	*Percent*	Difference
One	200	90.1	379	92.7	-2.6
Two	22	9.9	29	7.1	2.8
Three	0	0	1	0.2	-0.2
Total	**222**	**100.0%**	**409**	**100.0%**	**0.0**

Appendix D – Original Analytic Rubric for Data Analysis

	Below Expectations	Meets Expectations	Exceeds Expectations
Accurate Understanding of Transferable Skill #1/2/3	Does not provide an accurate definition for the skills	Provides a simplistic or general accurate definition of the skill	Provides a robust or specific definition of the skill
Meaningful Application of Skill #1/2/3 to Future Plans	Does not provide any application of the skill to their future plans ***OR*** Provides a generic / simplistic application of the skill that is not necessarily related to their future plans	Provides an application of the skill that is specifically tailored to their future plans (either to a specific job or industry)	Provides an application of the skills that is specific to their future plans (either to a specific job or industry) AND offers insight into its relevance in their specific job or industry

Success Target = Must meet or exceeds expectations in both rubric domains with two or more skills

Appendix E – Revised Analytic Rubric for Data Analysis with Interpretation Notes

	Below Expectations	Meets Expectations	Exceeds Expectations
Accurate Understanding of Transferable Skill #1/2/3	Does not provide an accurate understanding for the skills	Provides a **simplistic** or general accurate understanding of the skill	Provides a **detailed** or specific understanding of the skill
Meaningful Application of Skill #1/2/3 to Future Plans	Does not describe how they could apply the skill to their future plans ***OR*** Provides a simple or generic description of how they could apply the skill that is not necessarily related to their future plans	Describes how they could apply the skill that is specifically tailored to their future plans (either to a specific job or industry)	Describes a) how they could apply the skill that is specific to their future plans (either to a specific job or industry) ***AND*** b) how that skill is relevant in their specific job or industry

Success Target = Must meet or exceeds expectations in both rubric domains with two or more skills

Interpretation Notes:

- Base all scores on what students explicitly provided in their responses (not what you think they meant or intended)
- Skill knowledge should be scored based upon on how well students demonstrate knowledge of the skill, not their ability to offer a clear or succinct definition of the skill
    - Students should not be penalized for using the work in their definition; however, circular definitions would not demonstrate knowledge (e.g., problem solving: helping students solve problems)
- Skill application should be scored based upon how well students relate their chosen skills to the future plans they identified.
    - If students have limited information about their future plans, that could result in a lower score.

Appendix F – List of Transferable Skills and their Descriptions

6 BRIDGING AN AWARENESS GAP

TRANSFERABLE SKILLS

Critical Thinking

Raise vital questions. Generate well-reasoned conclusions and solutions.

Decision Making

Define the problem, challenge or activity. Generate an array of solutions. Select, implement, and assess.

Problem Solving

Use knowledge, facts, and data to effectively solve problems, analyze issues or make decisions. Use logic and be resourceful.

Resourcefulness and Adaptability

Deal well with new or difficult situations and find solutions to problems. Learn new information quickly. Change directions, if needed, to solve problems.

Communication

Speak clearly to convey messages in a calm and focused way. Articulate thoughts, ideas and messages in order to educate, influence or persuade.

Creativity + Innovation

Combine knowledge from different areas to produce unique ideas or solutions. Use imagination, visualization, design, aesthetic, social and literary talents.

Influence and Persuade

Persuade or induce someone to follow a course of action. Proactively shift the thinking, actions, and even the emotional state of other people.

Multicultural Competence

View the world from other's perspectives. Respect and value other cultures and differences. Develop a tolerance for ambiguity.

Leadership

Leverage the strength of others towards the achievement of a common goal. Manage emotions and overcome adversity.

Professionalism and Work Ethic

Accept and demonstrate that good results require hard work, a sense of responsibility, an emphasis on quality, a high level of commitment, and drive.

Teamwork and Collaboration

Work with others to reach a collective objective by sharing knowledge, learning and building consensus. Demonstrate reliability by following through on group tasks.

Technology

Demonstrate knowledge and experience with computer hardware and software. Select and use appropriate technology to accomplish a given task.

Research

Develop and refine search strategies, evaluating sources as to accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Taken from: Career Center (n.d.). *Bridging an awareness gap: Integrating transferable skills in your classroom* [Booklet, p. 6]. DePaul University.

Appendix G – Gradations of Student Mastery of Learning Overall

Did students demonstrate mastery of the learning outcome?

	Frequency	Percent
Yes	93	41.9
No	129	58.1
Total	***222***	***100***

Mastery defined as meeting or exceeding expectations related to both knowledge and application for at least two skills

For how many skills did students meet or exceeds expectations relative to both knowledge* and *application?

	Frequency	Percent
3 Skills	16	7.2
2 Skills	77	34.7
1 Skill	43	19.4
0 Skills	86	38.7
Total	***222***	***100***

For how many skills did students meet or exceeds expectations relative only to knowledge?

	Frequency	Percent
3 Skills	38	17.1
2 Skills	103	46.4
1 Skill	44	19.8
0 Skills	37	16.7
Total	***222***	***100***

For how many skills did students meet or exceeds expectations relative only to application?

	Frequency	Percent
3 Skills	23	10.4
2 Skills	87	39.2
1 Skill	42	18.9
0 Skills	70	31.5
Total	***222***	***100***

Appendix H – Gradations of Student Mastery of Learning by Demographic Categories

		Level of Mastery		
Student Affairs Department		Below Expectations	Meets / Exceeds Expectations	***Total***
Student Involvement	Frequency	6	12	***18***
	Percent	33.30%	66.70%	***100.00%***
Career Center	Frequency	12	15	***27***
	Percent	44.40%	55.60%	***100.00%***
New Student and Family Engagement	Frequency	20	24	***44***
	Percent	45.50%	54.50%	***100.00%***
Health Promotion and Wellness	Frequency	3	2	***5***
	Percent	60.00%	40.00%	***100.00%***
Athletic Academic Advising	Frequency	11	7	***18***
	Percent	61.10%	38.90%	***100.00%***
Vice President of Student Affairs / Dean of Students	Frequency	6	2	***8***
	Percent	75.00%	35.00%	***100.00%***
Residential Education	Frequency	30	15	***45***
	Percent	66.70%	33.30%	***100.00%***
Multicultural Student Success	Frequency	26	12	***38***
	Percent	68.40%	31.60%	***100.00%***
Academic Continuity and Engagement (ACE)	Frequency	10	3	***13***
	Percent	76.90%	23.10%	***100.00%***
Access, Attainment and TRiO	Frequency	5	1	***6***
	Percent	83.30%	16.70%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

		Level of Mastery		
Number of Student Affairs Departments Worked		Below Expectations	Meets / Exceeds Expectations	***Total***
Two	Frequency	9	13	***22***
	Percent	40.90%	59.10%	***100.00%***
One	Frequency	120	80	***200***
	Percent	60.00%	40.00%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

College Affiliation		Level of Mastery: Below Expectations	Level of Mastery: Meets / Exceeds Expectations	***Total***
Music	Frequency	1	2	***3***
	Percent	33.30%	66.70%	***100.00%***
Computing and Digital Media	Frequency	20	21	***41***
	Percent	48.80%	51.20%	***100.00%***
Liberal Arts and Social Sciences	Frequency	23	20	***43***
	Percent	53.50%	46.50%	***100.00%***
Science and Health	Frequency	33	28	***61***
	Percent	54.10%	45.90%	***100.00%***
Education	Frequency	5	3	***8***
	Percent	62.50%	37.50%	***100.00%***
Business	Frequency	25	14	***39***
	Percent	64.10%	35.90%	***100.00%***
Communications	Frequency	19	5	***24***
	Percent	79.20%	20.80%	***100.00%***
Theatre	Frequency	3	0	***3***
	Percent	100.00%	0.00%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

Year in School		Level of Mastery: Below Expectations	Level of Mastery: Meets / Exceeds Expectations	***Total***
Junior	Frequency	34	27	***61***
	Percent	55.70%	44.30%	***100.00%***
Sophomore	Frequency	17	13	***30***
	Percent	56.70%	43.30%	***100.00%***
Senior	Frequency	68	51	***119***
	Percent	57.10%	42.90%	***100.00%***
MA Candidate	Frequency	7	2	***9***
	Percent	77.80%	22.20%	***100.00%***
Freshman	Frequency	3	0	***3***
	Percent	100.00%	0.00%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

		Level of Mastery		
Race		Below Expectations	Meets / Exceeds Expectations	***Total***
Hispanic	Frequency	27	28	***55***
	Percent	49.10%	50.90%	***100.00%***
White	Frequency	43	35	***78***
	Percent	55.10%	44.90%	***100.00%***
Asian	Frequency	16	12	***28***
	Percent	57.10%	42.90%	***100.00%***
Multiracial	Frequency	9	6	***15***
	Percent	60.00%	40.00%	***100.00%***
Foreign	Frequency	6	3	***9***
	Percent	66.70%	33.30%	***100.00%***
Unknown	Frequency	2	1	***3***
	Percent	66.70%	33.30%	***100.00%***
Black	Frequency	26	8	***34***
	Percent	76.50%	23.50%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

		Level of Mastery		
Race (Binary)		Below Expectations	Meets / Exceeds Expectations	***Total***
White	Frequency	43	35	***78***
	Percent	55.10%	44.90%	***100.00%***
Students of Color	Frequency	78	54	***132***
	Percent	59.10%	40.90%	***100.00%***
Total	***Frequency***	***121***	***89***	***210***
	Percent	***57.60%***	***42.40%***	***100.00%***

		Level of Mastery		
Sex		Below Expectations	Meets / Exceeds Expectations	***Total***
Female	Frequency	87	65	***152***
	Percent	57.20%	42.80%	***100.00%***
Male	Frequency	42	28	***70***
	Percent	60.00%	40.00%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

		Level of Mastery		
Pell Eligibility		Below Expectations	Meets / Exceeds Expectations	***Total***
No	Frequency	82	67	***149***
	Percent	55.00%	45.00%	***100.00%***
Yes	Frequency	46	25	***71***
	Percent	64.80%	35.20%	***100.00%***
Total	***Frequency***	***128***	***92***	***220***
	Percent	***58.20%***	***41.80%***	***100.00%***

		Level of Mastery		
First Generation Status		Below Expectations	Meets / Exceeds Expectations	***Total***
No	Frequency	128	93	***221***
	Percent	57.90%	42.10%	***100.00%***
Yes	Frequency	1	0	***1***
	Percent	100.00%	0.00%	***100.00%***
Total	***Frequency***	***129***	***93***	***222***
	Percent	***58.10%***	***41.90%***	***100.00%***

Appendix I – Frequency of Skill Categories Identified by Students

Identified Skills	**#**	**%**
Critical Thinking	4	0.79%
Decision Making	0	0.00%
Problem Solving	19	3.73%
Resourcefulness & Adaptability	16	3.14%
Communication	118	23.18%
Creativity & Innovation	6	1.18%
Influence & Persuade	2	0.39%
Multicultural Competence	2	0.39%
Leadership	61	11.98%
Professionalism & Work Ethic	7	1.38%
Teamwork & Collaboration	35	6.88%
Technology	11	2.16%
Research	1	0.20%
Other (e.g., listening, conflict-resolution, customer service, event planning, organization, time management)	227	44.60%
Total	***509***	***100.00%***

Appendix J – Gradations of Student Mastery of Learning by Skill Category

		Knowledge Domain Scores			
Skill Category		Below Expectations	Meets Expectations	Exceeds Expectations	***Total***
Critical Thinking	Frequency	0	2	2	***4***
	Percent	0.00%	50.00%	50.00%	***100.00%***
Research	Frequency	0	1	0	***1***
	Percent	0.00%	100.00%	0.00%	***100.00%***
Resourcefulness & Adaptability	Frequency	2	6	8	***16***
	Percent	12.50%	37.50%	50.00%	***100.00%***
Creativity & Innovation	Frequency	1	4	1	***6***
	Percent	16.70%	66.70%	16.70%	***100.00%***
Teamwork & Collaboration	Frequency	7	20	8	***35***
	Percent	20.00%	57.10%	22.90%	***100.00%***
Leadership	Frequency	16	32	13	***61***
	Percent	26.20%	52.50%	21.30%	***100.00%***
Communication	Frequency	32	65	21	***118***
	Percent	27.10%	55.10%	17.80%	***100.00%***
Other	Frequency	70	105	52	***227***
	Percent	30.80%	46.30%	22.90%	***100.00%***
Problem Solving	Frequency	7	6	6	***19***
	Percent	36.80%	31.60%	31.60%	***100.00%***
Professionalism & Work Ethic	Frequency	3	2	2	***7***
	Percent	42.90%	28.60%	28.60%	***100.00%***
Technology	Frequency	5	5	1	***11***
	Percent	45.50%	45.50%	9.10%	***100.00%***
Multicultural Competence	Frequency	1	0	1	***2***
	Percent	50.00%	0.00%	50.00%	***100.00%***
Influence & Persuade	Frequency	1	1	0	***2***
	Percent	50.00%	50.00%	0.00%	***100.00%***
Decision Making	Frequency	0	0	0	***0***
	Percent	0.00%	0.00%	0.00%	***100.00%***
Total	***Frequency***	***145***	***249***	***115***	***509***
	Percent	***28.50%***	***48.90%***	***22.60%***	***100.00%***

Skill Category		Application Domain Scores			
		Below Expectations	Meets Expectations	Exceeds Expectations	***Total***
Research	Frequency	0	0	1	***1***
	Percent	0.00%	0.00%	100.00%	***100.00%***
Teamwork & Collaboration	Frequency	11	16	8	***35***
	Percent	31.40%	45.70%	22.90%	***100.00%***
Technology	Frequency	4	5	2	***11***
	Percent	36.40%	45.50%	18.20%	***100.00%***
Problem Solving	Frequency	7	7	5	***19***
	Percent	36.80%	36.80%	26.30%	***100.00%***
Resourcefulness & Adaptability	Frequency	6	3	7	***16***
	Percent	37.50%	18.80%	43.80%	***100.00%***
Communication	Frequency	50	46	22	***118***
	Percent	42.40%	39.00%	18.60%	***100.00%***
Professionalism & Work Ethic	Frequency	3	3	1	***7***
	Percent	42.90%	42.90%	14.30%	***100.00%***
Leadership	Frequency	27	18	16	***61***
	Percent	44.30%	29.50%	26.20%	***100.00%***
Other	Frequency	108	82	37	***227***
	Percent	47.60%	36.10%	16.30%	***100.00%***
Critical Thinking	Frequency	2	1	1	***4***
	Percent	50.00%	25.00%	25.00%	***100.00%***
Influence & Persuade	Frequency	1	1	0	***2***
	Percent	50.00%	50.00%	0.00%	***100.00%***
Multicultural Competence	Frequency	1	1	0	***2***
	Percent	50.00%	50.00%	0.00%	***100.00%***
Creativity & Innovation	Frequency	4	1	1	***6***
	Percent	66.70%	16.70%	16.70%	***100.00%***
Decision Making	Frequency	0	0	0	***0***
	Percent	0.00%	0.00%	0.00%	***100.00%***
Total	***Frequency***	***224***	***184***	***101***	***509***
	Percent	***44.00%***	***36.10%***	***19.80%***	***100.00%***