



Part I: Follow-up Assessment Report Template

Date of Follow-up Report Submission: 7/7/21

Name of Department / Unit: Student Involvement

Name of Contact Person: Rigo Gutierrez

Name of Person(s) Completing Follow-up Report: Courtney James

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

Note: Last year's recommendations are in black in while reflection from the 2020-2021 school year is in red.

Recommendations for Fall 2020 and Beyond for Esports Program (with follow-up in italics)

As we move into Fall 2020 and beyond, the data collected from the Sense of Community Survey will be extremely helpful in developing the program. Our biggest challenge surrounding Esports continues to be that we have more interest and engagement than we have the staff capacity to handle. Knowing that realistically, additional staffing support will not come in the immediate future, it will be more critical than ever to leverage data in the decision making process to guide decision making.

This school year with us being an entirely virtual environment for Esports, I leveraged data by ensuring every match for every one of our 19 teams was tracked in DeHUB. Throughout the 2020-2021 school year, we logged 534 Esports matches, events, and experiences. The results of this show that Esports engagement accounted for 7.4% of the overall total touchpoints for co-curricular experiences (3,848 of 52,254 overall touchpoints) and 4% of unique student outreach (309 of 7,624). Esports is becoming a relatively low-cost high engagement practice for the university based on this data.

One such way we can do this is to continue to focus on building spaces that allow for students to connect with one another in a safe environment. As we know thanks to this survey, the majority of Gaming Center users (78%) use the space because it offers an in person connection to be around others with like interests, compete with others on their team, or meet new people. Based on the results of the survey and with feedback from the students, we developed a proposal to turn the Student Involvement Conference Room into a Gaming Center from 5-10pm each day and on weekends. Given the very visible location for OSI and seeing that knowledge of the Esports program helps influence some students' decision to attend, this space will have a secondary benefit of serving as a recruitment tool. To create this space, we will have some technology needs in order to leverage this opportunity for the future.

We were unable to do this in the 2020-2021 school year since we were in a mostly remote environment. I am still exploring space options for the 2021-2022 school year.

Most significantly from this survey, we have found that students who are involved in Esports aren't involved with anything else on campus and that they are finding strong friend groups through their Esports and gaming communities. Knowing that, it will be critical to continue to invest in structures that allow these communities to thrive. Throughout the summer and early fall, it will be imperative to redevelop the program's structure to accommodate this focus and invest in experiences that allow for community to be built.

This past year, the Esports community truly thrived in the pandemic. I believe we will be able to speak to these contributions and how the program contributed to sense of belonging for students when we receive the survey results from the second sense of belonging survey we conducted in late July 2021.



Part II: Annual Assessment Report Template: Learning¹

Academic Year: 2020-2021

Date of Report Submission: 7/9/21

Name of Department / Unit: Office of Student Involvement

Name of Contact Person: Rigo Gutierrez

Name of Person(s) completing report or contributing to the project: Rigo Gutierrez

I. Abstract

This year's assessment project focused on the development of interpersonal skills in the student leaders involved in organizations directly advised through the Office of Student Involvement (OSI). We used Seemiller's (2013) student leader interpersonal competencies as a guiding framework. An internally-developed nine-question multiple choice learning survey was created on the Qualtrics platform and distributed via e-mail to students serving in leadership roles during the winter and spring 2021 terms. Overall, two-thirds of students were proficient in the interpersonal competencies. Additionally, students lacked most in the competency of empathy, with only 40% of respondents demonstrating proficiency. As next steps, we are encouraging our department to adopt the competencies as part of their future advising and training of student leaders.

II. Assessment Question

To what extent are student leaders able to identify the interpersonal skills to work in an effective team after participating in their respective student in activities and services?

III. Introduction & Context

Project Overview

The Office of Student Involvement focuses on the development of interpersonal skills as part of their program area map. A survey was created to measure student proficiency in the learning outcome of this area.

Learning Outcomes Assessed

Program-Area: Development of Interpersonal Skills

¹ Two staff members who were responsible for completing this project on behalf of the Office of Student Involvement left the university before revisions were made to this report. Therefore, this report includes inaccuracies and inconsistencies within the methodology, data analysis, and data interpretation sections that were not corrected before this report was finalized.

Students who participate in activities and services designed to develop interpersonal skills will be able to identify interpersonal strategies that support effective teams. Involvement is defined as being active in the following:

- Honor Society Involvement
- Organization Involvement (DAB, FSL, SGA, general student organizations)

Context for This Year's Report

The holistic development of our students is a high priority for the Division of Student Affairs and DePaul University at large. As part of its purpose, the division boldly states a focus on creating a sense of community and valuing relationships. These values are in turn central to the work of the Office of Student Involvement (OSI), remaining a guiding force in the design of all programs and services. OSI encourages involvements at different levels for all students, whether they choose to participate in programs as general attendees or if they choose to be active members in a student organization. Some of our opportunities for involvement include:

Fraternity Sorority Life: DePaul is home to 30 national Fraternity and Sorority Organizations, four governing councils, and one academic honorary for Fraternity and Sorority members. Each year there are several FSL events that draw the participation of several students and involve students directly in the planning, implementation, and supervision of programs and events. As a community of over 1200 undergraduate students, DePaul Fraternity and Sorority members actively engage in service, philanthropy, and are involved in the DePaul Campus Community.

Campus Activities: Through the Office of Student Involvement, a multitude of different campus activities initiatives are executed throughout the year.

- **DePaul Activities Board, "DAB"**, is a student organization charged with planning and executing a wide range of events which contribute to a socially vibrant campus community. The events occur on and off campus in order to create a rich student experience, build community, and engage with the city of Chicago. In addition to standard weekly events, DAB also oversees or plays a major role in a number of university-wide events, contributing to campus affinity, including: DePaul After Dark and FEST.
- **Traditions & Affinity Programming:** OSI oversees a number of Traditions & Affinity initiatives throughout the school year, ranging from First Friday Fun, the Gnome Hunt, Blue Demon Week, Midnight Breakfast, the Ugly Sweater Party, and more.
- **Welcome Experience Programming:** OSI assumed responsibility for coordinating quarterly Welcome Experience Programming in 2018. Throughout the year, OSI focuses the core of welcome initiatives on Fall Welcome Week, with highlighted events including First Night Fun, Taste of DePaul, the Involvement Fair, Loop Block Party, and more. For Winter Quarter, OSI coordinated events including the Welcome Back Lunch, Loop Game Day, and more. Typically in the Spring, OSI hosts the Welcome Back Ice Cream socials on each campus. However with the

pandemic beginning, OSI did not coordinate any welcome experience programming and instead focused on virtual offerings.

Cultivating Sense of Belonging: The Office of Student Involvement coordinates and supports several programs and events, throughout the academic year that cultivate sense of belonging, build community, develop affinity, and promote general outreach. Outside of the named Campus Activities listings, OSI cultivates a sense of belonging through management of the Esports Program, advising of DemonTHON, Constitution Day, info tables and presentations, DePaul After Dark, Involvement Fairs, and Blue Demon Week. These programs strive to provide students with opportunity out of the classroom to engage with the DePaul and Chicago community finding new friendships with peers at DePaul, developing affinity as a Blue Demon, and exploring the city of Chicago.

Student Organizations: The Office of Student Involvement registers approximately 350 student organizations annually, provides support and education to student leaders as well as student organization faculty/staff and chapter/alumni advisors, and there are biannual involvement fairs on the Lincoln Park and Loop campuses where student organizations can promote themselves and recruit for new membership. Support is provided by Student Involvement staff and Student Involvement ambassadors through group meetings, video tutorials and one-on-one consultations. Undergraduate student organizations are eligible to apply for funding via the Student Activity Fee board in order to operate, host events, and participate in educational conferences and seminars, all to enhance the DePaul student experience.

This year's assessment project focused on the development of students that involved in the leadership teams of organizations advised directly by OSI staff. Due to the pandemic, most opportunities this year were conducted virtually. However, OSI still made efforts to create involvement experiences fostering community, which includes a strong interpersonal component.

The learning outcome being assessed, per the project area map (PAM), is the development of interpersonal skills in students following a full term serving in one of the positions above. Interpersonal skills were identified and defined by OSI staff using selected interpersonal competencies adapted from Seemiller, C. (2013). The student leadership competencies guidebook: Designing intentional leadership and development. San Francisco: Jossey-Bass.

A total of nine competencies were adapted for OSI to measure interpersonal skills for this assessment project.

Interpersonal Competencies – Operationalized by [action] + {qualifier}

Productive relationships: Cultivating connections or associations with others that contribute positively to the well-being of those involved in order to have a mutual support system and opportunity for meaningful exchange.

➔ *[Cultivating relationships] that {contribute to the wellbeing of everyone involved}*

Appropriate interaction: Assessing a situation and engaging in interactions, relations, and exchanges based on what is suitable for the context and person or people being interacted with in order to respect boundaries and create an opportunity for the most effective interaction.

➔ *[Assessing a situation] that {leads to the most effective interaction possible}*

Helping others: Voluntarily giving assistance to others when one has no personal stake in the outcome of the assistance in an effort to make a task or process less difficult or time consuming for others. Because leaders care about people, they know how valuable it is to help others and foster an environment in which people help each other.

➔ *[Helping others] in order to {benefit the team as a whole}*

Empathy: Demonstrating a deep understanding of others by attempting to experience their thoughts and feelings in an effort to appreciate their perspectives and circumstances as well as show genuine care.

➔ *[Acknowledging other perspectives] that {leads to genuine care and appreciation for others}*

Motivation: Selecting and applying motivation strategies specific to each person in an effort to best inspire and encourage that person to complete a task or achieve a goal.

➔ *[Inspiring others to act] by {using tailored interactions based on each person}*

Others' Contributions: Utilizing others' ideas, strengths, knowledge, and abilities so that each person is operating at his or her highest capacity both for the success and morale of each individual as well as higher productivity and effectiveness of the group; putting the right people in the right places.

➔ *[Engaging other's talents and abilities] that {leads to the success of both the individual and the group}*

Empowerment: Sharing power, information, and resources with others so they can have a sense of ownership, accountability, and commitment regarding a task or process so as to lead to higher-quality work, greater timeliness and follow-through, and greater commitment to the task and team.

➔ *[Sharing ownership and accountability with others] that {leads to the benefit of the task and team}*

Providing feedback: Offering critiques, confirmations, and/or advice in a matter that is timely and respectful in an effort to improve another person's decisions, effectiveness, productivity or interactions with others.

➔ *[Providing timely and respectful insight] that {supports an individual's growth}*

Collaboration: Working with others toward a common objective through the sharing of ideas and distribution of responsibilities across team members in an effort to reach the objective most effectively.

➔ *[Collectively working toward a common objective] by {using the most effective way possible}*

IV. Data Collection & Methodology

Population and Sample

The participants of this assessment project was a randomized sample of students that are at Level 1 and 2 of involvement in programs and services offered through the Office of Student Involvement (OSI). Generally, these are defined as the leadership teams of organizations that receive direct advising from a staff member in the department, as well as some form of funding or additional university resources. These students were selected to be assessed due to their high level of involvement in leadership meetings, one-on-one interactions, retreats, and training (see appendix a for a table of these groups).

Participating students held the following positions:

- Interfraternity COUNCIL Officer (i.e. IFC VP Standards)
- Interfraternity CHAPTER President (i.e. President of Sigma Chi)
- Multicultural COUNCIL Officer (i.e. MGC VP Internal)
- Multicultural CHAPTER President (i.e. President of Alpha Phi Gamma Sorority, Inc.)
- National Pan-Hellenic COUNCIL Officer (i.e. NPHC President)
- National Pan-Hellenic CHAPTER President (i.e. President of Alpha Phi Alpha Fraternity, Inc.)
- Panhellenic COUNCIL Officer (i.e. PHC VP PR)
- Panhellenic CHAPTER President (i.e. President of Alpha Phi)
- Order of Omega Officer
- Blue Demon Week Committee
- Student Government Association CABINET
- Student Government Association SENATOR
- DePaul Activities Board LEADERSHIP TEAM
- DePaul Activities Board GENERAL MEMBER

- DemonTHON Core Committee

Students were invited to complete a survey via e-mail at the conclusion of their term or the conclusion of their academic year, depending on which occurred first depending on their respective organization's schedule.

Data Collection

The method used to collect data was via an internally-created, nine-question learning survey that tied each of the questions to one of the nine interpersonal competencies used as the framework for this assessment project. The questionnaire was created by a former OSI staff member in collaboration with the Assessment and Effectiveness Specialist on Qualtrics and offered students multiple choice answers with four purposefully crafted answer options. Each of the questions had one option deemed as correct. The survey presented students with a scenario of a diverse group of students, with details on their identity. The respondent was asked to envision themselves as part of a group and select how would they respond in each of the nine situations (see appendix b).

An e-mail was sent to students with a survey link prompting them to respond to the assessment.

Data Analysis

Each of the survey questions had a designated correct answer in order for each submission to receive a score between 1 and 9, granting one point per correct answer. A student with a total score of 6 or more was designated as successfully demonstrating learning, with the justification that if a student had two-thirds of the answers correct they were relatively competent in their interpersonal skills. The data was analyzed using Qualtrics and Microsoft Excel. Since each question was connected to a specific interpersonal domain, the success rate of responses to individual questions was analyzed.

Participant Consent

Participants were informed in the e-mail with the link to the survey that their responses would be used to collect data that will better inform future leadership retreats and trainings. Participants could decide to stop participating at any time by closing the survey.

V. Data & Findings

Response Rate and Demographics

A total of 150 students received the survey, and a sample of 39 students completed the survey from across student groups. This means we had a yield rate of 26%.

Key Findings

- The data collected demonstrated that 26 of the 39 students successfully demonstrated learning with a score of 6 or above in the survey measuring the 9 interpersonal competency areas. Of these students, 0% of students answered all

9 questions correctly, 20% of students answered 8 questions correctly, and 22% answered 7 questions correctly.

- Students were most successful related the competencies of Others' Contributions and Empowerment (77%)
- Students were least successful related to the empathy competency (41%).

More findings are listed are displayed as a table and graph in appendix c.

Program Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Developing Interpersonal Relationships	39	26

A passing score was designated as a 6 or above, with the justification that if a student had two-thirds of the answers correct they were relatively competent in their interpersonal skills.

VI. Discussion & Interpretation of Findings

Analyzing the survey results highlighted several key findings regarding student leaders' interpersonal relationship competencies, including areas of strength and opportunities for further development. An important aspect to keep in mind is that during the global pandemic and a virtual environment, the manner in which students interacted could have impacted proficiency in certain areas. A virtual setting may have hindered certain demonstrated competencies while allowing other areas to rise.

- Key finding #1: The interpersonal competency of empathy has the least success rate in the assessment. Empathy is defined as demonstrating a deep understanding of others by attempting to experience their thoughts and feelings in an effort to appreciate their perspectives and circumstances as well as show genuine care (Seemiller, 2013). It is important to explore the reason why so many students missed this question, with only 41% of the respondents answering correctly. This is about a 36% success rate drop from the highest correct answers. Something to consider is these students served in their term during a mostly virtual year where opportunities for more personal interactions where they could feel and demonstrate empathy for one another may have been limited. Empathy is typically a competency that is demonstrated in settings where students feel a sense of closeness to others in the group. Perhaps in the upcoming year with a larger in-person aspect this is something that will naturally be addressed as part of the environment. However, it may be worth exploring ways to bring this topic more to the forefront and help students reflect on what it means to be empathetic. The empathy competency is also a perfect opportunity to

incorporate a conversation about Vincentian values, such as personalism and service for others as the themes are closely related.

- Key finding #2: Others' contributions and empowerment have the highest success rate in the assessment. Other's contributions as competency is defined as utilizing others' ideas, strengths, knowledge, and abilities so that each person is operating at his or her highest capacity both for the success and morale of each individual as well as higher productivity and effectiveness of the group; putting the right people in the right places. Empowerment is defined as sharing power, information, and resources with others so they can have a sense of ownership, accountability, and commitment regarding a task or process so as to lead to higher-quality work, greater timeliness and follow-through, and greater commitment to the task and team (Seemiller, 2013). Being in a virtual setting may have impacted the high response rates of these two competencies. In considering that most interactions these students had during the year were conducted via Zoom and other video conferencing software, students had to be efficient and task-oriented in how they utilized their time and in how they worked with other people. During the pandemic, students may have needed to rely on others' strengths, as well as trust in the ability of their peers to succeed during a challenging year. They may have been more aware of what others could bring into a team as compared to previous years. In terms of the empowerment competency, many of these students were in roles where they were responsible for leading others, sharing information, giving others a sense of ownership, and guiding projects as part of their expected responsibilities.
- Key finding #3: Two-thirds of respondents received a passing score on the survey, while one-third earned a grade of 5/9 or below. It is positive feedback to know the majority of students have passed the survey and are proficient in the interpersonal competencies. It is also noteworthy to keep in mind that there is a group of about 1 in 3 students that may be struggling overall in identifying proper behavior within the interpersonal real. This leaves room to explore potential causes and opportunities to incorporate growth opportunities within the programs and services offered through the department. Further studies could be conducted to learn which specific type of experiences have contributed to the proficiency of the group that received a passing score.

VII. Recommendations and Plans for Action

Recommendations

- Recommendation #1: Find the connection between Vincentian values and the Interpersonal Competencies developed by Seemiller. There are many common themes between how DePaul carries the conversation about values and the list competencies. Values are a more abstract concept that students are familiar with because we talk about them at orientation, Chicago Quarter, and in other aspects of our campus life and culture. The competencies are a more elaborate form of exploring relationships, with more tangible and measure outcomes. Starting the

narrative in our programs with values and using it as a segue to get students to think of these competencies may be the most natural approach.

- Recommendation #2: Incorporate the competencies into future training opportunities and resources shared with students. In the current state of training and development of students, interpersonal relationships are considered in a more general sense and incorporated differently into each student organization. Creating training opportunities and resources that explicitly use the competencies as a framework might be a way to encourage students to conceptualize interpersonal relationships.

Action Plan

- Create a training session for Office of Student Involvement staff providing an overview of the Interpersonal Competencies by Seemiller (2013) and encourage them to use it as a framework for advising students. This can be done by the end Autumn Quarter of 2021.
- Create a training template and resource packet to be shared with the presidents and leaders of these student organizations to help them familiarize themselves with the interpersonal competencies and to have ideas of activities they can facilitate to teach other students about these areas of growth. This can be done by the end of Autumn Quarter of 2021. A special focus should be placed on the area of empathy, as this was the response lacking the most.
- Send a follow-up survey to re-assess any further development in these areas following the implementation of a more formalized way of learning about these competencies.

Sharing the results

The results and key findings of the survey will be shared with the Office of Student Involvement staff, who serve as advisors to each of these student groups, and the presidents of each organization and committee that participated in this survey. It is important for advisors and students alike to be aware of the strong and weak points of student leaders as it pertains to the development of interpersonal competencies.

VIII. References

Seemiller, C. (2013). *The student leadership competencies guidebook: Designing intentional leadership and development*. San Francisco: Jossey-Bass.

Appendix A

Level 1 Engagement: Regular Leadership Meetings	SAFB, CAFB, All FSL Council ExecBoards, DemonTHON ExecBoard, DAB Leadership Team, SGA Cabinet, Order of Omega Exec Board
Level 1 Engagement: 1.1 Meetings	SAFB Chair, CAFB Chair, All FSL Council ExecBoards, All FSL Presidents, DemonTHON ExecBoard, DAB Leadership Team, SGA Cabinet & Senators, Order of Omega ExecBoard, Esports Captains
Level 1 Engagement: Trainings & Retreats	SAFB, CAFB, All FSL Council ExecBoards, DemonTHON ExecBoard, DAB Leadership Team, SGA Cabinet
Level 2 Engagement: Regular Organizational Meetings	All FSL Council Meetings, DemonTHON Core Committee, DAB General Meetings/Committees Meetings, SGA Weekly Meetings, Order of Omega Meetings, Blue Demon Week Planning Team
Level 2 Engagement: Trainings & Retreats	All FSL Councils, DAB General Body/Committees, SGA Body, Order of Omega

Appendix B

Default Question Block

Thank you for participating in the Student Organization Assessment. This assessment will inform future leadership trainings and retreats. You will be asked to answer 9 multiple choice questions based on the same scenario. **The scenario is listed at the top of every page.**

Student ID Number

Student Group Affiliation

- ☐ Interfraternity COUNCIL Officer (i.e. IFC VP Standards)
- ☐ Interfraternity CHAPTER President (i.e. President of Sigma Chi)
- ☐ Multicultural COUNCIL Officer (i.e. MGC VP Internal)
- ☐ Multicultural CHAPTER President (i.e. President of Alpha Phi Gamma Sorority, Inc.)
- ☐ National Pan-Hellenic COUNCIL Officer (i.e. NPHC President)
- ☐ National Pan-Hellenic CHAPTER President (i.e. President of Alpha Phi Alpha Fraternity, Inc.)
- ☐ Panhellenic COUNCIL Officer (i.e. PHC VP PR)
- ☐ Panhellenic CHAPTER President (i.e. President of Alpha Phi)
- ☐ Order of Omega Officer
- ☐ Blue Demon Week Committee
- ☐ Student Government Association CABINET
- ☐ Student Government Association SENATOR
- ☐ DePaul Activities Board LEADERSHIP TEAM
- ☐ DePaul Activities Board GENERAL MEMBER
- ☐ Esports Captain or Community leader
- ☐ DemonTHON Core Committee

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

1) Which of the following things would be the most effective at contributing to productive relationships across your team? Please select the single best answer.

- ☐ Start the retreat planning process with a short round of introductions.

- ☐ Assign individuals to working pairs based on previous work.
- ☐ Start assigning tasks to each person based on their seniority in the organization.
- ☐ Start every meeting with a short activity that helps everyone know one another better.
- ☐ I'm not sure.

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

2) Which of the following things would be the most effective at starting the retreat planning process with your team? Please select the single best answer.

- ☐ Creating a process to determine the date, time, and location for the retreat.
- ☐ Collect information from each team member about their likes and dislikes about the organization.
- ☐ Collect information from each team member about their strengths and areas of interest regarding the retreat planning process.
- ☐ Start brainstorming activities for the goal setting portion of the retreat.
- ☐ I'm not sure.

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

3) Which of the following things would you want to do as the leader of this team to help your entire team be successful? Please select the single best answer.

- ☐ Ask Emily and Tim to review the past-years retreat documents from the google drive.
- ☐ Spend time with Emily and Tim to help them better understand the organization.
- ☐ Send out the agenda early to Emily and Tim inviting them to email you with any questions.
- ☐ Asking Emily and Tim to sharing their ideas for the retreat at the start of the first planning meeting
- ☐ I'm not sure.

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

4) Which of the following things would you want to do as the leader to help your team members care for one another? Please select the single best answer.

- ☐ Ask Derrick, Tim, and Claudia to share their racial experience as students of color.
- ☐ Facilitate a conversation about racial identity that leads to share expectations for the team.
- ☐ Facilitate a conversation on racial identity that emphasis similarities over difference.
- ☐ At the beginning of the meeting, you share the group expectations that include working across difference.
- ☐ I'm not sure.

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

5) Which of the following things would you want to do as the leader to maintain a positive and health morale? Please select the single best answer.

- ☐ Begin meetings with team members recognizing each other's contributions.
- ☐ Assign task based on team members' preferences.
- ☐ Have a celebration dinner after the retreat has been planned and implemented.
- ☐ Have team report out each meeting based on seniority.
- ☐ I'm not sure.

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

6) Which of the following things would you want to do as the leader to engage team members' strengths? Please select the single best answer.

- ☐ Start assigning task based on past year's performance.
- ☐ Ask Derrick and Claudia to lead a session on discovering your strengths and then assign projects.
- ☐ Have team participate in a personal strengths finder assessment, reflect on the assessment as a team, and then assign projects based upon the results.
- ☐ Have team members pick out of a hat for which projects they will take on in this upcoming year
- ☐ I'm not sure.

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

7) Which of the following things would you want to do as the leader of the team to cultivate shared ownership? Pick the single best answer.

- ☐ At the beginning of the meeting, work with the team to identify and assign necessary task
- ☐ Send an email with a list of task and who is responsible for them.
- ☐ Send a poll in the team's Slack channel to decide who is going to be assigned to each task.
- ☐ Reassign task based on an anonymous members complaint.
- ☐ I'm not sure

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

8) Which of the following things would you want to do as the leader of the team to provide effective feedback? Please select the single best answer.

- ☐ Provide written feedback on a weekly basis about the overall progress of the team.
- ☐ Give feedback at the last meeting about the overall team performance.
- ☐ Provide time at the last meeting to give individual feedback.
- ☐ Provide space at the end of each meeting to offer individual feedback

- ☐ I'm not sure

Please answer the following question based on the following scenario:

Imagine you are working on a team with 4 other people in addition to yourself. These people are:

1. Emily: A White female first-year student who is new to your group
2. Derrick: A Black male, second-year student who was in your group last year
3. Claudia: A Latina female third-year student who was in your group last year
4. Tim: An Asian male fourth-year student who is new to your group
5. You 😊

Your team is responsible for planning a leadership retreat for your entire student organization. You will meet every week for the next six weeks to plan and implement the retreat. Your goal for this year's retreat is to plan your event calendar for the coming academic year.

9) Which of the following things would you want to do as the leader of the team to work well with one another? Please select the single best answer.

- ☐ Have team members regularly share updates in the team's Slack channel.
- ☐ Tell team members to meet up outside of retreat planning meetings to work together on a shared task.
- ☐ During retreat planning meetings, set aside the last 30 minutes for team members to partner off and work together on common goal.
- ☐ Have team members work on their own projects and then come together at the end to finalize the retreat.
- ☐ I'm not sure.

Appendix C

Question #	Competency	Correct Answers	Submitted Answers	% of Correct Responses
1	Productive relationships	32	45	71.11%
2	Appropriate interaction	23	42	54.76%
3	Helping others	20	41	48.78%
4	Empathy	16	39	41.03%
5	Motivation	28	39	71.79%
6	Others' Contributions	30	39	76.92%
7	Empowerment	30	39	76.92%
8	Providing feedback	27	39	69.23%
9	Collaboration	27	39	69.23%

