

ILO Collaboration, Teamwork and Leadership Survey Results

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INTRODUCTION

Adoption of Institutional Learning Outcomes in 2012

CTL is one of the [Institutional Learning Outcomes \(ILOs\)](#) adopted by Cal State East Bay in 2012. Which express a shared, campus-wide articulation of expectations for all degree recipients. Graduates of CSUEB will be able to:

- think critically and creatively and apply analytical and Quantitative Reasoning to address complex challenges and everyday problems;
- communicate ideas, perspectives, and values clearly and persuasively while listening openly to others;
- apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities;
- work collaboratively and respectfully as members and leaders of diverse teams and communities;
- act responsibly and sustainably at local, national, and global levels;
- demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Cal State East Bay CTL Research Project and Publication, 2013

In 2012, Gretchen Reeve, Chris Chamberlain, and Julie Stein were part of a Cal State East Bay team on a [Programmatic Excellence and Innovation in Learning](#) (PEIL) planning project A to identify effective teaching and assessment practices of collaboration, teamwork, and leadership (CTL) in support of the CSUEB CTL Institutional Learning Outcome.

In Fall 2013, the team published the results of the research project [Identifying Collaboration, Teamwork, and Leadership Practices on Campus](#) in *Currents in Teaching and Learning*, an electronic peer-reviewed journal for faculty across disciplines.

Abstract

“In support of the newly adopted Institutional Learning Outcomes of collaboration, teamwork, and leadership (CTL) at California State University, East Bay (CSUEB) the researchers surveyed employers, students, and the course catalogue to identify the frequency of student exposure to CTL in classes and co-curricular activities and the perceived importance of these competencies. Results were that employers highly valued and that students reported frequent exposure to these skills. A literature review revealed the growing importance of CTL in education with the recognition that more work was needed to identify CTL pedagogical best practices and instruct faculty on their use.”

Development of CTL ILO Rubric, 2019

In spring, 2019, Gretchen and Chris co-lead faculty teams representing all colleges in the development of a draft rubric (below) for the ILO of Collaboration, teamwork, and Leadership.

Draft ILO Collaboration, Teamwork, and Leadership Rubric Approved for Pilot by ILO Subcommittee 5-6-19				
Description: Working with others is an essential component of our university experience. Students work in teams on classroom assignments, on service learning projects, in student organizations, in campus service departments and elsewhere on campus with each of these providing a possible context for rubric application. Leading, collaborating with others, and working in teams comprised of diverse members are vital in our workplaces and communities.				
Criteria	4	3	2	1
Intra/Interpersonal skills Responsive; supportive; empathetic; adaptable (e.g., open to diverse perspectives); engaging; self-aware (e.g. self-reflection and self-regulation).	Consistent application of appropriate intra/inter personal skills.	Adequate application of appropriate intra/inter personal skills.	Some application of appropriate intra/inter personal skills.	Little to no application of appropriate intra/inter personal skills.
Accountability Proactive; prepares for meetings and completes tasks; responds in a timely manner; does what's needed (pulling one's weight; does one's own work); supports team success; behaves in an ethical manner.	Clear evidence of accountability and supportive contributions towards team goal.	Adequate evidence of accountability and supportive contributions towards team goal.	Some evidence of accountability and supportive contributions towards team goal.	Little to no evidence of accountability and supportive contributions towards team goal.
Communication Actively listens; clearly communicates ideas (e.g. use of body language; respecting personal space; providing and accepting constructive feedback); demonstrates cultural/gender/identity competence (e.g. avoids micro-aggressions; uses bias-free and gender appropriate language).	Consistently uses appropriate verbal and non-verbal communication.	Often uses appropriate verbal and non-verbal communication.	Sometimes uses appropriate verbal and non-verbal communication.	Little to no use of appropriate verbal and non-verbal communication.
Conflict Management Recognizes conflict (e.g. group tensions, interpersonal conflict); manages the process of conflict (e.g. addressing power dynamics; compromising; negotiating; mediating; seeks/offers solutions if needed).	Effectively manages conflict through demonstrated action(s).	Adequately manages conflict through demonstrated action(s).	Sometimes manages conflict through demonstrated action(s).	Little to no management of conflict through demonstrated action(s).

<p>Collaborative Team Process Team collectively identifies and assigns team roles and tasks in an ethical, equitable and responsible manner (e.g. builds safe space and trust) and develops strategies and processes to move toward team goals (e.g. consensus-based decision making; motivating; brainstorming; ongoing evaluation).</p>	<p>Thorough evidence of using collaborative processes to meet team goals.</p>	<p>Adequate evidence of using collaborative processes to meet team goals.</p>	<p>Some evidence of using collaborative processes to meet team goals.</p>	<p>Little to no evidence of using collaborative processes to meet team goals.</p>
<p>Leadership Acumen: Facilitates the work and advancement of the team through the use of leadership strategies and principles (e.g. takes responsibility and ownership; demonstrates situational awareness and analysis; provides inspiration; fosters inclusivity; delegates responsibility ; recognizes others' achievement and growth).</p>	<p>Effectively uses leadership techniques in a team.</p>	<p>Adequately uses leadership techniques in a team..</p>	<p>Sometimes uses leadership techniques in a team.</p>	<p>Little to no evidence of using leadership techniques in a team.</p>

Pilot of CTL ILO Rubric, 2019

Academic pilot: In fall, 2019, a group of multi-disciplinary faculty piloted the ILO CTL rubric in undergraduate upper division course assignments. Student work sample assignments are currently being assessed by the faculty ILO Subcommittee, and the results will be reviewed by the subcommittee on March 2, 2020

Co-academic pilot: As a related project, in the fall of 2020, Gretchen Reevy, Chris Chamberlain, and Julie Stein also developed and implemented a survey aligned to the ILO of Collaboration, Teamwork, and Leadership (CTL) rubric to obtain undergraduate senior students' reports regarding their experience with CTL at Cal State East Bay in the form of co-curricular activities.

SURVEY METHODS

The survey assessed the degree to which students report that they applied CTL skills when participating in co-curricular activities and which also assessed the degree to which students reported that their CTL skills improved as a result of participating in co-curricular activities.

Through an email solicitation, a random sample of 20% of CSUEB undergraduate senior level students were invited to complete the survey (1,079 total out of a total of 5,393 senior-level students at CSUEB) in the fall of 2019. The total sample size was 158; the response rate was 14.6%

SURVEY RESULTS

- 158 people responded to the survey (out of 1079 seniors who were invited)
- 68 of these people reported that they were engaged in some co-curricular CTL and 90 responded with “none of the above.”

- Here are the co-curricular activities that the 68 people reported:

	<u>#</u>	<u>%</u>
1 - Sports/Recreational and Intercollegiate Athletics	11	7.0
2 - Greek (fraternities, sororities, councils)	14	8.9
3 - Associated Students (ASI) student government	4	2.5
4 - Religious	5	3.2
5 - Academic (Ex: Biology Club, Real Estate Club, Historical Society)	14	8.9
6 - Cultural (Examples: Black Student Union, Asian Pacific Island Club)	13	8.2
7 - Special Interest (Examples: Circle K Intl., East Bay Improv)	4	2.5
8 - Student Leadership (These roles are usually compensated for their time. Examples: Ambassador, Research Assistant, Resident Assistant, Orientation Team Leader, Peer Academic Coach, Wellness Educator)	15	9.5
9 - Other	16	10.1

- Responses to the 12 questions were asked of these 68 people. Only 54-58 people responded to the 12 questions.

Questions about Skill Improvement from Participating in Co-Curricular Activities:

1. My **interpersonal skills** have improved. (Examples of interpersonal skills include being responsive, supportive, empathetic, adaptable, open to diverse perspectives, and engaging).

**79.3% responded “highly” or “moderately”
20.7% responded “very little” or “not at all”**

2. My **accountability skills** have improved (Examples of accountability include being proactive, preparing for meetings and completing tasks, responding in a timely manner, pulling one’s weight and doing one’s own work, supporting team success, and behaving in an ethical manner).

**79.3% responded “highly” or “moderately”
20.7% responded “very little” or “not at all”**

3. My **communication skills** have improved. (Examples of communication skills include actively listening, clearly communicating ideas through use of body

language, respecting personal space, providing and accepting constructive feedback, and using bias-free and gender appropriate language).

75.4% responded “highly” or “moderately”
24.6% responded “very little” or “not at all”

4. My **conflict management skills** have improved (Examples of conflict management skills include recognizing group tensions and interpersonal conflict, addressing power dynamics, compromising, negotiating, and seeking/offering solutions).

72.4% responded “highly” or “moderately”
27.6% responded “very little” or “not at all”

5. My **collaborative team process skills** have improved (Examples of collaborative team process skills include team collectively identifying and assigning team roles and tasks in an ethical and fair manner and developing approaches to move toward team goals such as consensus-based decision making, motivating, and brainstorming).

79.3% responded “highly” or “moderately”
20.7% responded “very little” or “not at all”

6. My **leadership acumen skills** have improved (Example of leadership acumen includes facilitating the work and advancement of the team through the use of leadership strategies and principles such as taking responsibility and ownership, providing inspiration, fostering inclusivity, delegating responsibility, and recognizing others’ achievement and growth)

74.1% responded “highly” or “moderately”
25.9% responded “very little” or “not at all”

Questions about Extent of Application of Skills in Co-Curricular Activities

(Remember that the response options were different for each of these six questions, consistent with the rubric language)

1. **Interpersonal skills** (Examples of interpersonal skills include being responsive, supportive, empathetic, adaptable, open to diverse perspectives, and engaging).

85.2% responded with 2 highest ratings

14.8% responded with 2 lowest ratings

2. **Accountability skills** (Examples of accountability include being proactive, preparing for meetings and completing tasks, responding in a timely manner, pulling one's weight and doing one's own work, supporting team success, and behaving in an ethical manner).

81.5% responded with 2 highest ratings

18.4% responded with 2 lowest ratings

3. **Communication skills** (Examples of communication skills include actively listening, clearly communicating ideas through use of body language, respecting personal space, providing and accepting constructive feedback, and using bias-free and gender appropriate language).

83.3% responded with 2 highest ratings

16.7% responded with 2 lowest ratings

4. **Conflict management skills** (Examples of conflict management skills include recognizing group tensions and interpersonal conflict, addressing power dynamics, compromising, negotiating, and seeking/offering solutions).

75.9% responded with 2 highest ratings

14.1% responded with 2 highest ratings

5. **Collaborative team process skills utilized to meet team goals** (Examples of collaborative team process skills include team collectively identifying and assigning team roles and tasks in an ethical and fair manner and developing approaches to move toward team goals such as consensus-based decision making, motivating, and brainstorming).

75.9% responded with 2 highest ratings

14.1% responded with 2 highest ratings

6. **Leadership acumen skills** (Example of leadership acumen includes facilitating the work and advancement of the team through the use of leadership strategies and

principles such as taking responsibility and ownership, providing inspiration, fostering inclusivity, delegating responsibility, and recognizing others' achievement and growth)

87.0% responded with 2 highest ratings
13% responded with 2 lowest ratings

Total Sample Demographics:

Note: Missing values not reported

- o Gender: 29.3% men, 67.1% women, 3.6% prefer not to respond
- o Class level when enter CSUEB: 14.3% fresh, 5.7% soph, 55% jun, 25% sen
- o First generation student? 53.2% yes, 46.8% no
- o Preferred language? 94.3% English, 5.7% an Asian language
- o Age: mean is 30.03, range is 20-67
- o Race/ethnicity Hispanic: No (69.1%), Mexican/Mexican-American/Chicanx (22.3%) , Puerto Rican (0.7%), Cuban/Cuban American (0%), Salvadorian/Salvadorian-American (1.4%), Other Hispanic/Latinx (6.5%)
- o Amer Indian or Alaskan Native (0.7%), Asian or Pacific Islander (30.9%), Black/African American (6.6%), White (29.4%), Multiracial (7.4%), Other (17.6%), Prefer Not to Respond (7.4%)
- o Major
- o College 40% Science, 33.8% Class, 8.5% CEAS, 17.7% Business

● Demographics for the two groups:

- o Notes: Missing values for the No CTL group ranged from 4.4% to 13.3% and for the Some CTL group ranged from 20.6% to 25%. Perhaps we should report demographics for the full sample only. Missing values not reported.

“Some” CTL group:

- o Gender: 33.3% men, 61.1% women, 5.6% prefer not to respond

- Class level when enter CSUEB: 20.4% fresh, 3.7% soph, 51.9% jun, 24.1% sen
- First generation student? 44.4% yes, 55.6% no
- Preferred language? 92.6% English, 7.4% an Asian language
- Age: mean is 28.38, range is 21-61
- Race/ethnicity Hispanic: No (69.8%), Mexican/Mexican-American/Chicanx (24.5%), Other Hispanic/Latinx (5.7%)
- Asian or Pacific Islander (39.2%), Black/African American (5.9%), White (25.5%) , Multiracial (11.8%), Other (9.8%), Prefer Not to Respond (7.8%)
- Major
- College: 38.5% Science, 28.8% Class, 9.6% CEAS, 23.1% Business

“No” CTL group

- Gender: 26.7% men, 70.9% women, 2.3% prefer not to respond
- Class level when enter CSUEB: 10.5% fresh, 7.0% soph, 57.0% jun, 25.6% sen
- First generation student? 58.8% yes, 41.2% no
- Preferred language? 95.3% English, 4.7% an Asian language
- Age: mean is 31.08, range is 20-67
- Race/ethnicity Hispanic: No (68.6%), Mexican/Mexican-American/Chicanx (20.9%) , Puerto Rican (1.2%), Cuban/Cuban American (0%), Salvadorian/Salvadorian-American (2.3%), Other Hispanic/Latinx (7%)
- Amer Indian or Alaskan Native (1.2%), Asian or Pacific Islander (25.9%), Black/African American (7.1%), White (31.8%), Multiracial (4.7%), Other (22.4%), Prefer Not to Respond (7.1%)
- Major
- College 41.0% Science, 37.2% Class, 7.7% CEAS, 14.1% Business

DISCUSSION

- Given we think the Latinx students are underrepresented in this survey, what might that mean?