

Teamwork ESLO Committee Report for 2019-2020

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This academic year the Teamwork ESLO Committee accomplished multiple tasks.

- 1) We developed a 19-question Qualtrics survey based on the Team and Group Work Rubric to measure students' perceptions of the teamwork skills of the teams they worked in. Instructors of 53 teamwork related classes were invited to ask their students to take this assessment. 401 students from 24 classes completed the survey.
 - a. From this data we learned that students perceive that their student group's top 5 teamwork relative strengths include the following in order:
 - i. *All members shared a common objective/purpose and group achieved goal (3.57)*

- b. From this data we learned that instructors perceive that student's top 5 teamwork relative weaknesses include the following in order (although all scores exceeded 3 out of 4):
 - i. *Members were motivated and assignments were completed in a timely matter*
 - ii. *Members consistently and effectively fulfilled roles and responsibilities*
 - iii. *All members contributed significantly to discussions, decision making, and work*
 - iv. *Members moved team toward the goal by given and seeking information or opinions, and assessing ideas and arguments critically*
- 3) We identified and recruited multiple undergraduate and graduate level instructors of teamwork based classes, an internship coordinator, coaches, campus life and residence life staff to an end of the year Zoom focus group to receive their verbal qualitative input regarding how they form and evaluate groups and what trends they observe regarding students' teamwork strengths and weaknesses. Attendees were divided into 4 Zoom breakout rooms of 4 or 5 participants to discuss a series of teamwork related questions. They were also able to share helpful best practices related to teaching teamwork and supporting students engaging in team projects.

- a. From this qualitative data we learned the following:
 - i. *There is considerable variance between classes regarding how students groups are formed (e.g., self-selected, randomly, based on personality characteristics, based on knowledge/skill level, based on convenience), how much structure and support/intervention is provided by the instructor (little vs. providing team charter template, team member initiation template, meeting agenda/minute template, etc.), sizes of groups, length of group membership (weeks to years), how groups are evaluated (e.g., self-assessment, by their peers, by the instructor, by their final product, or by a combination of these), and whether dismissal from a group is*