

Appendix: Figure A

Evaluation of Learning Assistant Training Seminar Effectiveness

Figure A: Gwozdek, Smiler, and Springfield Rubric used to evaluate the Learning Gains of the LA Population for the Fall Semester of 2016. Note that the trait of pride was omitted for the purposes of this study.

Type-of-Change Codes		
Code and Description	Details	Keywords & Examples
Confidence: Students' perception of their comfort or perceived ability to do a thing	This is NOT better skill, but rather greater <i>belief</i> in one's ability to use a skill. Often double-coded with skill or identity. For example, "I am much more confident about my writing skills" would be double-coded for both Confidence and Skill.	Confident, comfortable, easy, no longer a problem "I used to be terrified of public speaking, but now it doesn't bother me." "I'm much more comfortable networking now."
Pride: Expressing gratification in an accomplishment	Similar to confidence, but usually very explicit about being proud of a skill.	"I found it rewarding to..." "I was so proud that I..." Do not code generic statements such as "I'm so proud of all of us"
Skills: anything the student has learned to DO as part of the program.	Teamwork, relationships, "soft" skills Clinical skills Communication/presentation skills Teaching skills Leadership skills (I have improved my leadership skills, like listening, communicating, etc.)	"I can now..." "I have improved..." "I [verb] better..." "I have become more [adjective]..."
Perspective: changes in how the student understands or sees <i>other</i> people	Externally focused I understand SOMETHING ELSE (outside of myself) differently than I did before How I perceive other people is different How I think/believe the world works is different I have a different understanding of my profession now	"I see leadership in a different way; I used to think leadership was X, now I think it's Y." "I never realized how hard it is to sign up for Medicaid." "I used to think the best way to change someone's mind was to give them more data. Now I know it's more complicated."
Identity: Changes in how students understand or see themselves.	Internally focused Vision of self, career, path Traits about myself: I AM a different person or kind of person Change in motivation or direction (I'm now motivated to...) Confirmation of motivation or direction (non-transformative change	"I am now..." "I have become a better [noun]..." "I see myself as a Leader; my vision of myself as a leader has changed" "I confirmed that I still want to..." (always non-transformative) Role, see myself