Assistant Deans for Student Affairs

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Peggy Bockman, Assistant Dean, College of Communications
Victor Delgado, Assistant Dean, College of Engineering & Computer Science
Aimee Nelson, Assistant Dean, College of Education
Andi Sims, Assistant Dean, College of the Arts
Rochelle Woods, Assistant Dean, College of Natural Sciences & Mathematics
Emeline Yong, Assistant Dean, Mihaylo College of Business & Economics

DEPARTMENT MISSION STATEMENT:
The Assistant Deans for Student Affairs assist students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the division of Student Affairs within the academic colleges. Actively working with students, faculty and staff, the Assistant Deans integrate the holistic developmental philosophy of student affairs within the academic setting and engage the entire university community in academic and co-curricular learning.

PROGRAM/SERVICE OVERVIEW:
College Interclub Council (ICC) Leadership Development
Leadership Development was selected from the five domains developed by the Student Affairs Assessment Committee on campus. As a team, we identified student leaders who are active participants in co-curricular learning within each college. Using a model from the University of Minnesota, we wanted to determine to what extent the student leader demonstrates skills/competencies in seven areas in his/her leadership role/experience during the academic year.

LEARNING DOMAIN:
Leadership Development

LEARNING OUTCOMES
1. Understand and articulate their leadership style, and how to maximize their strengths and address areas for improvement.
2. Demonstrate the ability to facilitate effective group development and collaboration with others.
3. Demonstrate fiscal responsibility and effective, appropriate use of resources.

PROJECT SAMPLE:
33 respondents to pre-test
26 respondents to post-test

DATA COLLECTION TIMEFRAME:
Pre-test data collected November, 2010
Post-test data collected May, 2011

DATA COLLECTION METHODS:
Online survey administered through StudentVoice.

LIMITATIONS
There were two limitations to this project: 1) some student leaders were not able to participate in all interventions; and 2) student leader attrition.

SUMMARY OF RESULTS:
Interestingly, student leaders were initially motivated to become involved in the ICC’s for leadership development. The pre-test data showed that these student leaders also already felt moderately to strongly competent in the 7 leadership competencies addressed in this program. However, the post-test data showed
that participation in the ICC and the program interventions improved their ability to articulate their leadership style and learn how to maximize their strengths and address areas for improvement, as the following statement from a participant shows: “It has made me see the potential that I have from within; being able to balance school and other commitments, become more responsible and organized, reveal leadership skills and being very open-minded in many aspects as both a student and an officer.” While some improvements were noted in the ability to facilitate effective group development and collaboration with others, this program showed that the leadership competency Independence and Interdependence are skills that need further development. Finally, the student leaders showed significant improvements demonstrating fiscal responsibility and effective, appropriate use of resources as evidenced in the following statement from a participant: “It made me realize that ICC is a wonderful way to network and gain real-world experience. My ICC position has helped me in my internship to work together as a team and be able to handle complex financial issues and budgeting.”

**KEY FINDINGS**

- Nearly 40% of the participants were initially motivated to get involved in the ICC for leadership development.
- Student leader’s level of competence related to balancing classes, work, volunteer activities and personal commitments increased approximately 7%.
- Student leader’s level of competence related to initiating the development of relationships with individuals decreased nearly 13% from pre-test to post-test.
- Student leaders showed a 7% increase in competence related to demonstrating effective planning to achieve a goal(s).
- Student leaders showed an 8% increase in competence level related to prioritizing responsibilities.
- Student leaders felt less competent (13% decrease) regarding the ability to work without specific guidelines.
- Student leaders felt significantly more confident (17% increase) regarding their ability to adapt to change.
- Student leaders felt their level of experience increased regarding interpreting fiscal policies and procedures (18% increase) and managing budgets for an organization (7% increase).
- A majority of student leaders agreed that they can identify leadership skills that need further development (approximately 58% strongly agreed on the pre-test and post-test).
2011-2012 STRATEGIC GOALS:

1. Use the data and student reflections to develop marketing materials to increase recruitment for student leadership positions.
2. Hold the student leader retreat earlier in the academic year.
3. Explore the possibility of incorporating all College Interclub Councils and increase student involvement to include student organization representatives and members of the ASI Board of Directors.
4. Explore the possibility of using the National Center for Student Leadership library during the student leader training.

Pictured: Student Leader participants and Advisors from the 2010-2011 College Interclub Council Leadership Development assessment project.