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 of Health and Human Development InterClub Council (ICC) Student Learning Outcomes
In August 2010, four student leaders met and wrote three learning outcomes. To evaluate their progress, we chose the On-Course pre and post self assessments, used the On Course: Strategies for Creating Success in College and In Life textbook, and modified 10 written journals prompts that focused on their learning outcomes and the eight On Course learning domains: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and belief in self. http://www.oncourseworkshop.com/On%20Course%20Principles.htm

LEARNING DOMAIN:
Leadership Development

LEARNING OUTCOMES:
1. Maintain good communication between board members/council representatives.
2. Practice self-awareness by recognizing when personal and/or team support is needed.
3. Maintain self-motivation and use it to empower one another.

PROJECT SAMPLE:
4 ICC officers

DATA COLLECTION TIMEFRAME:
August 2010 – June 2011

DATA COLLECTION METHODS:
Online pre and post survey with 10 journal writing prompts

SUMMARY OF RESULTS:
All four students scored in the 40-63 range or higher on the pre-test, indicating that their choices sometimes or usually kept them on course. However, Interdependence and Self–Awareness were two areas acknowledged as something that would hold them back as the team progressed. Results of the post-test showed improvement to the 64-80 range for all students, except for one student in the areas of Self-Management and Interdependence where the scores went down. Scores going down on the post-test are not an indication that the student became less effective; rather, it may be that she was more honest or more aware of what is necessary to excel in these areas, which she referenced in her journal.

KEY FINDINGS:
As stated by one student leader; “One of the coolest things…is that two of my highest post-test scores correspond to learning outcomes 2 & 3. These two areas I truly grew in this year and the best part of it was I had the best team to take part in and grow with.”
Another student said “I am so thankful for my time on the board…I appreciated the opportunity to analyze my experience through journaling. By being forced to write about my weaknesses, I was able to identify and work on them. The power of self-awareness is amazing.”

2011-2012 STRATEGIC GOALS:
• All four student leaders have graduated, and no new assessment goals have been set for next year’s Executive Board as of this writing.