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 & Professionalism
Leadership Development and Professionalism were 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. The assessment project was designed to determine to what extent the student leader demonstrates competencies in seven areas in his/her leadership role and to what extent their professional development improves.

PART 1

TYPE OF ASSESSMENT:
☐ External Reports
☐ Needs Assessment
☐ Program Evaluation
☒ Student Learning Outcomes
☐ Student Satisfaction Assessment
☐ Student Success
☐ Utilization Data

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:
41 respondents to pre-test
17 respondents to post-test

DATA COLLECTION TIMEFRAME:
• Pre-test data collected September, 2013.
• Post-test data collected May, 2014.

DATA COLLECTION METHODS:
Online survey completed by students, administered through CampusLabs.

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:
The students who participated in the program were initially motivated to become involved in the ICC’s particularly for leadership and professional development and networking opportunities. The results of the pre-test showed that most students already felt “moderately to very” competent in all seven leadership competencies, with a few exceptions. Nevertheless, the post-test results confirmed 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. While many improvements were noted, specifically with the Responsibility and Accountability and Goal Orientation competencies, some areas showed no significant changes or even a slight decrease in the level of competence the student felt. Leadership competencies that had little change in proficiency may represent a more realistic self-evaluation of leadership skills on the student’s part. Also noteworthy, students responded very positively at the pre-test and equally high at the post-test that being involved with the ICC contributed to their educational experience by helping to reflect on experiences and recognize all who helped them reach their potential. Over 92% of the students believe that their involvement with the ICC opened doors for other opportunities on campus and beyond. Finally, and most importantly, the new skills students reported gaining as a result of their participation in this program very closely reflect the learning outcomes associated with the leadership development learning domain.

KEY FINDINGS

- Student leader’s level of competence related to Responsibility and Accountability increased significantly from pre-test to post-test:
  - Over 12% increase in ability to follow through on commitments;
  - More than 22% more competent regarding recognizing consequences of your own actions and accepting consequences of those actions, and;
  - Twelve percent increase completing quality tasks and assignments.

- Student leader’s level of competence related to Independence and Interdependence showed no significant changes from pre-test to post-test, with the exception of a 7% increase in competency taking initiative in obtaining skills necessary for the position.

- Student leader’s level of competence related to Goal Orientation showed two significant changes from pre-test to post-test:
  - Eleven percent of the leaders felt less competent sustaining a motivational level to accomplish goals;
  - While 14% felt more confident pushing themselves to learn new skills.

- Student leader’s level of competence related to Self Confidence and Humility showed significant increases in the following areas:
  - Ten percent are better able to maintain an optimistic perspective;
  - Over 26% more expect the best from themselves and others at post-test.

- Student leader’s level of competence in relation to Resilience increased nearly 18%, as related to recovering from a bad experience and continuing to work successfully, while there was no change in student’s willingness to accept constructive feedback.

- Student leader’s level of competence related to Appreciation of Differences did
not show significant changes from pre-test to post-test.

- Student leader’s level of competence in relation to *Tolerance of Ambiguity* increased in all areas, with the largest improvement at 25% regarding the willingness to try new tasks/ideas and/or make a decision without being aware of the outcome.

- Student leaders felt significantly more competent from pre-test to post-test regarding motivating others, solving conflicts, interpreting fiscal policies and procedures, and managing budgets for an organization.

- Student leaders were asked to share two new skills they had learned or improved from their participation in the ICC. Responses to this question varied, but the most common responses included: improved communication skills, improved time management, more confidence leading a group, and better collaboration skills.

- After at least one year of participating in the leadership development program, over 57% of the students reported that they are “a great deal” more capable of defining their values and applying them in various situations.

- When asked if their leadership skills have changed as a result of their involvement with the ICC, at least 33% reported that they believe their skills have improved. One student reported, “I feel my leadership skills have become greater than I could imagine. I am confident and sure about my leadership abilities.”

- More than half of the students agreed that their ICC leadership position enhanced their career readiness (i.e.: career goals, confidence level regarding work, continuing education, etc.). One student stated: “I feel that I have a better understanding of the professional world and what is expected from me.”
APPLICATIONS OF FINDINGS:
1. Four years of data have now been collected in relation to Leadership Development with the Interclub Council student leaders. The data will be used to create a richer leadership development training program in addition to creating a method to correlate achievement after graduation to the student’s participation in this program. In addition, assessment of the learning domain Professionalism has been added to this project with the hope of combining self-reported student data with direct observations from advisors.
2. Student feedback regarding their experience in their leadership role has been positive and indirectly supports the idea that co-curricular activities can lead to student success (in the general and specific terms). Additional assessment tools and/or activities will be considered for the 2014-2015 assessment project so that a more direct link to student retention and the Titan student experience can be evaluated.

PART 2

TYPE OF ASSESSMENT:
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:
29

DATA COLLECTION TIMEFRAME:
Fall 2013-Spring 2014

DATA COLLECTION METHODS:
Rubrics completed by Assistant Deans for Student Affairs from each academic College for each executive student leader of the Inter-Club Councils. A pre-rubric was completed at the start and post-rubric was completed at the end of the student term (or mid-year for one Council which had a new Assistant Dean mid-year). The rubrics were completed online using CampusLabs.

LIMITATIONS:
None

SUMMARY OF RESULTS:
Findings demonstrated a tremendous level of development in the areas of self-management and professionalism amongst the executive student leaders of the eight College Inter-Club Councils. Whereas at the start of the students’ leadership terms, a large proportion were rated in the “Beginner/Novice” or “Developing” category in most areas (e.g. Understanding Goals and Procedures, Creating a Plan, Use of Time), by the end of their term the majority of students for every criterion were rated by the Assistant Deans as “Accomplished” or “Advanced.” The most remarkable improvement was seen in how many students were rated in the “Advanced” category at the beginning versus the end, showing the one year experience often led to mastery of critical personal and professional skills. The assessment also helped identify areas where the Assistant Deans can focus next year to ensure increased improvement.

KEY FINDINGS:
- The increase in students ranked as “Advanced” in the Pre-Rubric v. the Post-Rubric ranged from a 79% increase for “Taking Action,” to a 1,294% increase in the area of “Obtaining Resources.”
- In the area of “Creating a Plan,” the pre-rubric showed 0 students ranked as “Advanced” and only 47% ranked as “Accomplished.” By the end, those two categories combined amounted to 93% of all students with 39% of those
ranking as “Advanced.” This clearly shows that the ICC executive student leader positions have great impact in teaching this skill, often because the Assistant Deans place great focus on coaching students as they are planning meetings, retreats and special events over the course of the year.

- At the start of the leadership term, less than half of the student leaders were ranked in the “Accomplished” and “Advanced” categories for “Understanding Goals and Procedures.” By the end, this number grew to nearly 93%. “Taking Action” and “Obtaining Resources” saw a similar increase.

- In the areas of “Use of Time,” “Application of Critical Thinking Skills,” and “Accountability,” approximately 50-60% of students were ranked as “Accomplished” from the pre-rubric demonstrating some of the strengths that the types of students who were selected into these executive student leadership positions brought to their positions. Even so, the number ranked from the start as “Advanced” was only 10-13%, but by the end there was a 222-364% increase in the number ranked as “Advanced” in the post-rubrics for these areas.

- Three areas that demonstrate a need for further intervention were “Punctuality and Attendance,” “Taking Action,” and “Dealing with Ambiguity.” In these areas, although there was a significant improvement in the number of students ranked as “Advanced” by the post-rubric, it still only ranged from 29-36%. For “Dealing with Ambiguity,” although the “Accomplished” and “Advanced” categories combined were very high, it would be good to see if more students could be moved into the “Advanced” categories through some type of intervention. This is what one Assistant Deans wrote regarding this category: “[Student] still struggles with ‘not knowing.’ She’s great when deadline with direction [is given], but needs more experience with ambiguity to understand how to navigate situations that have little direction.”
Dealing with Ambiguity

Rubric Comments

Pre-Rubric Example Comments:
"Struggles a little when clear directions aren't given, but is willing to learn."

"Gets discouraged with little direction."

vs.

Post-Rubric Example Comments:
“[Student] consistently checks in with me as well as with the ASI support personnel in an effort to produce the most accurate information for our meetings.”

“I have seen major improvement ... She was responsible for leading a sub-committee and at first the task completely overwhelmed her and she did not know where to start or how to get organized. By the end, she was very proficient in making task lists, planning time, and delegating responsibilities and exceeded expectations with the outcomes she produced.”

Pre- and Post- Example Comments for “Jane”*:
“Jane is apprehensive about moving forward, so guidance does her well.”

vs.

“Jane was much more comfortable determining what she needed to do in regards to funding individual students and the student orgs.”

*Alias
APPLICATIONS OF FINDINGS:
1. How will you use your data to improve or enhance your program/service?

The results of this data show some of the areas of greatest strength the Assistant Deans can continue to build into our advisement and programming to ensure it remains. It also shows some areas the Assistant Deans can focus on in the upcoming year where not quite as many students gained advanced mastery of the skill – dealing with ambiguity, punctuality and attendance and taking action. In addition, the areas where students ranked often in the Beginner/Novice and Developing Areas in the Pre-Rubric are also areas the Assistant Deans can focus on – although students did progress in all those areas by the Post-Rubric, perhaps there are ways to program in more focus on them right as the students begin their terms.

2. How did the data compare to data from prior years, if applicable?
Not applicable, first year using the rubric.

3. Any additional information you would like to share that demonstrates how the assessment data will inform programmatic and/or management decisions.
This is the first time the Assistant Deans have utilized a Rubric rather than relying only on the pre- and post- self-report surveys completed by the students. While the survey is a continuing way the Assistant Deans do assess the students that does offer very good and helpful data, the overall assessment program is strengthened by having a non-self-report tool as well. Taken together, the picture created by the students and the Assistant Deans highlights the strengths and areas for improvement in the College –based ICC student leadership experience.

Pictured left: Student Leader participants and Advisors from the 2013-2014 College Interclub Council Leadership Development fall retreat.

Pictured right: Student Leader participants and Advisors from the 2013-2014 College Interclub Council Leadership Development spring retreat.