Assistant Deans

ASSESSABLE OUTCOME
Understand and articulate student leadership style, and how to maximize their strengths and address areas for improvement.

OUTCOME SUPPORTS
☑ University: Goal 1
☑ Division: Goal 5
☐ Department: _______________
☐ Other: _______________

DATA COLLECTION TIMEFRAME
July 1, 2014 – June 30, 2015

OUTCOME TYPE
☐ Performance Type
☑ Student Learning Outcome

DATA COLLECTION METHODS
• Pre- and post-survey
• Student Self-Assessment

ASSESSMENT APPROACH
☑ Direct assessment
☐ Indirect assessment
☐ Both direct and indirect assessment

METHODS AND MEASURES
A pre- and post-survey were administered to College Inter-Club Council (ICC) Executive Leaders through Baseline.

CRITERIA OF SUCCESS
• Students will be able to identify 3 areas of leadership in which they feel competent and 3 areas in which they feel they need improvement.
• At least 75% of the students will show an increase of at least 5% in leadership development.

DATA COLLECTION AND ANALYSIS
In the Pre-Survey, students were asked to list their top 3 leadership qualities. Of 33 respondents, 32 listed 3 qualities and only one student listed only 2. Students listed qualities such as communication/listening, responsibility/dedication, flexibility/adaptability, creativity, commitment, organization/time management, public speaking and patience.

Students were also asked to list their top 3 qualities they need to improve. Of the 33 respondents, 30 listed 3 qualities and 3 only listed 2. Students listed qualities such as confidence, time management/organization, communication/public speaking, delegation, team work, better understanding of duties and areas related to professionalism. Communication and time management/organization were very often listed.

Because there was a low response rate on the Post-survey (only 16 vs. 33 on the pre-survey), it is not possible to report on the objective: "at least 75% of the students will show an increase of at least 5% in leadership development." However, the parallel questions on the Pre-Survey and Post-Survey did show positive results in leadership development. For example, when students...
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were asked in the pre-survey to rate the extent to which being involved with the ICC would contribute to their ability to inspire others to be active and work toward a common goal, 54.55% though it would contribute "a great deal." When asked in the post-survey the extent to which it did contribute to this, 75% felt it contributed "a great deal." The same type of question related to "motivating others" had the same type of increase.

When asked on the pre-survey the extent to which the student believed being involved in the ICC would contribute to their ability to "work collaboratively with others and focus on their strengths," 66.67% thought it would contribute "a great deal"; 81.25% actually stated it did contribute "a great deal" in the post-survey.

Other positive findings in the Post-Survey were that when students were asked to list two new skills or things they learned from the ICC leadership position, many listed skills that had been listed in the Pre-survey as areas for improvement. For example, many students listed communication, delegating tasks, and understanding information related to their role. Moreover, when asked how their leadership position impacted them (open-ended response), many students identified areas of leadership growth around skill development, confidence, balancing responsibilities, and building connections within their College and with other student leaders.

Pre-Survey: Post-Survey:

**IMPROVEMENT ACTIONS**

In the 2014-2015 academic year, the Leadership Style outcome was not met, from which have developed the following improvement actions:

1) Work on response rate by administering the post-survey before the end of the semester on iPads or other electronic devices at an end-of-semester meeting to increase compliance.

2) Ensure the pre- and post-survey have higher number of parallel questions and write a success metric that allows for better quantifying impact.

3) Spend time as soon as the pre-surveys are completed discussing with all the Assistant Deans ways to ensure the areas students identify as their weaknesses are addressed fully through the student’s experience. For example, time management and organization tend to be areas students really need assistance with and these could be ongoing areas of focus through a variety of means. In addition, it seems that students were still somewhat uncomfortable with dealing with conflict with others or didn't have much opportunity to do so. This could be an area of conversation and training as well.