Assistant Deans

ASSESSABLE OUTCOME
Student College Inter-Club Council (ICC) and Irvine ASI Productions Executive Officers will engage in experiences that lead to self-management and professional growth.

OUTCOME SUPPORTS
☒ University: Goal 1
☒ Division: Goal 5
☐ Department: ________________
☐ Other: ________________

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

METHODS AND MEASURES
A Self-Management and Professionalism Rubric pre- and post- was completed by the Assistant Deans for each College ICC Executive Officer and CSUF-Irvine Campus ASI Productions Leader.

CRITERIA OF SUCCESS
At least 75% of the students will attain the Accomplished or Advanced rating in 4 or more of the Self-Management and Professionalism Rubric categories.

DATA COLLECTION AND ANALYSIS
Scores on the post- rubric demonstrated over 75% of students were rated as Accomplished or Advanced in 7 of the 10 Self-Management & Professionalism Rubric categories:
• Understanding goals and procedures: 75.86% of students (56% increase from pre to post)
• Creating a plan: 88.47% of students (52% increase from pre to post)
• Taking action: 73.33% of students (12% increase from pre to post)
• Obtaining resources: 79.31% of students (49% increase from pre to post)
• Application of critical thinking skills: 85.18% of students (45% increase from pre to post)
• Accountability: 85.18% of students (3% increase from pre to post, however 0% were considered Advanced in pre and 51.85% in post)
• Punctuality and Attendance: 76.66% of students (25% increase from pre to post)
• Respect/Teamwork: 70.97% of students (21% decrease from pre to post)
• Dealing with Ambiguity: 82.14% of students (59% increase from pre to post)
• Use of time: 70% of students (0% increase from pre to post, however 100% increase in percentage of students now in Advanced category)

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

OUTCOME TYPE
☒ Performance Outcome
☐ Student Learning Outcome

DATA COLLECTION METHODS
• Pre- and post-survey
• Student self-assessment
In addition, in 8 of the 10 rubric categories, there was an increase in the percentage of students rated as Accomplished or Advanced from pre to post test. In 3 cases, this was more than a 50% increase. In a few categories where the increase was smaller, there was still a significant increase in the percentage of students rated as Advanced in the post rubric. The categories where there was 0% increase or a decrease in the percentage of students rated as Accomplished or Advanced represent areas for further investigation and effort.

Overall, the results show very positive growth in the areas of Self-Management and Professionalism for the College ICC Executive Officers and CSUF-Irvine Campus ASI Productions Leaders as assessed by the Assistant Deans who have weekly opportunities to observe the students over the course of an academic year. By extension, it would seem that for the vast majority of students, serving in these leadership positions allows them to improve a variety of self-management and professional skills that can be utilized in and out of the classroom, and in their future education and career pursuits.

**Pre-Rubric “Creating a Plan”:**

**Post-Rubric “Creating a Plan”:**

**IMPROVEMENT ACTIONS**

The following rubric categories did not quite meet the 75% goal: Taking action, use of time and respect/teamwork. Although these categories were just barely under 75% at 73.33%, 70% and 70.97% respectively, there is still opportunity for improvement. In particular, the 21% decrease in the percentage of students rated in the post-rubric as Accomplished or Advanced in Respect/Teamwork should be discussed further with the Assistant Deans to determine why they rated their students lower and how they might work to improve that area of growth for student leaders next year. Perhaps respect/teamwork can be a focus for training not only at the start of the academic year where it looks like the rating is already high, but throughout the year as there tend to be tensions and conflicts that arise and may cause the rating to drop if students do not respond in a productive and collaborative manner.

Moreover, overall the Assistant Deans can look at going beyond the 75% rating and push toward even more students reaching the Accomplished and Advanced markers.