

**Santiago Canyon College
Student Life and Leadership
Student Learning Outcomes Assessment Report
2007-2008**

Introduction

Five student learning outcomes were formulated to assist the Student Life and Leadership staff in designing, implementing, and maintaining programs and activities throughout 2007-2008.

Mission Statement

The office of Student Life and Leadership affirms the commitment of student services to promote the growth and development of SCC students.

Program Areas

Student Leadership Institute (SLI)
Associated Student Government
InterClub Council (ICC)

Limitation

The absence of one of the staff members in the office of Student Life and Leadership during Fall 2007 presented several challenges in the implementation and follow-through of the assessment procedures.

Decisions and Recommendations

- Upon processing the learning outcome information prepared by different members of the office of Student Life and Leadership, it was decided that the Student Success Outcomes (as outlined below) be adapted as part of the SLO(s) for all program areas.
- Assessment procedures will include focus groups and interviews along with the standards of excellence for ASG and ICC.
- Although ASG is not a program within Student Life and Leadership, it is one of the definitive ways that students can apply and practice their leadership skills.
- The clientele for Student Life and Leadership also include staff/faculty advisors of student organizations – perhaps a learning outcome should also be developed to address their needs as they develop their skills as advisors.

Student Success Outcomes

As a result of participation in Student Life and Leadership programs, the successful Santiago Canyon College student will develop and demonstrate achievement in several areas:

Responsibility and Accountability

- Makes appropriate decisions regarding his/her own behavior
- Recognizes and accepts consequences of actions and takes responsibility for his/her own learning
- Meets agreed upon expectations & follows through on commitments

Independence and Interdependence

- Appropriately determines when to act alone and when to work or consult with others
- Demonstrates ability to initiate action and effectively engage others to enhance outcomes
- Adapts behavior as appropriate in response to team or organization needs

Goal Oriented

- Possesses and maintains sufficient motivation to achieve goals.
- Demonstrates effective planning and purposeful behavior
- Does not allow distractions to prevent timely completion of tasks

Self-Confidence/Humility

- Maintains and projects optimistic perspective
- Expects the best from self and others
- Accurately assesses and appropriately articulates personal strengths and weaknesses
- Shows interest in learning about others and their accomplishments
- Demonstrates ability to help others adapt to new situations

Resilience

- Able to recover from disappointment or bad experience and continue to work successfully
- Able to work through disappointments (i.e., what caused them, what can be done to avoid them next time, and what can be done to repair them now)

Appreciation of Differences

- Works effectively with others, despite differences; can respectfully discuss differences with others
- Seeks out others with different backgrounds and/or perspectives to improve decision making
- Appreciates the importance of diversity and conveys this value to others
- Understands and respects the values and beliefs of others

Tolerance of Ambiguity

- Demonstrates intellectual and emotional ability to perform in complicated environments and the absence of standard operating procedures.
- Can work under conditions of uncertainty

Student Learning Outcome: General

1. As a result of participation in Student Life and Leadership programs, students will be able to recognize necessary tools (information gained about campus resources and services through Discover SCC) to successfully transition into the college environment.

Assessment Method

- Casual Interviews/Conversations

Assessment Process

- Casual interviews/conversations with various students were conducted throughout the Spring semester – interviews were conducted by the Student Services Coordinator. An informal interview protocol was utilized.

Results

- An ongoing casual interview of random students who visited and participated in Student Life and Leadership programs was conducted by the Student Services Coordinator of the office of Student Life and Leadership. Students often mentioned how the office has been “helpful” in providing needed information regarding various programs on campus. Students were also “thankful” for the information provided during Discover SCC as it helped them become a more “active” participant in the different programs offered through Student Life and Leadership. (Independence & Interdependence)
- Students became aware of services and programs on campus because of their participation in Discover SCC, ASG, and/or ICC. (Independence & Interdependence)
- Involved and connected students often talked about continuing their involvement upon transfer. Most were “excited” about their newfound confidence and were looking forward to their 4-year experience. (Self-Confidence/Humility)

Decisions and Recommendations

- Continue to create different ways for SCC students to be engaged on campus so that they will be able to recognize programs and services geared towards their successful transition.
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Student Learning Outcome: Student Leadership Institute (SLI)

2. As a result of participation in SLI, students will be able to understand and identify effective leadership skills.

Assessment Method

- Workshop Evaluation: Leadership for What?

Assessment Process

- Attendees at the Leadership for What workshop were asked about effective leadership skills and what they have learned from SLI.

Results

- SLI participants spoke of how their definition of leadership has changed and continue to change.
- SLI participants made a commitment to find different ways of getting involved and practicing their leadership skills – on and off campus.

Decisions and Recommendations

- Continue to offer Leadership for What as a culminating workshop to help the students understand the leadership process and to assist them with the application of their newfound confidence

Student Learning Outcome: Associated Student Government (ASG)

3. As a result of participation in student government, students will be able to identify problems and apply problem solving skills.

Assessment Method

- Standards of Excellence – Essays
- Observations and Conversations (process)

Assessment Process

- Essays (Topic: contribution to the student life at SCC and how that contribution has made a difference) were collected from each member of the SCCASG at the end of each semester which reflected upon their experience in and their contribution to ASG.
- Observations and conversations took place throughout the spring semester to process “problems/situations” as they arose.

Results

- The essays illustrated the development of the each ASG member from Fall 2007 to Spring 2008. The tone of their essays reflected on the experiences with different situations in the Fall and in the Spring.
- One great example of their ability to identify a problem and apply problem solving skills was when they had to work through a situation on how to handle a peer who they felt gave them misleading information.
- ASG has been presented with many situations this past year: e.g., governing vs. programming; restructuring ASG and the roles of the senators.

Discussion and Recommendations

- Continue to challenge the students who are involved in ASG and provide them with opportunities to process problems, challenges, and situations.
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Student Learning Outcome: InterClub Council (ICC)

4. As a result of participation in the Inter-Club Council (ICC), students will be able to work effectively with others to meet the diverse needs of its membership.
5. As a result of participation in student clubs and organizations, students will be able to organize and design programs in response to their organizational needs.

Assessment Methods

- Standards of Organizational Excellence
- End of semester and transition reports
- Observation and casual interviews throughout the semester

Assessment Process

- Each student organization was responsible in completing the Standards of Organizational Excellence along with the transition reports at the end of each semester.
- Observations and casual interviews took place throughout the 07-08 academic year with various students.

Results

- **Standards of Organizational Excellence:** Findings revealed that student organizations were more aware and familiar in the areas of organizational development, organizational management, and external relations. It acted as a foundation and framework for student organizations to base their events and activities. It also served as an assessment tool to evaluate the progress, growth, and development of each student organization.
- **End of semester transition reports:** This reflection piece helped student organizations indicate their progress and recap the events and activities implemented during each semester. It also served as an updated source for the organization's attendance, roster, and budget.
- **Observations/casual interviews:** These opportunities allowed the Office of Student Life and Leadership to maintain and adjust the advisory relationship with ICC students and advisor.

Decision and Recommendations

- In response to the diverse needs of its membership, the newly elected members of the ICC Executive Board needs to fully understand the by-laws and procedures that have already been implemented. Additionally, staff/faculty buy-in is essential in developing a school-wide culture and expectation of higher learning and responsibility.
- Staff members in the office of Student Life and Leadership continue to collaborate on the importance and value of incorporating the feedback and support of students and staff/faculty. Awareness of our department's responsibilities and duties should be clearly delineated in addition to the role of ICC, which is student-driven.
- The outcomes of each assessment process must be assessed and taken into consideration each semester. Appropriate actions must be taken as they become necessary and in collaboration with students and advisors.
- The office of Student Life and Leadership in conjunction with the ICC Executive Board will be responsible in reviewing the requests and feedback of the students and advisors at SCC while making the best possible decision to continually challenge and better prepare students in the higher education setting.