

Section I. SIGNATURE PAGE

Signature of Program Leader

Yuri Betancourt Date: _____
Printed Name

Signature of Vice President, Student Services

John Hernandez Ph.D. Date: _____
Printed Name

Section II. PROGRAM DESCRIPTION

Vision

The office of Student Life and Leadership affirms the commitment of student services to promote the growth and development of SCC students. (drafted: Fall 2006; reviewed by Student Life and Leadership staff: Fall 2008)

Mission

In collaboration with the campus community, the office of Student Life and Leadership provides programs for current SCC students that enrich their academic environment through leadership development and campus involvement. (drafted: Fall 2006; reviewed by Student Life and Leadership staff: Fall 2008)

Programs & Services

- Student Leadership Institute: certificate/non-credit/workshop based program
- Training and advisement of students involved in ASG, ICC, and student organizations
- Training, advisement, and support of student organization members and advisors
- Vendor program (ICC Fundraiser)
- Campus "posting policy"

Funding Sources

- Student Services – General Fund (if any)
- Diversified Trust for SLI and Student Life programs

Facilities

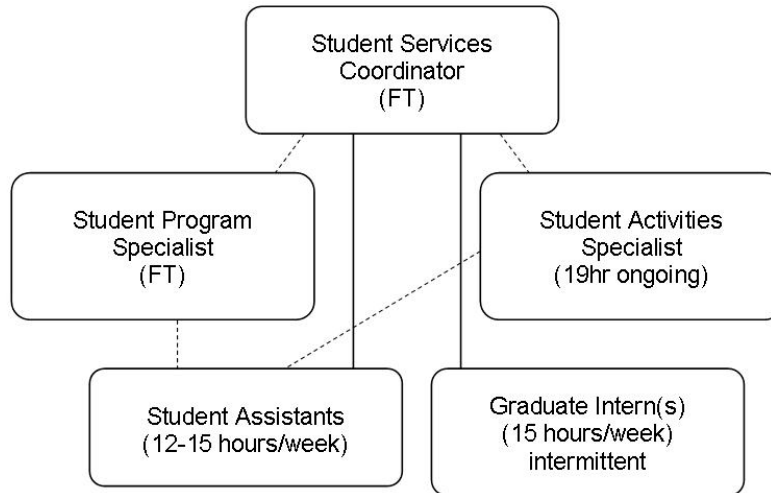
Student Life and Leadership is housed in A-206 and shares adjoining space with the student government in A-205.

Program Accomplishment 2006-2009

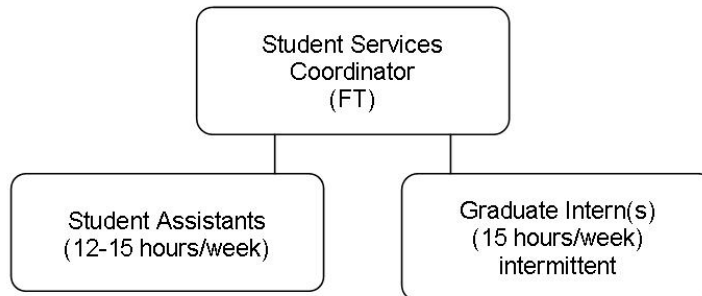
- The Get Involved! Get Connected! campaign, which began in the Fall of 2006, has yielded an increase in new students seeking out ways to be involved on campus – this increase can also be attributed to the implementation of Discover SCC: Orientation to College Life in the Summer of 2006. Discover SCC and the campaign were intentional components of continuing orientation.
- The Student Leadership Institute (SLI) which was implemented in fall 2006 has served over 125 students. Currently, the program has over 50 active participants waiting to complete their leadership certificates.
- The Multicultural and Leadership Resource Library continues to get donations from faculty and staff and is primarily utilized by students as programming resource and meeting space.
- The growth of the student government can be attributed to their exposure to regional and statewide issues presented at various conferences and meetings that they have attended.
- In collaboration with colleagues from Santa Ana College, the Safe Space Training program will be implemented in the Spring of 2010.

Section III. ORGANIZATIONAL CHART

Fall 2006 - Spring 2009



Fall 2009



Section IV. STUDENT LEARNING OUTCOMES

As a result of participation in Student Life and Leadership programs (including ASG and student organizations), the successful Santiago Canyon College student will develop and demonstrate achievement in several areas: (adopted from University of Minnesota)

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

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SLO Measurement Timeline: 2008-2009

- 1) Leadership retreats (beginning of each semester)
 - Participants will be asked to reflect on their experience and skills gained through casual interviews - YB.
 - Interviews will take place within 2 weeks of the end of the retreat.
- 2) Midyear leadership assessment: ASG students will be asked to complete a leadership self-assessment questionnaire. Winter 2009 - YB. This assessment will assist the advisor and the student in determining any opportunities for improvement if needed.
- 3) Leadership conferences
 - Participants will be required to submit the conference evaluation form and a reflective essay on how the conference has affected their view of leadership and their plans for application within their current leadership - position at SCC (due no later than 2 weeks after the conference) - YB.
- 4) SLI & ICC
 - SLI students will be assessed during the Leadership for What workshop to determine skills achieved, developed, and perhaps implemented - JL.
 - ICC members will be asked to complete the Standards of Organizational Excellence at the end of the academic year - JP.

SLO Results: 2008-2009: Associated Student Government

ASG students participated in a Fall 2008 retreat to understand their roles and responsibilities and to begin to develop a more cohesive team. Comments from the retreat included some of the following:

- "I didn't think that I would be able to do anything like that – I'm glad that this weekend happened."
- "I was unsure about ASG – I think that I'm still not sure, but I'm glad that I came this weekend – feeling like a team member."
- "I found out more about other ASG members and definitely look forward to working with everyone and Tina."
- "This has been the best weekend ever – really got to know people and how they think."
- "I'm looking forward to working with everyone and putting events for other students."

Observation by the Advisor: The students who participated in the ASG Fall 2008 retreat walked away with confidence and greater understanding of what it means to be a team player. The energy lasted for about 8 weeks – and then midterms and research papers took over. The challenge to keep the motivation up was very real. Some students were ready to give up and the team was slowly disintegrating.

During the winter break, ASG students were asked to fill out a leadership self-assessment questionnaire. The questionnaire – please see SLO assessment tool. Individual meetings were then conducted between the advisor and each student to discuss the results of the questionnaire. Although some members of ASG recognized areas for improvement, there were others who were not as aware, and the one-on-one meeting facilitated an opportunity for both students and advisor to discuss the questionnaire in depth which allowed the advisor to examine the following SLOs:

- | | |
|-------------------------------------|--------------------------------|
| ▪ responsibility and accountability | ▪ resilience |
| ▪ independence and interdependence | ▪ understanding of differences |
| ▪ tolerance of ambiguity | ▪ goal oriented |

Conference follow-up was more difficult to achieve. I received one essay from the 15 students who participated in conferences. The essay indicated the student's achievement and learning opportunities during the conference. I think that I need to do a better job of following-up with student conference participants – although that might be more challenging due to recent reductions in force.

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SLO Results: 2008-2009: Student Leadership Institute (Prepared by Justin Lee)

SLI students had the opportunity to reflect and openly discuss their developmental and growth process as a leader in their final workshop, "Leadership for What." How will students use what they have learned through their participation in SLI? How has participation contributed to their growth and development?

Through note taking and workshop evaluations, it was clear that students were exposed to greater opportunities within campus involvement and resources to help them become more connected with their peers and community. Responses included the following:

- Greater confidence inside the classroom
- Ability to express one's opinions and offer suggestions in the workplace
- Participating in student government and clubs/organizations at Santiago Canyon College
- Utilizing the skills set learned from SLI and act as a leader among peers
- Responsibility towards family and community

In addition, a follow-up questionnaire was distributed to help SLI students list out their goals for the future (6 months- 5 years out) and reflect upon it. Questions included:

- Goal: I am making a commitment to practice my leadership skills by . . .
- How will my commitment benefit my community?
- Objectives: Specific actions I will make to meet my commitment
- Resources: List resources that can help me in reaching my goal?
- What are some possible challenges I might encounter in completing this plan.
- How will you know that you are progressing towards your goal?

Student Leadership Institute aids in the achievement of the following Student Learning Outcomes through attendance of required leadership workshops, collaboration, and interaction with a diverse student population, and didactic component from experienced faculty/staff members at Santiago Canyon College to challenge students to grow and develop as leaders:

- | | |
|-------------------------------------|-------------------------------|
| ▪ Responsibility and Accountability | ▪ Self-Confidence/Humility |
| ▪ Independence and Interdependence | ▪ Resilience |
| ▪ Goal Oriented | ▪ Appreciation of Differences |

SLO Results: 2008-2009: InterClub Council (Prepared by Jose Plaza)

The Standards of Organizational Excellence serve as an evaluative tool for assessment, development, and recognition of our student organizations. It is the goal of the Standards of Organizational Excellence to provide organizations with a broad perspective of their organization's activities while offering specific areas for member and organizational development all the while recognizing areas of superior achievement.

The achievements of members of the InterClub Council are numerous and ability of the members to meet the expansive requirements asked of them as active student organizations. The Standards of Organizational Excellence scores will be used as a developmental tool for the InterClub Council in order to further improve and grow as individual student organizations and as a council. Through the participation of the individual organizations in the Standards of Excellence the following SLOs were met:

- | | |
|-------------------------------------|-----------------|
| ▪ responsibility and accountability | ▪ resilience |
| ▪ independence and interdependence | ▪ goal oriented |
| ▪ tolerance of ambiguity | |

SLO Results: 2008-2009: Decisions and Recommendations

Based on the recent reductions in force, the remaining staff member in the office of Student Life and Leadership will create a questionnaire to be utilized as a midyear self-assessment tool to review progress towards the learning outcomes. The learning outcomes truly reflect the essence of leadership development and campus involvement.

It will be a challenge to continue to be intentional in incorporating and assessing the learning outcomes – even individually. However, it remains important to be deliberate about the process.

On the other hand, it is recommended that learning outcomes for the Student Leadership Institute be based on the learning outcomes for each workshop and it is further suggested that a self-assessment questionnaire be given at the Leadership for What workshop to measure participants' progress towards leadership development and application.

Since the outcomes will be retained for a 2nd year and the responsibility for this implementation and evaluation belongs to the student services coordinator of student life and leadership, the methods of assessment will be based solely on the application of the learning outcomes to members of the Associated Student Government.

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SLO Assessment Tool: ASG Student Leaders 08-09

**SANTIAGO CANYON COLLEGE: STUDENT LIFE AND LEADERSHIP
 LEADERSHIP PEER EVALUATION**

The following is a set of questions to evaluate your fellow student leader in her/his current leadership position on campus. Please take a few moments to review and analyze the following statements.

Who are you evaluating: _____

Responsibility and Accountability	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Makes appropriate decisions regarding his/her behavior.				
2. Recognizes consequences of actions.				
3. Accepts consequences of actions and takes responsibility for own decisions.				
4. Demonstrates required job skills.				
5. Relates well with peers, and is courteous and approachable.				
6. Handles disagreements and conflicts fairly, equitably, and in a timely manner.				
7. Is reasonably accessible for consultation and considers others' viewpoints.				
8. Meets agreed upon expectations and follows through on commitments.				
Comments:				
Independence and Interdependence	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Appropriately determines when to act alone and when to work or consult with others.				
2. Demonstrates ability to initiate action and effectively engages others to enhance outcomes.				
3. Gives praises and recognition to other peer members.				
4. Encourages planning and creativity.				
5. Contributes to the overall success of the organization.				
6. Is willing to actively participate in events and demonstrates cohesiveness within group.				
7. Adapts behavior as appropriate in response to organization needs.				
Comments:				
Goal Oriented	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Possesses and maintains sufficient motivation to achieve goals.				
2. Demonstrates effective planning and purposeful behavior.				
3. Establishes priorities effectively and successfully.				
4. Sets a timeframe for goals and communicates them to other members of the organization.				
5. Adjusts actions as necessary to keep on track with goals.				
6. Does not allow distractions to prevent timely completion of tasks.				
Comments:				

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Self-Confidence/Humility	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Maintains and projects optimistic perspective.				
2. Expects the best from self and others. Promotes leadership within others.				
3. Accurately assesses and appropriately articulate personal strengths and weaknesses.				
4. Shows interest in learning about others and their accomplishments.				
5. Is confident in their leadership ability.				
6. Demonstrates ability to help others adapt to new situations.				
Comments:				
Resilience	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Able to recover from disappointments or bad experiences and continue to work successfully.				
2. Is a good listener. Has good empathy skills and can "read" people well. Able to adapt to various personality styles and is non-judgmental (even with difficult people).				
3. Constantly learns from own experience and from the experiences of others.				
4. 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).				
Comments:				
Appreciation of Differences	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Works effectively with others, despite differences.				
2. Can respectfully discuss differences with others.				
3. Appreciates the importance of diversity and conveys this value to others.				
4. Understands and respects the values and beliefs of others.				
Comments:				
Tolerance of Ambiguity	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Demonstrate intellectual and emotional ability to perform in complicated environments and the absence of standard operating procedures.				
2. Can work under conditions of uncertainty.				
Comments:				

SLO Results: 2007-2008

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)
- 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
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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.

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

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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.
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Section V. DATA

Program Assessment (Data)

- A survey, to get a pulse, of the SCC students (see appendix A) were completed by 59 students in the Spring of 2009 and 50 students in the Fall of 2009.
- Results of the survey yielded the following information:
 - 38% of the respondents work between 11-20 hours/week
 - 40% of the respondents spend between 1-2 hours/week while only 11% spend 5 hours or more/week on campus outside of their classes
 - 47% of the respondents spend most of time “hanging-out” in the library while 30% of them “hang-out” in the A/B Quad
 - 33% of the respondents was knowledgeable about the programs and services offered by Student Life and Leadership and 14% of them have utilized its programs and services
 - 58% of the respondents claimed that posters/flyers are their source of information on campus events/programs; while 29% of them rely on word of mouth and information from friends
 - 61% of the respondents opined that the best time to hold events on campus was between 11:30 a.m. and 1:30 p.m.
 - 62% of the respondents paid their \$5 student services fee
 - 37% of the respondents were aware of the student government; and only 32% was aware that SCC has student organizations
 - only 35% of the respondents were interested in gaining leadership experience on campus
- An internet-based survey of the faculty was conducted in the Fall of 2009 and 21 *supportive* faculty members responded
 - 76% of the respondents were familiar with the programs and services offered by Student Life and Leadership
 - 43% of the respondents replied that leadership development, campus involvement, and fun programs/activities are what the office of Student Life and Leadership facilitate; while 14% indicated co-curricular education and 9% responded that co-curricular advisement is one the of the responsibilities of the office
 - 33% of the respondents have referred their students to the office between 0-2 times and 19% answered that they have referred their students to the office more than 5 times
 - 58% of the respondents indicated that they have never advised their students regarding leadership development opportunities on campus
 - 29% of the respondents have never shared information about campus activities with their students; while 48% shared at least once/week
 - 71% of the respondents have not visited the website for the office
 - only 38% was familiar with the Student Leadership Institute
 - several of the respondents commented on the need for a student center/union and a request to “to make it easier” for club advisors to facilitate more faculty involvement

Section VI. DATA ANALYSIS

- Based on the above data, SCC students do not spend much time on campus other than attending classes. This is important information regarding program planning and event implementation. ASG and members of the InterClub Council have been encouraged to schedule events between the hours of 11:00 a.m. and 2:00 p.m. to accommodate the block scheduling. ASG has also inquired about creating a “college hour” whereby allowing events to take place and not compete with classes.
- ASG and members of the InterClub Council have been advised to utilize the library as a marketing resource for their events and programs – by posting flyers and perhaps requesting that the wallpaper on the computers reflect the advertisement for an upcoming event – such as the ASG Town Hall meetings.
- The SCC community of faculty, staff, and administrators need to be more intentional in educating the students on opportunities for leadership development and campus involvement. A presentation or a roundtable discussion during flex week might assist in informing the campus community on the various co-curricular opportunities available for students on campus.

Section VII. FUTURE FINDINGS AND DIRECTIONS

Recommended New Programs and Services

- Graduate Intern Program: to assist with program implementation and student advisement. This program will also help expose current graduate students to opportunities beyond counseling in the community college system. Supervision of graduate interns will have to be intentional and must be from an experienced supervisor.
- Expansion of the Student Leadership Institute to include Leadership for Public Service and to include a financial management workshop
- Student Involvement Transcript/Record to assist students with their personal statements regarding their leadership involvement on campus.
- Leadership retreats available to all SCC students
- Volunteer program and center

Facilities

In anticipation of the growth and development of the office of Student Life and Leadership and its programs and services it is recommended that a dedicated space be assigned specifically to be the Office of Student Life and Leadership

Faculty and Staff

Student learning occurs both in and out of the classroom (academic and social engagement), therefore it is recommended that a Faculty Coordinator be assigned to lead the efforts of the Office of Student Life and Leadership; additionally the Faculty Coordinator can teach a class in leadership to provide further training for students involved in student government and clubs/organizations and develop more interest from the general SCC student body

The anticipated growth of the office and its programs and services justify two full-time positions in addition to the full-time faculty coordinator or administrator. A dedicated full-time clerical assistance is necessary to the office of Student Life and Leadership

Technology

In collaboration with Student Services, a dedicated staff member working with the development and maintenance of web pages

Budget

Student Life and Leadership must be provided an annual budget (separate from ASG) for operations and expenses which will include the development of programs and services and continued professional development for its faculty/staff

