

SANTIAGO CANYON COLLEGE

OFFICE OF STUDENT LIFE AND
LEADERSHIP
PROGRAM REVIEW

2009-2012



SIGNATURE PAGE

SANTIAGO CANYON COLLEGE PROGRAM REVIEW OFFICE OF STUDENT LIFE AND LEADERSHIP

Signature of Program Leader

Date

Printed Name/Title

Date

Signature of Vice President of Student Services

Date

Printed Name

Executive Summary

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: Student Life and Leadership

Date: September 2012

Briefly describe and explain what is working well in your department.

Various programming specific to student development, leadership training and cultural learning are poignantly cultivated within the department. No other area on campus is dedicated to these categories of exposure; therefore they are welcomed with staunch support and participation campus-wide.

Briefly describe and explain what is not working well or needs attention in your department.

As a result of the bevy of programs which are coordinated in the office of Student Life and Leadership, often times what is most difficult to address is the lack of personnel required to produce the numbers of activities and events with a high level of quality and consistency. Presently there is only one permanent position in this department, and the needs greatly outweigh the resources.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities:

An increased space is needed for Student Life and Leadership as data has shown a greater number of students being served each year. The area is traditionally a “meeting space” where students coalesce for learning, planning, networking and socializing. No date will be specified as this is a matter of campus facility growth, which includes fiscal implications.

Technology:

Technology needs are commensurate with those required to maintain campus-wide communication and networking on social sites for recruitment and department advertising. By year three an expected increase in technological additions is expected.

Personnel:

The greatest need is personnel. Currently there is one full-time interim coordinator who manages the office as well as student leader activities. The hire of a permanent coordinator is priority. However, at least one additional full-time, and one part-time position is required to continue the level of programming that is coordinated and expected. Prior to the district’s reduction in workforce, this is the staffing structure that was in place and is in great need of being restored. No date will be specified as this is a matter of campus growth, which includes fiscal implications.

PROGRAM DESCRIPTION

VISION

Developing capable and effective student leaders is our commitment. The Office of Student Life and Leadership strive to enrich a student's college life through leadership development programs and activities, within social and cultural awareness, while collaborating with the campus community through meaningful experiences. This commitment ensures SCC student leaders will successfully demonstrate the necessary skills and abilities in becoming community leaders.

MISSION

The Office of Student Life & Leadership is committed to student leadership growth and development by providing leadership opportunities to demonstrate advocacy, integrity, and cultural vitality of our diverse student population. Through these efforts Student Life seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to the SCC campus.

OVERVIEW OF SERVICES-FUNCTIONS

FUNCTIONS

Santiago Canyon College's Office of Student Life and Leadership is committed to providing leadership growth and development opportunities to students of the college. Our purpose is to collaborate with the campus community and provide programs that enrich a student's college life through leadership development and campus involvement. Through varied programs and activities students will engage in roles to demonstrate and articulate the newly acquired skills and abilities they have mastered through their participation with Student Life.

We provide comprehensive programs which include Associated Student Government (ASG), Inter-Club Council (ICC), Student Leadership Institute (SLI), Discover SCC, and Multicultural events and activities. Each program offers students the opportunity to serve SCC within professional roles gaining useful leadership techniques. The experience gained through these roles ultimately permit students to acquire the growth and development needed to demonstrate strong and effective leadership characteristics applicable beyond the community college. We are committed to providing an equitable environment to provide quality experiences in which all students benefit and have a collective and powerful voice.

The Office of Student Life and Leadership is located in A-206, and is staffed with one full-time Student Services Coordinator who coordinates and oversees the implementation of all programs, activities and events, student advisement, and program development.

The Office of Student Life and Leadership has limited funding, and the department faces many challenges due to the lack of staffing in coordinating and implementing the goals of the department. With the guidance of the Associate Dean of Student Development, Loretta Jordan, programs and events were prioritized to meet the needs of students within budgetary and staffing restrictions and to ensure program compliance. Through this new implementation a temporary, part-time Student Activities Specialist was hired and an unpaid, part-time graduate intern was welcomed to assist in the spring of 2012.

FUNDING

Currently the Office of Student Life and Leadership utilize general funds and the diversified funds to support the Student Leadership Institute and Student Life Programs. The diversified fund receives a percentage of its funding from the SCC Bookstore, vending machines and student identification card fees. The balance in this fund has progressively declined due to diminished profits at the Bookstore and vending machines.

The fund, diversified agency, is used for expenses of the Inter Club Council (ICC). ICC consists of approximately twenty five Santiago Canyon College student club and organization accounts. A club must meet all required registration policy and procedures for each semester with the Office of Life and Leadership in order to access available funds from these accounts. Additionally, funding is only available upon a majority vote from the club, and must have an advisors approval. If a student group is inactive during four consecutive semesters the Associated Student Government holds the right to cancel the account and transfer its funds to their account.

SERVICES

Associated Government (ASG)

The Santiago Canyon College Associated Student Government is beneficial to all students and is the official student organization on campus providing student input and recommendations on critical campus issues to faculty, staff, administration and the Board of Trustees. The Student Senate are student representatives who meet weekly to plan, implement, report and evaluate college activities and services that meet the needs of Santiago Canyon College students. Student representatives serve on all SCC Shared Governance committees that affect the education of students. Any student who meets the requirements of the ASG by-laws may become a voting member of the Student Senate. The elected and appointed officers provide a liaison between the students and academic departments and student services. The variety of leadership positions allows for different levels of involvement so that students can balance their academic and extracurricular loads effectively. ASG is beneficial to all students. The political and practical leadership skills that students develop through ASG are supplemented through leadership development programs and activities.

Inter-Club Council (ICC)

The Santiago Canyon College Inter-Club Council is a branch of the Associated Student Government. It is a governing body comprised of representatives of active student organizations.

ICC provides a forum for members of student organizations to share information about upcoming events, annual goals and provides an opportunity for clubs to work together. ICC oversees an annual budget for events and for funding requests by recognized and active student organizations to foster further student involvement and leadership development.

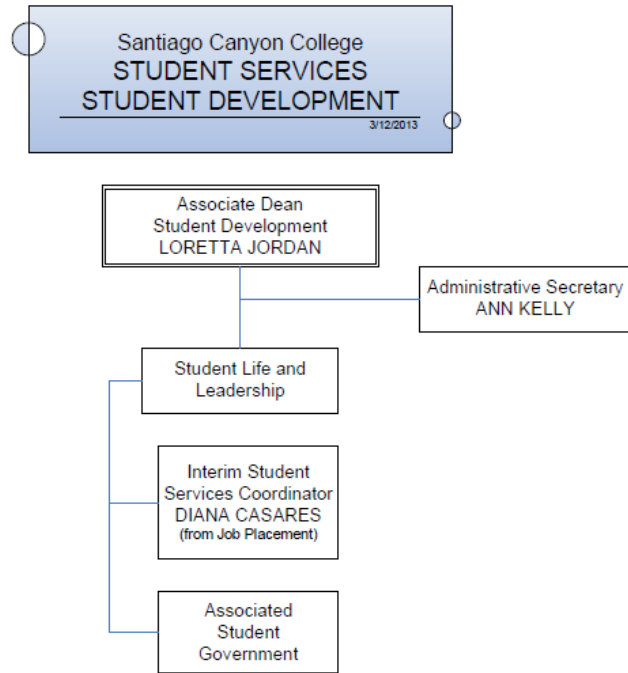
Student Leadership Institute (SLI)

The Student Leadership Institute (SLI) at Santiago Canyon College is a non-credit certificate program in partnership with Cal State Fullerton. SLI students are required to attend a series of workshops and earn a leadership certificate from Cal State Fullerton upon program completion. Workshops are offered through SCC and focus on developing necessary skills for effective leadership and overall character. Participation in SLI is free of charge and open to all SCC students. There are no minimum unit requirements, specific GPA, nor prior leadership experiences needed to participate in the program.

Multicultural Activities and Events

Students are encouraged to engage in multicultural activities and events to become educated and develop cultural awareness. These activities and events honor the differences and similarities of cultural diversity allowing students to interact in ways to facilitate understanding and cooperation. A variety of monthly multicultural activities and events are implemented on campus featuring the history, traditions, and language of a particular cultural heritage in an effort to promote awareness and educate students about one another. These multicultural activities and events build bridges to honor beliefs and sensibilities of trust, respect and understanding across the cultures in celebrating cultural differences.

ORGANIZATIONAL CHART



SUMMARY OF PROGRESS 2009-2012

Key Accomplishments

- In January of 2012 ASG conducted a 3 day Leadership Retreat in Angelus Oak, CA. Seventy-five participants attended the Leadership Retreat from ASG, ICC, SLI graduates, and SCC students interested in learning how to implement leadership on campus, and in their community.
- ASG recruited 65 students to serve on the 2011-2012 council. These are student filled positions in the Senate, Activities, and Judicial branches while the others served on sub committees and assisted in the implementation of large events.
- ASG collected over \$2,000 for the non-profit organization “To Write Love on her Arms”. This is a philanthropic organization targeting education and counseling support for girls under 18 who self-mutilate. This was a third annual fundraising event organized by student efforts entitled, “Battle of the Bands”.
- The Office of Student Life and Leadership recruited a Graduate Student Intern for the spring 2012 semester from the California State University, Fullerton Masters in higher Education program. The Graduate Intern developed monthly multicultural activities and events and assisted as a co-presenter for the SLI workshop on Conflict Resolution.
- The Office of Student Life and Leadership designed an ICC Advisor Training Manual and created electronic versions of all forms for instant access to room reservations and activity/event requests. The ICC Advisor Training Manual will be introduced at the newly developed Advisor Training Workshop in the fall of 2012.
- The Student Leadership Institute program graduated over 40 students from the 2011-2012 cohort.
- The Office of Student Life and Leadership in partnership with the office of High School and Community Outreach continue to collaborate and implement Discover SCC, a nationally recognized freshman orientation program. Discover SCC provides incoming students the opportunity to tour the campus, learn the basics on how to be prepared for their first semester, and given access to purchase books before school begins.

DATA ANALYSIS

Data Set #1 Annual Comparison of the Number of student participants. Students are allowed to participate in all programs upon availability.

Table 1.0 Annual Comparison	2009/2010	2010/2011	2011/2012
Number of SCC ASG student participants	55	35	90
Number of SCC ICC student participants	10	12	12
Number of SLI participants		70	55
Number of Multicultural Activities/Event participants		3 Events; Avg. 15 participants	5 events; Avg. 25 participants
Discover SCC; O' Leaders	20	20	20

Data Description: Table 1. Represents the total number of student populations from 2009/10-11/12. The total number of student participants was calculated by adding the total number of students completing a self evaluation survey including those that may have participated in different programs within the same academic year. This is significant because of the contact, program implementation, and administrative procedures necessary to accomplish. The improvements include the quality of workshops provided; the quantity of activities and or events provided and scheduled orientations with students regarding their application, interviews and positions within student government; reporting, marketing/advertising and significant recruitment efforts.

Findings: Table 1 indicates an increase in student participants in various programs from 2009/10-2011/12. The increase in applicants represents that the program improvements and additional staffing made a positive difference each year to attract more students and in turn attracted more students wanting to participate in student life on campus.

Recommendations: Students that become actively involved in their college education are more connected to the campus, instruction, and do better academically and are best suited for scholarship consideration. These students are more apt to become successful after college and will become community leaders. The Office of Student Life & Leadership will need to secure more funding to continue to provide leadership growth and development opportunities to the influx of students projected to attend SCC. Additional permanent staffing is highly recommended.

Challenges: Qualitative data analysis of the number of SCC student participants, in contrast to previous years, suggests that the apparent increases are due in part to program improvement and additional staffing. Budgetary constraints and lack of appropriate staffing continue to create

challenges for the office. These challenges often delayed efforts to provide consistency of record keeping and programming during the semesters. Adequate staffing is needed to manage several responsibilities of the office. It is difficult to balance student advisement and provide oversight of ASG, ICC, SLI, Multicultural Activities and Discover SCC with one full-time staff member and one unpaid graduate intern particularly as the student population's increase. The 2011/2012 Diversified Fund account afforded the office a temporary, part-time student Activities Specialist for the spring, 2011 term.

Data Set #2: Student Leadership Institute (SLI)

The student learning outcomes for the SLI are:

- Participants will increase an understanding and awareness of what leadership is and various leadership styles.
- Participants will learn to communicate effectively both academically and personally within their club, organization and through personal experiences.
- Participants will gain awareness of diversity and how to have meaningful interactions with multicultural populations.
- Participants will gain tangible leadership skills that are essential in becoming an effective leader which includes public speaking, effective conflict resolution, and the ability to work in teams.
- Participants will learn about co-curricular opportunities on campus that will enhance their leadership development.

Data Description: The success and learning outcomes for the conference were assessed through responses and comments on an evaluation form given to students at the end of each workshop. Students were asked about their experience, what they learned and provided suggestions for workshop improvements. Through the workshop evaluation, it is evident that students were exposed to new concepts and ideas that facilitated their development as a leader. Some of the written comments on what they learned included the following:

- Learning more about leadership and how I can be a leader in my community
- Learned about different communication styles
- Gained awareness of race and ethnic differences
- The opportunity to interact with other people and exchange thoughts
- Learned about effective steps to non-verbal communication
- Increased appreciation of my culture
- Assessed strengths and weaknesses to become a better leader
- Identify leadership traits and the steps to become a better leader

Findings and Discussions: These comments presented by attendees greatly aligned with the student learning outcomes we had envisioned our students would be accomplishing as a result of participating in the Student Leadership Institute. In reviewing the students' feedback several comments were made to help improve the institute for future attendees. Several comments included the following:

- More applicability to students in regards to learning about managing their financial future
- More hands on activity to help students practice the skills that are being presented

- Clearer use of presentation materials such as power point slides and hand outs

These common suggestions will be used in the next implementation of the Student Leadership Institute to further strengthen our conference and provide students with greater exposure to leadership development and experiences.

Data Set #3: Multicultural Activities and Events

Multicultural activities and events are implemented to provide cultural vitality to SCC's diverse student populations. The goal is to increase diverse cultural awareness and promote an understanding of diverse cultural diversity on a monthly basis. Through these monthly events, cultural foods, history facts and traditional experiences were provided to introduce students of SCC in Orange County of diversity and to encourage dialogue among their peers about the impact of these diverse cultures within their communities. Below is the student-learning outcome that guided the efforts of these programs and activities.

- Student will be able to develop an understanding of diverse ethnicities and subpopulations within the community.

Four diverse cultural events were implemented in spring, 2012. In February, the first event implemented awareness of African American history was presented through a movie screening of *The Help* followed by a discussion.

For the month of March a Women's History Scavenger Hunt was organized to promote contributions of women in society in collaboration of SCC departments including the Mash Lab, Library, STAR Center, the Health and Wellness Center, and the Associated Student Government office.

In April, awareness of the LGBT community was implemented through a screening of the movie *MILK*. A discussion at the end engaged students in conversation regarding the strife often experienced of this population.

Asian American Pacific Heritage month was celebrated by providing the Tour of Asia. This event featured posters representing different Asian countries, as well as the food from different areas, a Chinese calligraphy booth, provided by SCC's Alice Ho, Librarian, and also a compilation of Asian music.

The Cultural activities and event evaluation surveys were used to assess the student learning outcome and to record the number of attendees. The Women History Event and the Tour of Asia event evaluation surveys were used to assess the effectiveness of the event in achieving the learning outcomes as well as maintaining a record of the number of attendees. We were unable to complete an evaluation survey neither for the screening of *The Help* nor for the screening of *MILK*.

Screening of The Help

The screening of *The Help* was used to draw on popular media as a way of drawing students to engage in a discussion and awareness about the influence of the African

American Heritage in the United States. The movie screening was advertised to students via flyers, classroom announcements, using ASG members to spread the word to the students, and also a campus wide email to all faculty and staff to encourage attendance. Attendance was successful as sixty students attended this event. The majority of the participants were new to events sponsored by our office. The large turnout was greatly attributed to the faculty providing extra credit to promote student's attendance. Although there were no surveys to formally evaluate the event, observations made from the staff members of the Office of Student Life and Leadership indicated that this was a beneficial activity for attendees and the event proved significant.

Women's Scavenger Hunt

An evaluation survey was distributed upon the completion of the Women's history Scavenger Hunt. The student-learning outcome solicited feedback for future improvements of the activity. Below were the learning outcomes that were specific to the Women's History Scavenger Hunt:

- Student will be able to articulate various contributions that women have provided to society within areas of government, literature, STEM field, health, and education.
- Student will be aware of an array of services available to students at SCC.

Data Analysis

Twenty- five students participated in this event. The survey responses showed that all of our students (45% agreed and 55% strongly agreed) felt that this event helped deepened their understanding of women's contribution to society in different fields. In indicating the service that they learned the most about, 63% of the students stated Health and Wellness Center, and 77% of students identified the STAR/STEM lab as being a newly introduced campus resource. This event attracted students that have not previously been involved in campus activities. Sixty-eight percent (N=15) of students stated that this was their first participation in a campus event. The flexibility of the structure of this event permitted students to complete the hunt on their own time, which contributed to an increase of new students participating in the event.

Suggestions for future improvement include the following. Students stated that more campus wide announcements would be helpful. This event was advertised through campus flyers, an email reminder was sent to faculty and departments, several classroom announcements were made, and ASG members were asked to announce the event to fellow members. Other suggestions included additional areas to the hunt such as the cafeteria, the counseling center, and the transfer center. All students asked for more prizes to draw in more students.

Data Summary

All twenty-five students participated in the event and all students agreed or strongly agreed that this event helped them gain new knowledge about women's contributions. As a result we concluded that this event was successful in reaching the first student-learning outcome. The second student-learning outcome regarding awareness of various campus

resources was successful as well, considering all students that participated indicated they were newly introduced of two new resources.

Screening of film Milk:

Although June is the national month for celebrating lesbian, gay, bisexual and transgender society, school is out at the end of May and therefore we decided to celebrate this event in April. For this event we had a screening of MILK, a film made in 2008 to showcase the biography of Harvey Milk, the first openly gay political figure in California. Refreshments were provided since this screening was held at a later time to accommodate student's school schedule. There were about 15-18 students that participated in this event. For this event there were no formal evaluation tools administered, but the staff within the office observed positive feedback from the attendees. A teacher in the audience commented that this was a great event and that more events such as these should be made available for the campus community. Students also commented on how there should be additional support networks such as a Gay Straight Alliance (GSA) club to further outreach to students.

Tour of Asia:

This was the last cultural event sponsored by our office. This event was held in May to celebrate and draw awareness to Asian Pacific Islander Heritage month. Planning included expanding information regarding regions that were not included in the Pacific Islander subpopulation. The event had posters that focused on countries such as India, China, Korea, Philippines, Vietnam, and Japan. We were also able to provide food from India, Philippines, Vietnam and China to help increase the cultural participation and experience for our students. We also had assistance from SCC's Alice Ho, Librarian, to assist in providing Chinese calligraphy for our students and engage them in questions regarding the Chinese culture. There was also a compilation of Korean pop music to draw student participants.

Data

A formal evaluation survey was distributed at the end of this event to track both the success and the number of attendees present. To evaluate the event we used a three-question survey that was attached to a questionnaire, which was mandatory to complete in order to sample the foods. The student learning outcome for this event is listed below:

- Student will indicate that they acquired knowledge about the featured countries in Asia by completing the short questionnaire.

Description of Data

The survey indicated that 92% of the participants answered all the questions correctly on the survey, and also it indicated that they learned something new about the Asian Countries as a result of participating in this event. Three students stated unsure in if they learned something new by participating in the event and one student did not respond to the question. In responding to the next question of whether or not this was their first event attended, 23 students indicated that this was their first event. These events drew in new students and increased their awareness of the opportunities for student involvement and engagement on our campus.

Data Analysis Summary

In evaluating the overall event, the Tour of Asia was successful in meeting the event specific learning outcomes; 92% of participants completed the questionnaire on the countries that were presented, as well as the overall goal of the multicultural activity and events promoting awareness of diverse countries and ethnicities. This event also drew in 23 new students to our services, which greatly add to the number of students that are served through our office.

Findings and Discussion for Data Set #3: Multicultural Activities and Events

The goals obtained of the multicultural activities and events implemented by the office of Student Life and Leadership were to increase diverse cultural awareness to the students of SCC. These goals and feedback from the evaluation surveys coupled with informal conversations expressed about the four events demonstrated achievement was appropriately met. Students expressed agreement of knowledge gained, and the activities and events were able to draw in new students sponsored by the Office of Student Life and Leadership. This represents greatly that the multicultural events are contributing to the cultural and social awareness of SCC students, and providing them with opportunities to be connected and involved.

Future Direction and Anticipated Challenges

The future direction of the Office of Student Life and Leadership for fall 2012-2013 is to continue with the services of multicultural activities and events, Student Leadership Institute, in addition to providing mentorship and guidance to the Associated Student Government. The office aims to expand multicultural activities and events on a monthly basis that align with national diverse cultural celebrations. In planning the cultural events for next year, we are hoping to create a Multicultural Leadership Committee that will assist with the implementation of varied activities and events. The addition of this committee will also provide students with leadership growth and development opportunities within the campus while building valuable leadership experiences. Improvements with the Student Leadership Institute for the following year include scheduled events in both fall and spring semesters in order to provide more students with leadership training, growth and development.

Data Set #4: Student Learning Outcome Assessment: 2010-2011

Student Learning Outcome

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 & Accountability

- makes appropriate decisions regarding his/her behavior
- recognizes consequences of actions
- accepts consequences of actions and takes responsibility for own decisions
- demonstrates required job skills
- relates well with peers (courteous and approachable)

- handles disagreements and conflicts fairly, equitably, and in a timely manner
- reasonably accessible for consultation and considers other's viewpoints
- meets agree upon expectations and follows through on commitments
- contributes to the overall success of the organization
- willing to actively participate in events and demonstrates cohesiveness within group
- adapts behavior as appropriate in response to organization needs

Goal Oriented

- possesses and maintains sufficient motivation to achieve goals
- demonstrates effective planning and purposeful behavior
- establishes priorities effectively and successfully
- sets a timeframe for goals and communicates them to other members of the organization
- adjusts actions as necessary to keep on track with goals
- does not allow distractions to prevent timely completion of tasks

Appreciation of Differences

- works effectively with others, despite differences
- can respectfully discuss differences with others
- appreciates the importance of diversity and conveys this value to others
- understands and respects the values of others

Methods

ASG: A midyear and end of year self-evaluation was created and distributed to active members of ASG. The self-evaluation was distributed before the winter retreat in December 2010 and the end of year evaluation was distributed in April of 2011.

SLI: SLI participants completed an evaluation at the end of each workshop to determine the skills learned, achieved, and learned how to implement these new skills. The workshops were held both throughout the academic school year as well as 2-day conference held in Spring 2011.

Implementation of Assessment Process

ASG: An explanation was given to the 26 ASG members regarding the process of the self-evaluation. The topics included the areas of their level of responsibility and accountability, how goal oriented they are, and how well they appreciate differences. The 18 questions allowed the students to rate themselves with the following choices: strongly agree, agree, disagree, and strongly disagree. SLI participants were given an evaluation at the conclusion of every workshop using both short answer responses and a Likert scale.

Results

ASG: At the end of the 2011 spring semester the ASG students were given an end of term self-assessment. The evaluation measured areas of responsibility and accountability, the ability to develop both short and long term goals, and the acceptance of diverse backgrounds. Individual meetings with the ASG advisor was scheduled to discuss the results and growth between the mid year and end of term evaluation.

Of the 26 members 24 completed both the midterm and end of year evaluations. Two members resigned from their leadership position. The results are as follows:

Mid Year:

- 84% of the members indicated they agree that they are *responsible and are accountable*
- 66% are agree that they are *goal oriented*
- 51% understand and *appreciate differences*

End of Year:

- 97% indicated they agree they are *responsible and accountable* (13% growth)
- 83% marked agree that they are *goal oriented* (17% growth)
- 78% indicated they understand and appreciate differences (27% growth)

SLI: SLI participants were able to reflect on their learning process as a leader in the last program workshop, "Leadership for What." Through small group and discussion, students articulated new concepts and leadership skills they learned and how they would implement them in their role as a student leader and member of the community. Through the workshop evaluations, it is evident that students were exposed to new concepts and ideas that encouraged their development as a leader. Some of the workshop evaluation comments include:

- I developed an increased ability to be open-minded and be able identify similarities with people that are from diverse backgrounds
- I have improved effective communication with others
- I learned about group dynamics and strategies on how to collaborate with others
- I assessed my strengths and weaknesses on how to become a better leader
- I improved my time management skills and I have learned what bad habits lead to procrastination

Of the 46 SCC SLI graduates:

- 92% indicated the content of the workshops was at least a 4 out of 5 (1=poor, 5=excellent)
- 87% indicated the Presentation style/format was at least a 4
- 96% scored the knowledge of the workshop presenter at least a 4
- 91% marked at least a 4 in the usefulness/application of information

Decisions and Recommendations

The Office of Student Life & Leadership will continue to use the self-assessment questionnaire with the ASG students twice a year during their fall and spring retreats. The one-on-one meetings with the student will allow feedback to occur which will serve to continue to develop their leadership and campus involvement. Because of the reduction of staff members in the SL & L office, the ability to measure students more than twice a year is very challenging. The evaluations used at the end of every SLI workshop will continue to provide the staff with a snapshot of what is successful and what can be changed to improve the quality of the workshops. The Coordinator of the Office of Student Life and Leadership will work closely with the RSCCD and Santiago Canyon College Research and Evaluation office to streamline a more efficient and effective way to aggregate the qualitative and quantitative data from the questionnaires so that more time can be spent with one-on one meetings opposed to manually tallying the results.

FUTURE DIRECTION & ANTICIPATED CHALLENGES

Funding

The bleak economy has brought many funding challenges to SCC. More funding will need to be secured to hire additional, permanent staff to provide adequate programming and student advisement in all facets of student life. A variety of activities and events are provided to students offering leadership, social and multicultural development training in many facets. The current budget will eventually perish and it is imperative that a commitment to new sources of funding be secured without delay.

Staffing

Prior to 2009/2010 fiscal year the Office of Student Life and Leadership operated with adequate staffing needed for the growing student population. The office consisted of two full-time staff and one part-time staff. However, the greatest need today is personnel. In the 2008/2009 fiscal year two of the three Student Life staff was laid off, leaving only the coordinator. In 2012 the staff holding the coordinator position resigned, and was replaced on an interim basis. Because of the ongoing tenuous nature of the state budget and its direct affect upon RSCCD's fiscal operations, holds have been placed upon vacated positions with regard to the hire of permanent staff to fill them. As a result, Student Life continues to be managed by the interim coordinator. Currently, the office of Student Life is a one-person department, being aided only by graduate interns for a total of 24 hours per week.

At least one additional full-time, and one part-time position is required to continue the level of programming that is coordinated and expected to accomplish the mission of the department. Several student assistants were hired to assist with the programming of this department. Unfortunately, these student assistants are limited in the responsibilities they are allowed to provide. Their level of experience and aptitude are not sufficient to the needs of the department, and often their turn over is high due to their funding limitations and educational status. Continuity is required in all of the programming of the department therefore, permanent staffing is considered necessary.

Facility

The Office of Student Life and Leadership is currently located in the A building, room A-206 and the Office of Associated Student Government is currently located in the A building, room A-205 for present day activities, but the space will need to increase as enrollment grows. The area is traditionally a "meeting space" where students coalesce for learning, planning, networking and socializing. No date will be specified, as this is a matter of campus facility growth, which includes fiscal implications.

Technology

In moving forward with program development and implementation, the goal is to design a system that fosters a service-oriented experience to the students and that emphasizes a student-centered environment for the staff.

To achieve the goal stated above, the automation of program forms and documents needed within each program area would streamline efficiency. Students would utilize the online resources to apply for candidacy, application to clubs, authorization of activity and events. This automation could create databases needed for fiscal accounting purposes, tracking populations of students, and track program participants, available 24/7. Students would exercise technological skills to communicate and process tasks via the website. Ultimately this technological advancement would prepare students with automation skills beyond the community college. Streamlining the on-line ASG, ICC, SLI, Discover SCC and participatory application process would provide an efficient access to involvement on campus. Students would be experienced at completing and submitting an application on-line, as many organizations are currently practicing and it would be more efficient for the staff of the Office of Student Life and Leadership to have direct access to databases to support this growth.

APPENDIX A

Your department should consider the RSCCD Board Goals when it sets goals. A list of the 2012-2013 RSCCD Board goals is included as an appendix. Using the table below, indicate which Board goals your department's goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	SL&L is exclusively responsible for coordinating a multitude of student-centered programs and activities, many of which create learning communities as a result of student and campus engagement.
2. Prepare students for success in their academic, career and personal life endeavors by providing access to education and services that foster student retention and program completion.	The Student Leadership Institute maintains a continuum of learning opportunities which focus upon students' academic, career and personal life development.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.	Particular programs within SL&L are coordinated around "green" projects that engage students and staff through awareness and participation. Projects such as "Campus Cleanup" and "Earth Day" are examples of promoted activities.
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development, and other resource development activities.	Fundraisers are conducted annually which aid in supporting both the campus at-large as well as supplement the ASG budgets for ongoing sustainability.
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	SL&L coordinates monthly culture and diversity activities to ensure an environment of awareness, understanding and a celebration of differences is at the forefront.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic	SL&L encourages engagement between students and community partners which strengthen relationships between SCC and private industry. ASG leaders' involvement with community activities

development programs; and be responsive to workforce development needs and high demand career fields.	enhances an awareness of community needs and campus resources which promote student access and success.
8. Assess the educational needs of the communities we serve, and enhance awareness of the district and its through outreach and advocacy among community constituencies and to local, state, and national leaders.	Through participation in Statewide committees and campaigns ASG students become vehemently involved in state, local and national issues which ensure advocacy for all students' campus and district wide.

APPENDIX B

DEPARTMENT PLANNING PORTFOLIO
DEPARTMENT: Student Life and Leadership/Associated Student Body
DIVISION: Student Services
ACADEMIC YEAR: 2009-2012

Department's Vision:

Developing capable and effective student leaders is our commitment! The Office of Student Life and Leadership strive to enrich a student's college life through leadership development programs and activities, within social and cultural awareness, while collaborating with the campus community through meaningful experiences. This commitment ensures SCC student leaders will successfully demonstrate the necessary skills and abilities in becoming community leaders.

Department's Mission:

The Office of Student Life & Leadership is committed to student leadership growth and development by providing leadership opportunities to demonstrate advocacy, integrity, and cultural vitality of our diverse student population. Through these efforts student life seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to the SCC campus.

GOALS/TASKS/ACTIVITIES	WHO'S RESPONSIBLE	ESTIMATED TIMELINE/COMPLETION	RESOURCES NEEDED	PROGRESS
To compliment academic programs by establishing co-curricular activities which will create a well-rounded learning experience.				
1. Develop a comprehensive leadership program	All Members	On-going	Unspecified	In Progress
2. Creating a more descriptive ICC program including an Orientation for faculty/staff advisors for clubs and organizations.	All Members	On-going	Unspecified	In Progress
To continually provide students with the necessary resources and services to develop leadership skills.				
1. Build a leadership resource library.	All Members	On-going	Unspecified	In Progress
2. In collaboration with Cal State Fullerton, develop and implement non-credit, workshop based leadership certificate program with assistance from other SCC staff members and faculty.	All Members	On-going	Unspecified	In Progress
3. Provide opportunities for all students (other than ASB) to participate in leadership conferences and retreats.	All Members	On-going	Unspecified	In Progress
4. Develop and implement leadership retreat for first-generation college students.	All Members	On-going	Unspecified	In Progress
Encourage students' voices to be heard in campus wide committees via shared governance.				
1. Provide opportunities for students to participate in campus wide committees	All Members	On-going	Unspecified	In Progress

by providing meeting information.

To collaborate with SCC faculty in developing and implementing culturally related programs and activities.

1. In collaboration with the SCC community, develop, implement and evaluate programs in celebration of Latino Heritage Month, Black History Month, Asian/Pacific Heritage Month and Women's History Month to compliment students' academic endeavors.	All Members	On-going	Unspecified	In Progress
2. Consult with other student life and leadership colleagues within the southern California regions on programs and activities.	All Members	On-going	Unspecified	In Progress