Mission Statement
In collaboration with the campus community, the office of Student Life and Leadership provides programs that enrich the academic environment through leadership activities and campus involvement.

Student Learning Outcome
As a result of participation in Student Life and Leadership programs (including ASG), 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

Measurement Timeline

<table>
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<tr>
<th>1)</th>
<th>Leadership retreats (beginning of each semester)</th>
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<tr>
<td>▪</td>
<td>Participants will be asked to reflect on their experience and skills gained through casual interviews – YB.</td>
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<td>▪</td>
<td>Interviews will take place within 2 weeks of the end of the retreat.</td>
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| 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 Organizational Standards of Excellence at the end of the academic year - JP. |
**ASG Summary: Prepared by Yuri Betancourt**

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 included measurements in the following areas of leadership development: personal; interpersonal; group and organizational; and community. 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
- independence and interdependence
- tolerance of ambiguity
- resilience
- understanding of differences
- 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.

**SLI Summary: 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
- Independence and Interdependence
- Goal Oriented
- Self-Confidence/Humility
- Resilience
- Appreciation of Differences
ICC Summary: 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 SOE is divided into three areas of organizational assessment.
I. Organizational Development
II. Organizational Management
III. External Relations

The Standards of Excellence are scored out of a possible 500 points. The 15 ICC student organizations scored on average as follows:

- Average Student Organizational Scores: 377 out of a possible 500
- Highest Student Organizational Score: 432 out of a possible 500

Standards of Excellence Evaluation Areas:

A. Student organizations were evaluated in two areas of their Organizational Development: a) Academic Achievement & b) Leadership Involvement. Academic Achievement and Leadership Involvement assessments were based on organizational G.P.A, advisor involvement, educational programs, and leadership roles within the student organizations.

Average tabulated scores for student organizations in Academic Achievement & Leadership Involvement are as follows:

a) Academic Achievement Scores:
   a. Average Score: 95 out of a possible 130
   b. Highest Score by organization: 110 out of 130

b) Leadership Involvement Scores
   a. Average Score: 36 out of a possible 30
   b. Highest Score by organization: 40 out of 40

B. Student organizations were evaluated under Organizational Management in the following sections: a) Financial Management b) Goals & Action Plan c) Advisor Guidance d) Executive Board Training e) Organization Meetings f) SOE Administration.

Average tabulated scores for student organizations under the Organizational Management sections are as follows:

a) Average Scores
   a. Financial Management: 19 out of 20
   b. Goals: 28 out of 30
   c. Advisor Guidance: 30 out of 30
   d. Exec Board Training: 19 out of 20
   e. Organization Meetings: 20 out of 20
   f. SOE Administration: 24 out of 25

C. Student organizations were evaluated under External Relations in the following Sections: a) Campus Involvement, b) Communication, c) Community Service.

Average tabulated scores for student organizations under the External Relations are as follows:

a) Average Scores:
   a. Campus Involvement: 61 out of 95
   b. Communication: 4.4 out of 10
   c. Community Service: 40 out of 80

b) Highest Scores
   a. Campus Involvement: 95 out of 95
   b. Communication: 10 out of 10
   c. Community Service: 55 out of 80

The achievements of the InterClub Council are numerous and greater is the superlative ability of the members to meet the expansive requirements asked of them as active student organizations. These 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 several of the Learning Outcomes have been met.
**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 as outlined on page 1 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 to be 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.