

**Student Services
Departmental Goals and Assessment 2013-2014**

Department Name: Student Life and Leadership.

Departmental Goals for 2013-2014 (not all of these have to be assessed)

- 1.) Evaluate student leadership development across disciplines at Salt Lake Community College
- 2.) Evaluate and update the current Student Association Constitution and Bylaws to reflect roles and responsibilities of the Executive Council and the Student Association
- 3.) Demonstrate SLCC's commitment to inclusivity, equity, and cultural diversity with regards to gender identity and expression by hosting the LGBTQ student leader conference, the Power of One, April 3-5, 2013
- 4.) Examine SL&L's programming return on investment of student fees
- 5.) Utilize the results from the department's Program Review to develop and institute a comprehensive action to improve programming and services to the student body

Project (Assessment) Title: Evaluate and Analyze Student Leadership Development across disciplines at SLCC

College Priority & Objective:

Strategic Priority II: Improve Student Access and Success

Strategic Priority V: Advance Partnership/Relationships with the Community and Business

Methodology (Plan/Timeline/Method):

- **Define Co-curricular Leadership Development at SLCC**
 - Student Life & Leadership managers convened a group of student services professionals, who work with student leaders, to address student leadership development. Working with these professionals, utilizing Student Services Learning Outcomes (SSLOs), and the theoretical underpinnings from both the LE 2920 and 2950 leadership courses, student leaders had an opportunity to define and develop leadership competencies and skills through co-curricular opportunities in the Fall Semester, 2013.

- **Inventory leadership development courses currently taught**
 - In examination of existing leadership courses, the staff was able to highlight alternative courses students could complete to achieve the Scholars' distinction upon graduation. Working collaboratively with the Student Senate and Academic Deans, the staff identified courses where relevant leadership skills were being taught.
 - Once this list of courses were compiled, the relevant courses were listed in both the SL&L and Thayne Center literature and websites, showing the alternative tracks to completion of the Scholar's requirements.

- **Bolster the Civically Engaged Leader track by aligning various SLCC student leadership experiences and program requirements**
 - The Thayne Center and SL&L staff collaborated to complete the pipeline more naturally allowing student leaders, such as; Peer Action Leaders, Student Leaders Involved in Civic Engagement, and Salt Lake Community College Student Association leadership, who have completed 75% or better of the academic requirements to sign up for the Scholars' program once the student leaders committed to a full year in a leadership position at SLCC.

- **Develop plans for additional courses, or other course adjustments based on findings**
 - Gaps in the existing course availability were identified, and appropriate deans, associate deans and faculty were approached for possible development of additional relevant leadership skill courses within the discipline which could count towards attainment of the Scholars' designation; particularly those which would fulfill both ongoing requirements for the Associates Degree in the relevant field, but also for continuity in requirement for the corollary program at the four-year institutions in the State, most particularly the University of Utah, Utah Valley University, and Weber State University.

Results/Findings

- **Define Co-curricular Leadership Development at SLCC**

Among all the progress that has been made, conversations regarding student leadership development and what is meant by co-curricular leadership development need to continue within and outside of Student Services. The staff

will re-convene Fall Semester 2014 to continue the dialogue and to compile a list of learning outcomes for all student leaders on campus.

- **Inventory leadership development courses currently taught**

The staff has a list of classes currently taught within various disciplines across the college. Also dialogue between the University of Utah, Weber State University, and SLCC for articulation agreements for these courses has begun.

- **Bolster the Civically Engaged Leader track by aligning various SLCC student leadership experiences and program requirements**

The staff continually work with the Thayne Center to assist in developing a leadership program including promoting the opportunity for student leaders in Student Life & Leadership to become Civically Engaged Scholars.

- **Develop plans for additional courses, or other course adjustments based on findings**

After reviewing the attendance and response to the current courses taught, the staff believed there was not an immediate need for additional courses. Going forward we will look at the times of the current courses and review if there is a need for additional sections. Another issue we have is the need for additional instructors for these and any additional course because the two current instructors have other major responsibilities. The staff was able to change LE2920 to a three credit course instead of two, and LE 2950 is in review to increase to three credit hours. We have also received permission from the division to teach a course during summer term and alternating summers between LE2920 and LE2950.

Project (Assessment) Title: Demonstrate SLCC's commitment to inclusivity with regards to gender identity and expression by hosting the LGBTQ student leader conference, the Power of One, April 3-5, 2013

- **Hosted Power of One Conference**

The Power of One conference was held April 3-5.

Results/Findings

- 1.) Demonstrate SLCC's commitment to inclusivity, equity, and cultural diversity with regards to gender identity and expression by hosting the LGBTQ student leader conference, the Power of One, April 3-5, 2013

The outcome of the conference resulted in students having a better understanding and a commitment to inclusivity, equity, and cultural diversity with regards to gender identity and expression. It also opened the doors to a broader dialogue about LBGTO resources and inclusion at the College. This regional conference was sponsored through NASPA. Most events were held at the South City Campus with a Friday night dinner hosted by the University of Utah at the Stadium Towers. There were 180 attendees from 24 institutions within NASPA Regent V.

Project (Assessment) Title: Evaluate and Update the Current Student Association Constitution and Bylaws to Reflect Roles and Responsibilities of the Student Executive Council and Student Association

College Priorities & Objectives:

Strategic Priority II: Improve Student Access and Success

Methodology (Plan/Timeline/Method):

- Beginning May 2013, a group compiled of Executive Council members, Student Senators, SL&L staff, and the Assistant VP for Student Life/Dean of Students met to review, evaluate, and update the SLCC Student Association Constitution and Bylaws.
- Following the last ratification, several discrepancies were found as well as some changes to the structures within the Student Association.
- Meetings were conducted monthly over the summer, 2013. During the Fall and Spring Semesters meetings were held weekly. The committee divided into sub groups, headed by the EC leadership, to divest and analyze major sections of the Constitution and Bylaws.

Results/Findings

The Constitution and Bylaws were revised and ratified by the student body, which included updating of the structure of the Student Association's eight member Executive Board. A new judicial process was instituted to address student misconduct within the ranks of the EC, boards and the Senate.