

Student Affairs
Departmental Goals and Assessment Plans 2016 – 2017

Department Name: Student Life & Leadership

Departmental Goals for 2016-2017

1. Finish integration of OrgSync into the MySLCC launch and rebrand it as SLCCSync.
Accomplished
2. Standardize and normalize risk awareness/management processes for student groups.
Implemented liability waiver on SLCCSync that all students participating in clubs, SLCCSA and other organizations must sign when they join.
3. Realign SLCCSA programming to institutional strategic goals around equity in student participation and completion. *On-going/work in progress. Several of our programs have already been aligned and we expect to add more each year. These programs include the Diversity and Inclusion Series, several student voices/taboo talks programs, Interfaith Celebrations and the creation of a reflection room to assist in achieving equity in student participation and completion; Moved Bruin Bash to fall to assist in retention efforts.*
4. Continue to expand internship offerings both in-state and nationally. On-going

Project (Assessment) Title: 2016-2017 Club leader participation and retention

Strategic Goal:

Achieve equity in Student Participation
Achieve equity in Student Completion

Methodology (Plan/Timeline/Method):

Conduct a baseline study of club leaders based on demographics. Based on national surveys, we believe SLCC students who are involved retain and complete at higher rates than their peers (Seemiller, C. & Grace, M. 2016). Administer a survey at the fall Clubs conference training to better understand who our club leaders are. Compare data to overall SLCC student demographics.

Re-administer the survey spring semester 2017 to compare retention rates of club student leaders and the general SLCC student population.

(Anticipated)Results/Findings

We suspect SLCC club leaders are more ethnically diverse than the overall SLCC population, and growing club involvement can be a key support in achieving equity in both student participation and student completion.

We are interested to discover if club leaders retain at higher rates than their peers, and if there are measurable differences based on race, ethnicity, gender or other characteristics.

Findings:

43 student leaders representing 25 clubs responded, 17 of which were club presidents

Age range 18 - 56

26 identified as White or Caucasian, 7 as Hispanic/Latino, 6 as multiple ethnicities

27 identified as female, 12 as male, three did not identify, one as female/fluid
22 different majors, two general studies, and one undecided
29 were single, six were married, and six had children
11 stated they do not work, seven work less than 20 hours per week, four work 20-30 hours per week, five work 30-40, and five work more than 40 hours each week. Six work on campus.

Actions Taken (Use of Results/Improvements)

Based on survey findings, develop a plan of action for club training and development for 2017-18 that takes into consideration the diversity of student leaders.

Edit the survey to collect data we missed during the first round and continue to administer the survey fall 2017 and spring 2018 to begin establishing data history on club leaders.

Reference:

Seemiller, C. & Grace, M. (2016). *Generation Z Goes to College*. San Francisco: Jossey-Bass.

Project (Assessment) Title: 2016-2017 Student Leader Transfer rate

Strategic Goal:

Improve Transfer Preparation and Pathways

Methodology (Plan/Timeline/Method):

We provided a survey (attachment A) to allow student leaders to answer questions about their education plans and demographic information. Using this information, we will track these students over the next three years to discover if they retain, complete, and/or transfer.

For the 2016-17 year we created a baseline cohort of student leaders to collect data from for the next three years to track progress. We have surveyed the club and organization officers and are still collecting the information from the SLCCSA Boards. Participants were asked what completion means to them and if they plan to transfer. Using this data and measuring the completion and transfer rates over the next three years, we hope to better understand some of the factors that assist with student transfer. We also gathered data on various demographics that we hope will assist us in painting a picture of some of the diverse student leaders we have at the College and their goals of completion/transfer.

Current Findings:

43 student leaders representing 25 clubs responded to the survey, 17 of which were club presidents

100% plan to transfer to a university after SLCC

81.4% state that completing means earning a degree

18.6% state that completing means taking prerequisites for transfer

35 already know which institution they want to transfer to

Additional demographics:

Age range 18 -56

62.8% taking 12+ credit hours

Majority are in their first year

46.5% live with their parents

20.9% live with spouse or partner

23.3% live on their own

34.1% stated their mothers' had taken some college, and 26.8% earned a bachelor's

24.4% stated their fathers' had taken some college, and 17.1% % earned a master's
14 of them write, speak and read more than one language

(Anticipated) Results/Findings

SLCCSA student leader rates of transfer and completion may be higher than the general SLCC student population because of their engagement with the College, the hours they spend here, and the resources available to them (Jones, T. 2012). Without prior opportunity to track their progress we cannot be sure at this point. As we collect data over the three year period we will have a better sense on our hypothesis.

Actions Taken (Use of Results/Improvements)

Based on findings, Student Life & Leadership will consider ways to assist student leaders to more clearly articulate and chart pathways to achieve their educational goals.

Reference:

Jones, T. (2012). *The Relationship Between Student Involvement Factors and Graduation Rates of Nontraditional Students Attending A Public Community College in the Southeast*. Retrieved from https://getd.libs.uga.edu/pdfs/jones_todd_g_201205_edd.pdf