

8. STUDENT ACTIVITIES

Maui Community College Student Services – Student Activities

Mission:

The mission of the Student Activities Department is to provide a unique setting for the encouragement of broad social, cultural, recreational, and informal educational programming for the college. Through its facilities and programs, the student activities department becomes the focal point of the campus where students, administrators, faculty, staff, alumni, and guests can meet to interact and explore vital issues concerning their self, community and world.

Vision:

The vision of our campus community is a group of individuals engaged in social interaction, possessing common interests and goals, which show concern for and are sensitive to the needs of our school, community and world. More specifically, a community that transmits common goals and values; as well as fostering the ability to achieve deeper, more intimate relationships with people, and increases self- acceptance and acceptance of others.

Functional Statements:

1. Coordinate New Student Orientation.
2. Coordinate Commencement Ceremony.
3. Develops, plans, implements, evaluates comprehensive co-curricular student life program including educational, social, cultural & recreational components and student government, activities, organizations, publications, and other special interest groups.
4. Advise Student Government.
5. Advise Board of Student Publications.
6. Advise Campus Clubs.
7. Prepare, allocate and plan fiscal budgets of all student activity and vending accounts.
8. Manage student lounge and game room facilities.
9. Facilitate student ID services.
10. Serves on campus-wide task forces, committees, and groups to represent the interests of Student Life.
11. Collaborate with other student life professionals, as well as faculty/staff of MCC to strengthen the Student Life Department.
12. Prepare requisitions to business office to process payment of all student activities sponsored events.
13. Provide necessary statistics, narrative, and recommendations, including annual report on Student Activities Program.
14. Informs the campus community of all student activity events and functions.
15. Educate club members and advisors of privileges and responsibilities of MCC endorsed clubs.
16. Provide advice and assistance to any student/staff in planning a campus activity.
17. Recruit students to participate in co-curricular activities to complement their education.

Maui Community College
Student Services – Student Activities
Quantifiable Data

	FY 02	FY03	FY04
1. # of activities/events	30	42	68
2. # of student clubs	3	12	15
3. # of SG and BOSP meetings held	20	39	42
4. # of student newspapers published	06	06	06
5. # of student leadership workshops help	02	10	12
6. # of student handbooks issued	1,950	2,000	2,000
7. # of student involved in a leadership role	18	35	76
8. # of requisitions processed			79
9. # of students that attended an off-island leadership conference	0	0	17
10. # of requests for funding from student government	15	22	47
11. # of literary journals published and issued	1,500	1,500	1,500
12. # of students published in literary journal	77	78	79
13. # of student help employed in Student Activities Office	01	03	06
14. # of hours game room opened (average weekly)	10	20	45
15. # of tours given to perspective students	12	15	18
16. # of students attended new student orientation	63	87	134
17. # of student new student orientation workshops	04	04	08
16. # of student ID's issued			156
17. Student Activity Fee	.50/c	.50/c	2.00/c
18. # of students that participated in commencement ceremony	131	125	120*

*As of May 7, 2004

MCC STUDENT GOVERNANCE BOARD BUDGET
Spring 2004

CATEGORY	AMOUNT	
1 STUDENT ACTIVITIES	\$8,950.00	\$40,000.00
A. New Student Orientation	\$500.00	
B. Film Committee (Movie Nights)	\$2,500.00	
C. Welcome Back Week	\$1,500.00	
D. Student Forum	\$500.00	
E. Battle of the Bands	\$3,000.00	
F. End of the Semester Party	\$950.00	
2 Office/Event Supplies	\$350.00	
A. Office Supplies	\$350.00	
3 TRAVEL/CONF./RETREATS	\$18,065.00	
A. Student caucus (tickets/host meetings)	\$960.00	
B. Air Coupons (clubs, meetings)	\$960.00	
C. Leadership Conference (Washington D.C.)	\$12,400.00	
D. Hilo Leadership Conference	\$3,745.00	
4 CAMPUS/ASMCC CLUB SUPPORT	\$12,315	
A. Student Planners	\$2,000.00	
B. Campus & Club Support (6 active club)	\$6,000.00	
C. ASMCC Promotional Materials	\$565.00	
D. Ice Cream Days	\$300.00	
E. Faculty Appreciation Day	\$450.00	
F. ASMCC Support	\$3,000.00	
5. Office Expenses	\$320.00	
A. Telephone and Mailing Expenses	\$120.00	
B. Maintenance of I.D. Machine	\$200.00	

Budget Spring 2004

\$40,000.00


Alvin Tagomori, Dean of Student Services

1/5/04
Date

MAUI COMMUNITY COLLEGE
BOARD OF STUDENT PUBLICATIONS BUDGET
2003/2004
REVISED

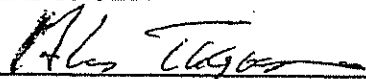
CATEGORY	AMOUNT	\$ 31,450.00
1 GENERAL BOARD EXPENSES	\$ 2,080.00	
A. Student Performance Series	\$ 1,000.00	
B Meeting Meals (120x9)	\$ 1,080.00	
2 HO'OULU EXPENSES	\$ 5,050.00	
A. Printing \$675/issue 6 issues	\$ 4,050.00	
B. Photo expenses	\$ 250.00	
C. Office suplies	\$ 200.00	
D. Phone/Postage	\$ 50.00	
E. Photocopying	\$ 50.00	
F. Seminars/Travel	\$ 150.00	
G. Web Page Expenses	\$ 150.00	
H. _____	\$ 150.00	
3 LITERARY MAGAZINE EXPENSES	\$ 6,380.00	
A. Printing/shipping	\$ 5,980.00	
B. Release Party supplies	\$ 300.00	
C. Office Supplies	\$ 50.00	
D. Phone/Postage/Photocopying	\$ 50.00	
6 STUDENT HANDBOOK	\$ 7,000.00	
A. Preparation/Printing/shipping	\$ 7,000.00	

5 SALARIES		\$ 10,940.00
A.	Ho'oulu Advisor \$300/issue x 6 issue	\$ 1,800.00
B.	Ho'oulu Editor \$325/issue x 6	\$ 1,950.00
C.	Ho'oulu Asst. Editor \$200/issue x 6	\$ 1,200.00
D.	Ho'oulu Layout \$175/issue x 6	\$ 1,050.00
E.	On-Line Webmaster Advisor 125/issue x 6	\$ 750.00
F.	On-Line Webmaster Editor 125/issue x 6	\$ 750.00
G.	Literary Journal Advisor 1 issue plus prep	\$ 500.00
H.	Literary Journal Editor 1 issue plus prep	\$ 900.00
I.	Literary Journal Asst. Editor	\$ 300.00
J.	Literary Journal Graphic Artists/Layout 1 issue plus prep	\$ 500.00
K.	Student Handbook Editor	\$ 250.00
L.	Advertising Manager \$75/issue x 6 (plus commissions)	\$ 450.00
M.	Staff Photographer \$40.00/issue x 6	\$ 240.00
N.	Staff Reporter \$50.00/ issue x 6	\$ 300.00

Total Budget 2003/2004

\$ 33,000.00

ENDORSED:



Date: 4/7/04

Alvin Tagomori, Dean of Student Services

Maui Community College
Student Services – Student Activities
Assessment Reviews, Improvements and Modifications Implemented,
Assessment or improvements and Modifications

- A. Leadership – Student Leaders assessed via the Leadership Practices Inventory
- B. Events Planning – Each event is now focused with a SLO. In the planning, members complete a worksheet outlining activity goals and ways to achieve each objective. After the activity planning members meet for follow-up. Data from follow-up meeting is used to better the next activity.
- C. SAC meets with key members of MCC, Lynn Yancolski, and other SS Directors, to review surveys and worksheets in order to receive feedback. SAC incorporates feedback to strengthen departments' activities.
- D. Using evaluation from students/staff of student activities coordinator and office, I will use input in planning for Fall 04.

Maui Community College
Student Services – Student Activities
Assessment Surveys/Evaluation Forms

- A. Leadership Workshop Surveys
- B. Orientation
- C. Leadership Assessment
- D. Student Activities Coordinator/Office Student Evaluation
(implemented SP04)
- E. Student Activities Coordinator/Office Faculty/Staff Evaluation
(implemented SP04)

STUDENT EVALUATION OF ELENA ALEXANDER

Evaluation Period = Spring 2004

Please respond to the questions below about Elena Alexander, MCC Student Activities Coordinator. This form assesses the nature of the interaction between advisor and advisee. Your responses will help improve the organizational and student advising efforts of Elena Alexander and the MCC Office of Student Activities.

1. How much time do you spend per week in work on assignments, tasks & meetings related to your student organizational at MCC? _____ Not Applicable

_____ a. 1 hour or less _____ b. More than 1 hour _____ c. More than 2 hours

2. How long have you known and/or work with Elena Alexander?

_____ a. 1 semester or less _____ c. 2 years _____ e. Other(specify):
_____ b. 2 semesters _____ d. 3 to 5 years

3. During the time period in #2 above, how often did you work with or "meet" with George (i.e., "meet" is defined as during the BOSA/Student Government/Club meetings, during ad hoc committee meetings any one of the same prior organizations, individually outside of these meetings, or in a small group)?

_____ a. Never _____ c. 6 to 10 times _____ e. 16 to 20 times
_____ b. 1 to 5 times _____ d. 11 to 15 times _____ f. More than 20 times

4. How much time did you usually spend in each meeting with Elena?

_____ a. 1 hour or less _____ b. More than 1 hour _____ c. More than 2 hours

5. Referring to your responses to questions #3 and #4 above, do you feel that the number of meetings and/or the amount of time spend with Elena was sufficient for your needs?

_____ a. Yes _____ b. No _____ c. Undecided

For the following statements that relate to Elena Alexander, please circle one appropriate response using the key below:

SA= I strongly agree with this statement.

A = I agree with this statement.

D = I disagree with this statement.

SD= I strongly disagree with this statement.

NA= I have insufficient information to answer this statement;

Not applicable.

- | | | | | | | |
|--|----|---|---|---|----|----|
| 6. She is available for consultation. | SA | A | U | D | SD | NA |
| 7. She takes an interest in my
Personal development. | SA | A | U | D | SD | NA |
| 8. I would feel comfortable
Discussing with her any conflict
Or disagreement I have with another
Member Of the group. | SA | A | U | D | SD | NA |
| 9. She is actively helpful and
Concerned with my progress as a
Member of the group. | SA | A | U | D | SD | NA |
| 10. She attempts to clarify when I
Do not understand the point she/he
Is trying to make. | SA | A | U | D | SD | NA |
| 11. She does treat all members of
The group equally. | SA | A | U | D | SD | NA |
| 12. New members of the group
Receives as much help and
Encouragement from him as
Returning members. | SA | A | U | D | SD | NA |
| 13. She is knowledgeable of and
Laws, policies, and procedures
Which affect the group. | SA | A | U | D | SD | NA |
| 14. She is aware of resources,
Both on and off campus, to which
I could be referred for assistance. | SA | A | U | D | SD | NA |
| 15. She encourages me to take
Responsibility for my decisions and
Actions. | SA | A | U | D | SD | NA |

16. She respects and promotes SA A U D SD NA
The group's participation in the
Decision-making process.

17. Please comment on the overall effectiveness of Elena Alexander considering such things as interest in the organization, helpfulness; knowledge of policies, issues, practices of the organization, fairness; styles; etc.

18. What are **three words** would you use as the **very best description** of Elena Alexander?

19. List suggestions or recommendations for improving the services offered by Elena Alexander and/or her office:

20. My status as a evaluator is:

- ☐ a. Student at MCC
- ☐ b. Faculty or Counselor of MCC
- ☐ c. MCC Staff
- ☐ d. MCC administrator
- ☐ e. Other (specify): _____

Thank you very much for participating in this evaluation of Elena Alexander!

SIGNATURE OF EVALUATOR (Optional) _____

**MCC Evaluation Form of the Student
Activities Coordinator/Advisor,
ELENA ALEXANDER**

INSTRUCTION: I am soliciting your evaluation of my work performance in the diverse student activities programming at MCC. This information will be tabulated into group data for statistical purposes. Please do NOT personally identify yourself in anyway on this form except to identify your status as MCC student, faculty, clerical support staff, administrator or, educational specialist below:

**** Check one status:** () Faculty/Counselor () Clerical Support Staff () Administrator
() Educ. Specialist

Upon completion, deposit your evaluation sheet in the manilla envelope on the Office of Student Activities door or forward it via campus mail to Elena Alexander. **THANK YOU VERY MUCH** for taking the time to complete this evaluation of me.

Rating Criteria: For each of the following statements, please circle one of the following: 5 = Completely Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Completely Disagree; NA = "Not Applicable" as I have not had the opportunity to observe this aspect of Elena Alexander's job performance.

	Completely Agree	Agree	Neutral	Disagree	Completely Disagree	
1. She is doing a great job as the SAC Coordinator/Advisor at MCC	5	4	3	2	1	NA
2. She has shown a great deal of understanding Of MCC students' co-curricular needs as evidenced By her strong support of the variety of student activities Offerings and events this semester	5	4	3	2	1	NA
3. She is very accessible when students and/or I Want to see her or ask her a question	5	4	3	2	1	NA
4. I find that Elena Alexander is genuinely interested In hearing and helping students/me with their/my Inquiry, questions, and/or concern	5	4	3	2	1	NA
5. She responds with respect, courtesy, and a caring Attitude toward students and/or me	5	4	3	2	1	NA
6. She is knowledgeable and helpful on issues related To students'/my problem, inquiry, or concern as Well as student activities-related matter	5	4	3	2	1	NA
7. She has given students and/or me proper Information on where to go for follow-up help	5	4	3	2	1	NA

8. She helped students/me become more aware of Other alternatives/solutions to a given situation, concern, And/or question	5	4	3	2	1	NA
9. She supported and encouraged me to take The necessary steps so that I can be more Responsible for my situations and actions	5	4	3	2	1	NA
10. I would recommend students and my Colleagues to see Elena Alexander if they need Information about MCC student activities matters	5	4	3	2	1	NA

For comments or suggestions, please write them on the back of this evaluation sheet. THANK YOU!

Activities & Orientation Survey

1. Are you interested in being involved in Student Government?

Yes _____ No _____

If yes... please write your name and ph #

2. Are you interested in being involved in the Board of Student Publications?

Yes _____ No _____

*3. What kind of activities would you like to have on campus?
(Include sports, workshops, and seminars.)*

4. Was orientation helpful to you? Please explain:

Yes _____ No _____

5. Was the tour helpful to you?

Yes _____ No _____

6. What was the best part of orientation?

7. Comments/suggestions improvements?

The Practices of Exemplary Leadership

*Leadership is an observable, learnable set of practices. Leadership is not something mystical and ethereal that cannot be understood by ordinary people. Given the opportunity for feedback and practice, those with the desire and persistence to lead can substantially improve their abilities to do so.**

Challenging the Process

Challenge is the opportunity for greatness. People do their best when there's the chance to change the way things are. Maintaining the status quo breeds mediocrity. Leaders seek and accept challenging opportunities to test their abilities. They motivate others to exceed their limits. They look for innovative ways to improve the organization. Leaders do their best when there is a tough assignment or quest for change.

Most innovations do not come from leaders. They come from customers and people who do the work. Leaders listen to advice and counsel from others. They know that good ideas enter the mind through the ears, not the mouth.

Leaders experiment and take risks. Since risk taking involves mistakes and failure, leaders learn to accept the inevitable disappointments. They treat them as learning opportunities.

Leaders:

- ☐ Search for Opportunities
- ☐ Experiment and Take Risks

Inspiring a Shared Vision

There is no freeway to the future. No paved highway from here to tomorrow. There is only wilderness. Only uncertain terrain. There are no roadmaps. No signposts. So pioneering

leaders rely upon a compass and a dream.

Leaders look forward to the future. They hold in their minds visions and ideals of what can be. They have a sense of what is uniquely possible if all work together for a common purpose. They are positive about the future, and they passionately believe that people can make a difference.

But visions seen only by the leaders are insufficient to create organized movement. They must get others to see the exciting future possibilities. Leaders breathe life into visions. They communicate their hopes and dreams so that others clearly understand and accept them as their own. They show others how their values and interests will be served by the long-term vision of the future. Leaders are expressive, and they attract followers through warmth and friendship. With strong appeals and quiet persuasion, they develop enthusiastic supporters. Leaders:

- ☐ Envision the Future
- ☐ Enlist the Support of Others

Enabling Others to Act

Leaders know that they cannot do it alone. It takes partners to get extraordinary things done in organizations.

Leaders build teams with spirit and cohesion, teams that feel like family. They actively

involve others in planning and give them discretion to make their own decisions. Leaders make others feel like owners, not hired hands.

Leaders develop collaborative goals and cooperative relationships with colleagues. They are considerate of the needs and interests of others. They know that these relationships are the keys that unlock support for their projects. They make sure that when they win, everyone wins.

Mutual respect is what sustains extraordinary group efforts. Leaders create an atmosphere of trust and human dignity. They nurture self-esteem in others. They make others feel strong and capable. Leaders:

- ☐ Foster Collaboration
- ☐ Strengthen Others

Modeling the Way

A leader needs a philosophy, a set of high standards by which the organization is measured, a set of values about how employees, colleagues, and customers ought to be treated, a set of principles that make the organization unique and distinctive.

Leaders also need plans. They need maps to help guide people. Yet complex plans overwhelm people; they stifle action. Instead, leaders lay down milestones and put up signposts. They unravel bureaucratic knots. They create opportunities for small wins, which add up to major victories.

Words and plans are not enough. Leaders stand up for their beliefs. They practice what they preach. They show others by their own example that they live by the values they profess. Leaders know that while their position gives them authority, their behavior earns

them respect. It is consistency between word and actions that build a leader's credibility. Leaders:

- ☐ Set an Example
- ☐ Plan Small Wins

Encouraging the Heart

Getting extraordinary things done in organizations is hard work. The climb to the summit is arduous and steep. Leaders encourage others to continue the quest. They inspire others with courage and hope.

Leaders give heart by visibly recognizing people's contributions to the common vision. With a thank-you note, a smile, an award, and public praise, the leader lets others know how much they mean to the organization.

Leaders express pride in accomplishments of their teams. They make a point of telling the rest of the organization about what the teams have achieved. They make people feel like heroes.

Hard work can also be fun work. Hoopla is important to a winning team. Everybody loves a parade. Leaders find ways to celebrate accomplishments. They take time out to toast a milestone with champagne.

And what sustains the leader? From what source comes the leader's courage? The answer is love.

Leaders are in love—in love with the people who do the work, with what their organization produces, and with their customers. Leaders

- ☐ Recognize Contributions
- ☐ Celebrate Accomplishments

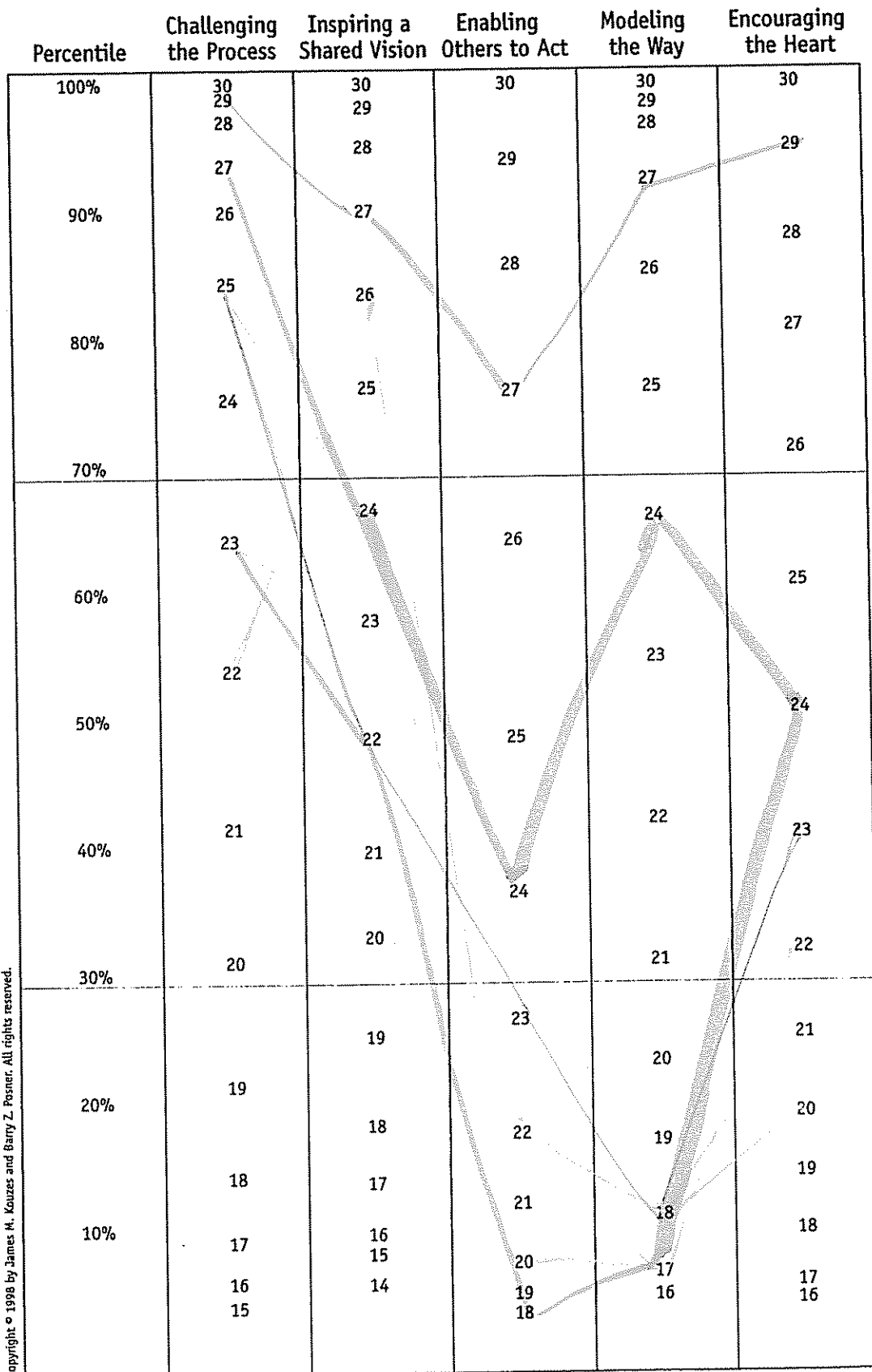


Total Scores for Student Leadership Practices Inventory

Challenging the Process	Eric	Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Observer
	22	26	25	24	23	27	23	25	25	29	27	26	28
Inspiring a Shared Vision	Eric	Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Observer
	22	26	22	27	23	27	22	18	24	26	24	26	29
Enabling Others to Act	Eric	Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Observer
	20	22	23	26	24	28	18	14	22	27	24	25	25
Modeling the Way	Eric	Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Observer
	17	22	18	23	18	28	17	12	18	21	24	26	28
Encouraging the Heart	Eric	Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Observer
	19	23	23	22	21	24	24	16	20	22	24	26	29

Scores range from 12 to 30. 30 being the highest and exceling in their leadership role.

Chart for Graphing Your Scores



MAUI COMMUNITY COLLEGE

Office of Student Activities

The mission of the Student Activities Department is to provide a unique setting for the encouragement of broad social, cultural, recreational, and informal educational programming for the college. Through its facilities and programs, the student activities department becomes the focal point of the campus where students, administrators, faculty, staff, alumni, and guests can meet to interact and explore vital issues concerning our self, community and world.

ACTIVITY: Authenticity and Commitment within your Leadership roles –
Fri 4/23 9:30-12:00 – geared for student leaders.

Planning committee members: Elena Alexander, SAC and Kamala Saxton, Presenter

CAS Learning Outcome(s): *Primary* - Clarified values and Realistic self-appraisal.

How will this activity provide stimulus to achieve learning outcome:

1. Students will define values/goals and assess necessary time to achieve and support meeting those goals.
2. Students will draw stick-figure of self to see how different parts make up whole, understand how they see themselves in their leadership role, as well as others.
3. Presenter will illustrate through examples and different exercises the value and benefit of social responsibility, and how social issues do have an affect on their daily lives.
4. Exercises on how to say no, what to say no and yes too, and set boundaries in balancing the many different roles/responsibilities in their life.
5. Group discussion over lunch, informal Q &A

Reflective question – identify a thought, or mental image you would like the student to take with them after activity:

Realize and commit to their various roles in their life, clarify what is important, and be authentic in all that they do. I want students to really think about the commitments they have in their life, commit to being successful at it, or eliminate it if it does not support the person they are in the process of becoming. The presenter is going to focus her workshop around having the students clarify and commit to their various roles.

Relation to mission:

On many levels – students are meeting to explore themselves in a formal setting. This activity will strengthen both themselves as individuals, as well as in their role as an MCC student leader.

Follow-up:

Number attended: 9

Outcome from follow-up discussion or survey:

Based on the completed surveys this event met its objectives. They were able to realistically assess themselves in certain areas, as well as clarify leadership values. 8 out of 9 students will resume their leadership role. One will not as she is graduating.

AUTHENTICITY & COMMITMENT WITHIN YOUR LEADERSHIP



Join the Office of Student Activities in
an informational leadership workshop

FRIDAY APRIL 23rd 2004

9:30 AM – 11:30 AM

Wong Conference Room

Ho'okipa Building

Guest Speaker

KAMALA SAXTON

Gates Foundation/Americorp

*****Lunch will be provided*****



*Please RSVP with Elena Alexander
At 984-3260 by Tuesday April 20th*

MAUI COMMUNITY COLLEGE

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SURVEY

ACTIVITY: Authenticity and Commitment within your Leadership roles –
Fri 4/23 9:30-12:00 – Wong Conference Room

Please answer the following questions:

1. What are your leadership goals?

2. What other types of workshops would you attend?

3. What was the most valuable thing you learned, and how will you apply this to your life?

Using the following scale, explain your views of the presentation.

_____ 1 _____	_____ 2 _____	_____ 3 _____	_____ 4 _____	_____ 5 _____
Strongly Agree	Agree	Neither	Disagree	Strongly disagree

_____ 1. My time was well spent in this seminar.
Explain your answer:

_____ 2. The presenter was clear.
Explain your answer:

_____ 3. The presenter communicated effectively.
Explain your answer:

_____ 4. I would like to continue in a leadership role at MCC.
Explain your answer:

Subject: Survey and Memo

Date: Wed, 21 Apr 2004 13:27:04 -1000

From: Lynn Yankowski <yankowsk@hawaii.edu>

Organization: University of Hawaii, Maui Communiity College

To: Elena Alexander <ealexand@hawaii.edu>

Elena:

I left a message but I talked too much so I will elaborate in this email.

Student Learning Outcomes (SLO) are bits of information you want people to walk away with by the end of your talk. They are measurable in nature. Thus, look at your presentation and ask yourself what are the three or four (sometimes just two) MAJOR themes you want your audience to walk away with from your presentation. It is not important how many, but what YOU want. Thus, you have 5 SLOs. I have problems with 4 and 5. They probably are not measurable. You might want to eliminate them.

Assessment of SLOs involves checking to make sure your audience walked away with the crucial information you wanted them to walk away with. How would you do that? Giving them a test or just asking them the definitions (if that is what you want them to know) is a good start. Satisfaction measures are also a good way to know whether you "got to them" or not. You could do both in a survey. Leave enough time for them to fill out. The survey could consist of some questions to measure whether they have the definitions down or not (e.g. What is a goal? What are values?).

Then start with some open-ended questions. Some examples are given later.

You may then want to use a Likert scale for some survey questions. This is easy for the participant but it can provide a great deal of useful data. Put these at the end since you want them to fill in the open-ended questions first.

An example of a Likert type measure is as follows:

Using the following scale, explain your views of the presnetation.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

_____ 1. My time was well spent in this seminar.

Explain your answer

_____ 2. The presenter was clear.

Explain your answer.

_____ 3. The presenter communicated effectively.

Explain your answer.

_____ 4. I would like to continue in a leadership role at MCC.

Explain your answer.

Some examples of some open-ended questions are:
#2 is fine

MAUI COMMUNITY COLLEGE

Office of Student Activities

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Completed SURVEY Results

ACTIVITY: Authenticity and Commitment within your Leadership roles –
Fri 4/23 9:30-12:00 – Wong Conference Room

Please answer the following questions:

1. What are your leadership goals?

- ☐ To become a better leader
- ☐ To stand strong enough the final breakthroughs in undiscovered truths in fields of scientific truth & math studies
- ☐ To make an impact on improving whatever I have my hands in
- ☐ To lead by example, not by instruction
- ☐ To become a teacher
- ☐ To have more students involved w/ campus related issues
- ☐ To lead myself effectively and make a difference in the world around me
- ☐ Student leadership within MCC and UH system, strong advocate for all UH students
- ☐ Being a member of UH student caucus

2. What other types of workshops would you attend?

- ☐ All kinds, interesting to learn about anything
- ☐ Organizational, time management
- ☐ Other motivational/leadership workshops
- ☐ Leadership skills
- ☐ Student Exploration
- ☐ World politics, technology, and Peak oil
- ☐ Mentorship, Leadership and volunteer opportunities workshops
- ☐ Any that corresponds to the strengthening of my abilities to distinguish truth from fallacy
- ☐ Goal setting and exploration

3. What was the most valuable thing you learned, and how will you apply this to your life?

- ☐ Have a goal and work backwards
- ☐ Do not lead yourself down a path in which the ultimate outcome results only in an increased bank account
- ☐ Different avenues/styles of leadership
- ☐ To learn about what people cannot rely on me for
- ☐ Effective listening techniques
- ☐ Get feedback from people, ask them what your strength/weaknesses are
- ☐ Do not let what others think about you stop you from doing what you want to do.
- ☐ The leader you think you are may not be the leader others perceive you to be.
- ☐ If you put your mind to it, you can accomplish anything.

Using the following scale, explain your views of the presentation.

_____1_____2_____3_____4_____5_____

Strongly Agree Agree Neither Disagree Strongly disagree

_____ 1. My time was well spent in this seminar. **1 (SA) = 6 ; 2 (A) = 3**

Explain your answer:

- ☐ I liked the power in her voice
- ☐ Very effective
- ☐ Kamala appears to be a very strong person. I feel I can relate and it gives me assurance that I am on the right path.
- ☐ Motivation to work towards an overall goal

_____ 2. The presenter was clear. **1 (SA) = 8 ; 2(A) = 1**

Explain your answer:

- ☐ Very clear and concise
- ☐ Funny and straight to the point
- ☐ From this presenter, I gained a slightly different self-perspective
- ☐ She was strong and precise in her views
- ☐ She explained what her objective for each activity was.

_____ 3. The presenter communicated effectively. **1 (SA) = 7 ; 2(A) = 1**

Explain your answer:

- ☐ Clear but lacked a little bit of organization and conclusion
- ☐ She communicated her personal opinions effectively

_____ 4. I would like to continue in a leadership role at MCC. **1 (SA) = 7 ; 2(A) = 1 ; 3 (N) = 1**

Explain your answer:

- ☐ No, because I am graduating this semester
- ☐ Yes, to be a light to others
- ☐ Yes, I want to push myself to my truest potential and that requires me to lead where leading is necessary.

SAMPLE ROLES

Artist	Coordinator	Entertainer	Instructor	Partner	Specialist
Athlete	Daughter	Explorer	Learner	President	Student
Brother	Delegate	Family Member	Liaison	Reporter	Teacher
Communicator	Director	Father	Listener	Roommate	Team Member
Companion	Distributor	Friend	Manager	Sister	Volunteer
Consultant	Editor	Hobbyist	Mentor	Son	Writer

Your roles and responsibilities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Note: please photocopy and distribute for student use.

YOUR MISSION

Your mission is your unique purpose. It's what gives your life direction. Writing your own mission statement will take some deep reflection on who you are and what you would like to accomplish. Completing the phrases below will help you get started.

Some of the most important things in my life are:

My greatest moments of happiness and fulfillment are:

Three of my dreams are:

I am motivated by and passionate about:

My natural gifts, talents, strengths, and abilities include:

In five years, I will be:

Note: please photocopy and distribute for student use.