

8. STUDENT LIFE

Maui Community College Student Services – Student Life

Mission:

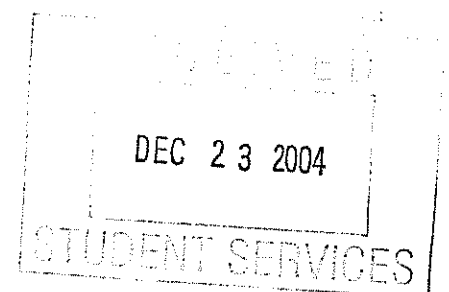
Student Life creates learning opportunities by providing co-curricular programs to foster student education and enhance the overall educational experience of students. It is learning that happens outside of the classroom. Involvement in programs and activities from Student Life develops student's leadership skills, team-work abilities, time management and many other skills.

Vision:

The vision of Student Life is to create opportunities on campus through our programming, boards, events, and partnerships that will develop student's leadership, personal and professional abilities.

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.



How the Office of Student Life will Achieve its Mission/Vision

The Office of Student Life will:

- Provide a forum for learning outside of the classroom;
- Provide opportunities for students to develop their leadership skills;
- Be recognized as an important and equal partner in achieving the college's mission;
- Be recognized as a center for co-curricular development on campus;
- Work collaboratively with members of the campus community;
- Be a student centered department that provides support to students;
- Support students in their self-directed educational path.

Role of the mission statement in planning and decision making

Since the mission statement was developed and accepted, it has guided every program, activity, and event that is sponsored by Student Life. Student Government, Board of Student Publications, and the Campus Activities Board use the mission statement when creating annual budgets, programming, and developing goals. It has been a useful tool in teaching students how to stay on track. This mission is used from the brainstorming to the final analysis of everything that this office does. It is a reflection of what needs to get done, the judge of its success, as well as a daily reminder of what Student Life is striving to achieve for each day.

Development and acceptance of statements

In Spring of 2004 the Student Life Coordinator met with other Student Services Directors, student leaders, as well as other professionals with a background in student life. Various proposed mission statements were presented to these groups. These proposed statements were derived from CAS standards, other student life departments' missions, as well as MCC's mission and strategic plan. After input from these groups the mission statement was accepted and then implemented.

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

Funding Sources

Student Life is responsible for three fiscal accounts, Student Activity Fees, Board of Student Publications Fees, and the Vending Account. The estimated yearly budget for these accounts is listed below:

Student Activity Fees - \$80,000

Board of Student Publications - \$40,000

Vending Account - \$10,000

Maui Community College
Student Services – Student Life
Assessment Surveys

- A. Leadership Assessment
- B. Student Life Assessment Worksheet (SLO)
- C. Student Activities Coordinator/Office Student Evaluation
(implemented SP04)
- D. Student Activities Coordinator/Office Faculty/Staff Evaluation (implemented SP04)

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

Student Government Leader Assessment

At the beginning of each semester, student leaders attend a workshop where they assess their leadership effectiveness using the *Student Leadership Practices Inventory, (SLPI)*.

The *SLPI* has identified five essential character traits of student leaders:

- Challenging the process
- Inspiring a shared vision
- Enabling others to act
- Modeling the way
- Encouraging the way

This assessment tool translates the concept of leadership into specific actions and relationships, and it defines and measures leadership practices. Students evaluate both their own and each other's leadership abilities. Students identify goals for themselves and the group to work on for the semester. They create action plan worksheets.

The *SLPI* worksheets ask the students the following questions:

- Strengths – Which of the leadership practices and behaviors are you most comfortable with? Why? Can you do more?
- Areas for Improvement – What can you do to practice more frequently? What will it take to feel more comfortable?
- What would you like to be better able to do?
- What specific actions will you take?
- What is the first action you will take? Who will be involved? When will you begin?
- Complete this sentence: "I will know I have improved in this leadership skill when..."
- When will you review your progress?

The advisor's role is to provide opportunities for the students to achieve their leadership goals. These worksheets filled out by the students enable the advisor to plan activities/events/workshops that will meet student's needs.

B. Student Life Assessment Worksheet

The Student Life Coordinator uses a worksheet to assess each activity for its effectiveness in achieving its purpose. Every year, the coordinator must turn in an overall program evaluation to the Dean of Student Services.

The worksheet was proposed by the Dean of Student Services, based on ideas he received at a student services conference. The Student Life Coordinator developed the specific worksheet now used, based on the needs of the department.

Every Student-Life-sponsored activity, event and group uses this worksheet, both to plan and to evaluate programs. The worksheet asks organizers to list the names of planning-committee members, state the intended learning outcome of the program, and state how the activity will help achieve that outcome. Then the worksheet asks the committee to identify a thought, or mental image that they want the students to gain from attending the event. Finally, the committee must state how the activity relates to Student Life mission.

After the program or event is completed, the worksheet asks organizers to answer follow-up questions, including the number of students who participated and its overall success. The follow-up is the most important part of this worksheet because from that discussion it will be decided if the event should happen again. If not, why not and what went wrong. If yes, how could it have been better. It is important to remember that events are never unsuccessful; rather, if they fall short of expectations, they become case studies.

C. Evaluation Forms

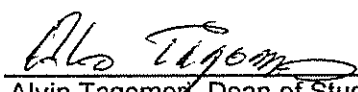
Evaluation forms completed by students/staff of student activities coordinator and office, is used to plan events and activities, as well as professional development.

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

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 produce, and with their customers. Leaders:

- ☐ Recognize Contributions
- ☐ Celebrate Accomplishments

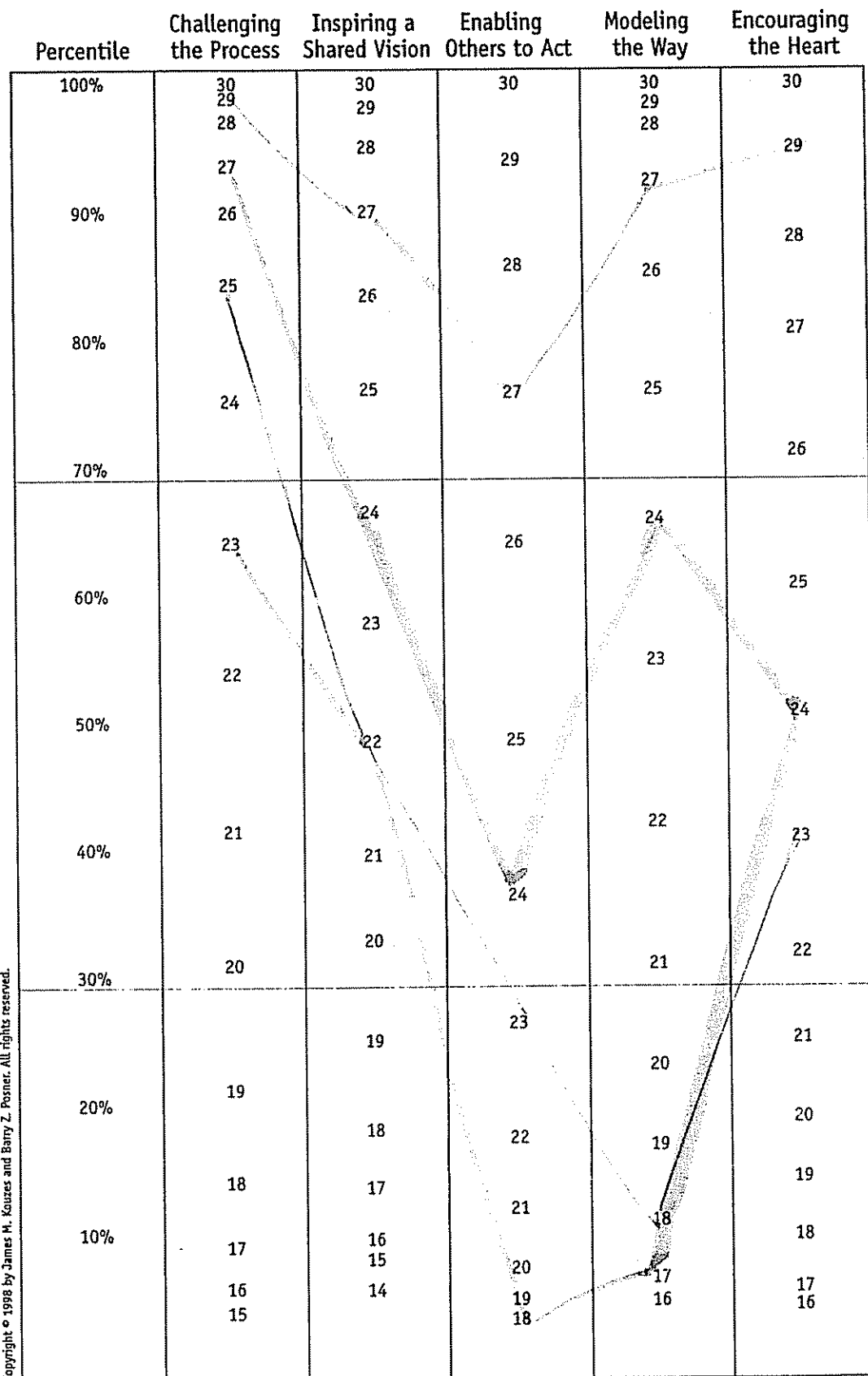


Total Scores for Student Leadership Practices Inventory

Challenging the Process	Eric		Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer
Inspiring a Shared Vision	22	26	25	24	23.6	27	23	25	25	29	27	26	29	28
	Eric		Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer
	22	26	22	27	23	27	22	18	24	26	24	26	27	29
Enabling Others to Act	Eric		Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer
	20	22	23	26	24	28	18	14	22	27	24	25	27	25
	Eric		Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
Modeling the Way	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer
	17	22	18	23	18	28	17	12	18	21	24	26	27	28
Encouraging the Heart	Eric		Patrick		Matthew		Yoellah		Katie		Trisha		Elena	
	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer	Self	Observer
	19	23	23	22	21	24	24	16	20	22	24	26	29	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:

Planning committee members:

CAS Learning Outcome(s):

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:

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: _____

Outcome from follow-up discussion or survey: