DEPARTMENT MISSION STATEMENT:
The Office of Student Life and Leadership include Club Sports, Student Organizations, Greek Life, Leadership Engagement, and Volunteer Service Programs. OSLL coordinates and provides: a.) Club Sports, Student Organization, and Greek letter group recognition, advising and campus activities event guidance; b.) resource information on university policies and procedures that govern campus activities and facilities reservations; c.) outdoor space reservations for on and off-campus community constituents; d.) facilitates opportunities for student community service and civic engagement; and e.) training opportunities and out-of-classroom experiences that cultivate effective leadership and professionalism.

PROGRAM/SERVICE OVERVIEW:
Student Leadership Institute
Student Leadership Institute’s mission is to make Cal State Fullerton students into confident and strong leaders. The Student Leadership Institute (SLI) is a national award-winning program that provides leadership training and skill-building workshops to our community’s emerging leaders. For over 19 years, we have helped individuals discover their own leadership styles, enhance their communication and time management skills, and become more effective agents in their community.

TYPE OF ASSESSMENT:
☐ External Reports
☐ Needs Assessment
☐ Program Evaluation
☐ Student Learning Outcomes
☒ Student Satisfaction Assessment
☐ Student Success
☐ Utilization Data

DATA COLLECTION TIMEFRAME:

DATA COLLECTION METHODS:
Web Survey (Qualitative and Quantitative)

LIMITATIONS:
Limited timeline reduced participation rate. Student experience varied by campus.
SUMMARY OF RESULTS:
The Student Leadership Institute Satisfaction Survey demonstrated a positive response to this year's program from participants at California State University, Fullerton, Santa Ana College, Santiago Canyon College, and Rio Hondo College. The most lauded aspect of the program, across all campuses, were the workshop presenters.

KEY FINDINGS:

All Campuses
- Students from all four campuses responded to the survey. The breakdown of respondents was as follows: 32% CSU Fullerton; 38% Santa Ana College; 18% Rio Hondo College; 12% Santiago Canyon College.
- Participants at the community college were more likely to agree that getting involved with SLI helped them develop a sense of belonging on campus.
- Participants from Santa Ana College and Santiago Canyon College had the most positive responses across all colleges.

CSU Fullerton
- 72.73% of participants “agreed” or “strongly agreed” that getting involved with SLI motivated them to want to continue pursuing their degree.
- 59.09% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them develop a sense of belonging on campus.
- 90.91% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them grow as a leader.

Santa Ana College
- 96.16% of participants “agreed” or “strongly agreed” that getting involved with SLI motivated them to want to continue pursuing their degree.
- 92.31% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them develop a sense of belonging on campus.
- 92.31% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them grow as a leader.

Santiago Canyon College
- 100% of participants “agreed” or “strongly agreed” that getting involved with SLI motivated them to want to continue pursuing their degree.
- 87.50% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them develop a sense of belonging on campus.
- 100% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them grow as a leader.

Rio Hondo College
- 66.67% of participants “agreed” or “strongly agreed” that getting involved with SLI motivated them to want to continue pursuing their degree.
- 66.67% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them develop a sense of belonging on campus.
- 75% of participants “agreed” or “strongly agreed” that getting involved with SLI helped them grow as a leader.
Percent of Participants to Respond "Agree" or "Strongly Agree" to Each Question, by College

<table>
<thead>
<tr>
<th>Question</th>
<th>CSU Fullerton</th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
<th>Rio Hondo College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want to Continue Pursuing My Degree</td>
<td>72.73</td>
<td>96.16</td>
<td>100</td>
<td>90.91</td>
</tr>
<tr>
<td>Developed a Sense of Belonging on Campus</td>
<td>59.09</td>
<td>92.31</td>
<td>87.5</td>
<td>92.31</td>
</tr>
<tr>
<td>Helped Me Grow as a Leader</td>
<td>66.67</td>
<td>66.67</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

Depiction of Participant’s Responses to “What Did You Like the Most About SLI?”
APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

We were glad to see that the survey results reflected the observations that had been made during the academic year. Workshop satisfaction surveys have consistently echoed participant’s appreciation for a diverse group of presenters. Participant’s from all four colleges continued to voice their support and appreciation for their presenters.

The impact of SLI at the community colleges continues to highlight the Student Leadership Institute as a pipeline to the four year colleges. Community college participant’s responses demonstrated that SLI has had a positive effect on their sense of belonging on campus. It is our hopes that this sense of belonging is encouraging students to succeed academically and persist through a Bachelor’s degree. Reports with data disaggregated by college will be sent to each of our community college partners for individual review.

A common theme in responses from participants at CSU Fullerton has been a response to workshop availability. Almost seventy percent of respondents from CSUF mentioned that increasing workshop availability is one thing they would change about the Student Leadership Institute. This data further encourages the re-organization of the execution of SLI workshops that will be considered in preparation for the 2014-2015 academic school years. Possible plans include developing a cohort model for track completion. This will streamline workshop completions for interested students and positively respond to the feedback in our assessment results.