



SLOs, Assessment tools, Data Collection

Method of Assessment & Evaluation

- 1) Participants will be selected from current leadership groups such as the Associated Students Executive Board, leadership and cross cultural retreat participants.
- 2) Assessments will be administered to these groups at the beginning of the semester and prior to attendance at any leadership retreat, seminar or workshop.
- 3) A post-assessment will be administered to the same students at the end of the spring semester.
- 4) Additional, assessments will include completion of the Leadership Practices Inventory Self evaluation and Observer evaluation by specific student leadership groups. (Executive board)
- 5) Retreats will have supplemental assessments and evaluations specific to the goals of each retreat.

Goal 1: Students who have participated in the Leadership Institute, CCCSA, and Summer Leadership Retreat can recognize their own leadership philosophy.

**Student Learning Outcome:** Through participation in the Leadership Institute and Summer Leadership Retreat, students will be able to identify at least 3 leadership traits and explain how they relate to their personal leadership philosophy. This will be assessed using both observation with a rubric and self assessment.

This SLO targets the goal of:

**Leadership  
Development**

**Assessment-** 85% of students could identify three personal leadership traits and effectively relate how that relates to their personal leadership philosophy.

**Outcome-** Students could identify at least 3 leadership traits. The personal leadership philosophy aspect of the SLO was not assessed.

Goal 2: Contribute constructively to conversation, discussion and group activities

**Student Learning Outcome:** ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate and discussion. This will be assessed by observation using a rubric.

Targets the goal of: Effective Communication, Social Responsibility, Collaboration



Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills

**Assessment-** 80% of students could complete all outcomes as listed above.

Goal 3 Demonstrate social skills in a variety of social situations circumstances and roles.

**Student Learning Outcome:** Students will identify supportive resources for creating and initiating students clubs that represent the diversity, social, political and cultural interest of the college community with 80% accuracy. This will be assessed with a rubric.

Targets goals of:

Assisting with the delivery of services which will facilitate the completion of educational goals;

To provide students with an organization, the Student Government of Cerro Coso (S.G.C.C.), through which they may have self-governance, and participate in co-curricular and extra-curricular activities.

**Assessment-** Students could identify the support resource for clubs with 80% accuracy.

Student	task 1(SLO2)	task 2(SLO2)	task 3(SLO3)	task 4(SLO3)	Task 5(SLo1)
1	5	5	4	5	5
2	4	5	4	5	5
3	5	4	4	4	4
4	5	5	4	4	5
5	4	4	5	4	5
6	4	4	4	5	4



7

5

5

4

4

5

### Rubric Scoring Methods

5- Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; can identify leadership traits

4- Completes task with minimal help from advisor, comfortable with basics motions, starting and ending of tasks., able to articulate 1-2 leadership traits

3- Understands basics of task, cannot complete task without significant help, can identify 1 leadership trait

2- Does not understand basics of tasks- unable to identify leadership traits.

1- unable to perform most basic meeting tasks, such as call to order

Task one- Call meeting to order, close meeting

Task 2- make and amend basic motion

Task 3 Working cooperatively with others; Seeking the involvement of others; Seeking feedback from others; Contributes to achievement of a group goal

Task 4 solves group conflict(or leads conflict in appropriate way)

Task 5- identify