

Student Activities Program Review

A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

The mission of the Office of Student Affairs and Activities is to passionately and purposefully educate, engage, and empower students inside and outside the classroom with the intent of developing leadership skills, inspiring civic engagement, cultivating an appreciation for diversity and cultural heritage, and building a sense of community/belonging. The Office of Student Affairs and Activities diligently protects the rights of our students and guides them with sincerity, compassion, and mentorship.

Program Level Student Area Outcomes

2. Please list the program-level student area outcomes.

Community - As a result of participating in a campus activity, event, or heritage month program, students will have an increased awareness of one's community, appreciation of cultural diversity, and a connection to the college community.

Leadership - Upon completion of at least one year of student leadership in student government or clubs, students will demonstrate an increased level of confidence in their individual leadership strengths and skills through hands - on leadership experiences, training, and leadership courses.

Communication: Upon completion of at least one year of student leadership, students will perceive an increase in their knowledge and skills in communication. Student will learn to communicate effectively in a variety of settings within a diverse community.

B. Leadership Skills

The chart below shows the course success for quarterly elected student officers enrolled in CNSL 6.

| | 2017-2018 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------|--------------------|--------------------|---------|---------|---------|---------|
| Success | course not offered | course not offered | 100% | 100% | 100% | 100% |
| Non Success | | | | | | |
| Withdraw | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | | | | | |

The chart below shows the percentage of students (any students involved in a leadership role) with perceived learning and enhancement of skills.

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|
| Advocacy | 74% | 100% | 85% | 92% |
| Communication | 77% | 88% | 95% | 84% |
| Group Communication | 71% | 88% | 81% | 84% |
| Leadership Experience | 83% | 100% | 100% | 88% |
| Student Engagement/ Sense of Community/ Belonging | 74% | 100% | 100% | 92% |

3. What do you observe in the data? What do you want the college to understand about your program?

The data speaks to our mission and program level outcomes to educate, engage and empower students in the areas of leadership development, communication and community. The first data table represents course success for ASFC elected officers enrolled in the optional CNSL 6, Exploring Leadership course. These students consistently succeed with a 100% success rate. This data sheds light on the importance of leadership learning and growth based on theoretical course material combined with hands on student leadership experiences. As students learn about leadership theory, they are able to apply their knowledge and their individual leadership strengths to their student leadership roles, thus enhancing their growth. The CNSL

6 Exploring Leadership course was developed and approved in 2016-17 and has consistently reached high enrollment levels for the past three years engaging students from underrepresented communities and providing leadership opportunities for all students including ASFC student leaders. Prior to 2019 a series of one unit leadership courses were offered (CNSL 86, 87, 88, 89) and student government leaders enrolled in the one unit course each quarter. Starting in 2019, CNSL 6 was offered regularly and highly enrolled. The course is UC transfer approved and the preferred course for Foothill transfer bound students. The one unit leadership course series is still utilized and has been offered for dual enrollment high school students and TIDE high school academy.

The second table represents surveys of student leaders actively engaged in a leadership role and provides valuable information regarding participation and learning in all categories. Students engaged in leadership roles within student government and clubs gain skills in all of the above categories through hands on experiences in leadership. Student leaders involved in at least one year of leadership (ASFC elected officers) show the most growth in all categories. New students (ASFC appointed officers) and ICC club representatives who have served at least one quarter, show that their initial connection to leadership helps build a sense of community and belonging which leads to improved retention and the potential for future growth and learning.

The 2022-23 survey was distributed in the fall and represents both new and continuing student leaders. The percentages for 2022-23 are slightly lower in this case as many of the students have only been involved for one quarter and their growth will likely increase as the year goes on. Please note that the surveys that were given to students were slightly revised in 2022-23. The five categories above remain the same for both surveys. The student surveys represent data from the above period.

4. Describe the proposed actions or next steps to maintain or improve the data by student group.

Reinstate a commitment to strongly encourage ASFC elected and appointed officers to enroll in at least one leadership class while serving in a leadership role. This will ensure continuity of learning and leadership development among officers. Continue week-long intensive leadership training for elected ASFC student leaders, which occurs in September before classes begin. Reinstate a leadership development training retreat in late-fall or winter quarter to further train and engage newly appointed student leaders. Continue opportunities for additional leadership training through CNSL 6, Exploring Leadership, and explore further leadership training opportunities and regular leadership workshops for all student leaders. Survey student leaders regularly to gain additional feedback.

5. What does your program need to execute this action plan?

Add additional student staff to support and market leadership development opportunities. Plan retreats and training one year ahead and provide sufficient marketing to engage as many students as possible. Collaborate with ASFC leadership to reaffirm required leadership training for elected and appointed officers.

C. Campus Activities Attendance

The chart below shows the number of students who attended and/or engaged in campus activities.

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---|---|---------------------------------------|
| ASFC Elections | 880 | 759 | 445 | 509 | 340 | 646 |
| Owl Cards | 3,926 43,546 students paid the fee | 3,155 cards issued 44,663 paid fee | 2,499 cards issued 41,878 paid fee | 51- (covid virtual) cards issued 39,493 paid fee | 621 (covid) cards issued 32,428 paid fee | 1,660 cards issued 26,595 paid fee |
| New Student Orientation | 750 | 780 | 840 | 240 virtual | 105 drive-through virtual 157 | 950 Fall 2022 1,016 FALL 2023 |
| Clubs | 70 clubs 1,400 members | 80 clubs 1,600 student members | 80 clubs 1,600 student members | 41 virtual clubs 820 student members | 51 virtual clubs 1,020 student members | 73 clubs 1,460 student members |
| Heritage Months | 6,819 | 6,122 | 5,220 | 3,619 | 2,967 | 3,666 |
| Textbook Reserve | 812 | 840 | 450 | 0 | 520 | 670 |
| Free Dental Cleaning | 270 | 212 | 136 | 208 | 210 | 246 |
| Food Pantry | 40 | 165 | 1,710 | 1,113 | 1,570 | 1,318 |
| Political Advocacy | 600 | 650 | 750 | 150 | 250 | 600 |

6. What do you observe in the data? What do you want the college to understand about your program?

Student participation in all aspects of Student Activities has remained strong despite declining enrollment and two years of virtual programming due to Covid 19. Although the participation rates declined in 2020-2021 and 2021-2022 in most categories due to campus closure, the Student Activities Program in collaboration with the Associated Students of Foothill College (ASFC) is proud to have achieved a long standing goal to serve our online student population. Pivoting to 100% virtual programming, virtual clubs, virtual heritage months, virtual New Student Orientation and virtual student government and club meetings provided a valuable opportunity to expand our services and meet the needs of our growing online population. The most recent numbers in 2022-2023 show a steady increase in on campus involvement as we strive to re-build student engagement and community. While the majority of our programs and services have shifted back to in-person, we continue to offer virtual options in all categories of the Student Activities Program and our work with student leaders. Our goals for building community are at the forefront of the data. The student leaders we advise have a renewed sense of commitment to improving student engagement and working with the college leadership to build community. The lessons learned during this time will be incorporated into long standing programs that serve our online and in-person student populations.

7. Describe the proposed actions or next steps to maintain or improve the data.

- *Continue our long-standing programs both in person and virtually while focusing on the programs that build community and serve underrepresented students.
- *Streamline marketing efforts and outreach to new students through class presentations. Collaborate with the college to improve signage and online marketing.
- *Collaborate with faculty to encourage greater participation options. Continue class participation in Heritage Months and reach new students to keep them engaged. Broaden participation among faculty, staff and students who serve on the planning committees for Heritage Months.
- *Focus on quality vs quantity: Although we strive to serve as many students as possible, our goal is to provide quality programs that enhance leadership learning and build community.

8. What does your program need to execute this action plan?

Consistent leadership and staffing in Student Affairs and Activities: After layoffs, resignations and retirements that occurred over the last several years in our department, we have struggled to maintain services without compromising the student experience. We are almost fully staffed in Student Activities but still lack an administrative support for the Student Activities Department. Reinstating an administrative assistant position or hiring additional student administrative staff would allow faculty and staff who support student leadership development and engagement to more fully develop and grow our program. We also look forward to a permanent Dean in our division.

In addition, collaboration and continued support from college marketing to streamline our efforts to promote student involvement and build community will ensure continued success.

D. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Continuing Service Area Objectives:

Continue to rebuild our participation numbers to increase overall participation by 10% after a decline during the Covid 19 pandemic.

Continue our objectives to rebuild a sense of community on campus and a connection to the college: Increase student campus activities participation by 10%, both online/in person, by the next comprehensive program review. This includes welcome events, clubs and heritage months

Continue to grow and expand our student leadership training options within ASFC Leadership and Clubs to provide an increased level of confidence in their individual leadership strengths and skills through hands - on leadership experiences, training, and leadership courses. Add at least one required training leadership workshop per quarter for student government leaders.

Continue to prioritize communication as a core learning skill for student leaders in order to increase their knowledge and skills in communication in a variety of settings within a diverse community. Increase enrollment and success in the Exploring Leadership Course by student leaders and clubs by 10% in order to provide more opportunities for training in communication and core leadership skills in student leadership groups.

New Service Area Objectives:

Expand ASFC and Student Activities support for Mental Health and Wellness Programs and BIPOC and LGBTQ+ programs in collaboration with faculty and staff who oversee these programs. Collaborate on at least one event per quarter that focuses on Mental Health and Wellness, BIPOC or LGBTQ programming.

Continue to grow and expand Heritage Month Programs by increasing attendance by 10% and infusing instructional programs (classes) so students will have a greater appreciation of cultural diversity as part of their overall college experience. At least one class per heritage month will be included in the program.

Reactivate Appreciation for *Cultural Diversity* as a separate Program Level Outcome and included in student surveys on our next program review rather than embedding it in the *Community* outcome.

Continue to grow enrollment in the Leadership Course and other campus programs among underrepresented groups. Outreach to student groups and Asian Pacific Islander clubs improve demographics among this group.

Explore reinstating a highly recommended leadership training component for student leaders in the ASFC Bylaws encouraging enrollment in the Exploring Leadership course by 2025.

Continue collaboration with Community Healthcare Worker (CHW) certificate program which includes CNSL 6, Exploring Leadership as a core requirement.

Collaborate with other instructional programs and existing certificate programs to include the CNLS 6, Exploring Leadership course by 2025.

2. What is your implementation plan for the above-mentioned objectives?

Streamline processes for New Student Orientation and other welcome events in the fall, focusing on quality connection to the community and include follow up with new students to improve retention.

Continue tracking numbers of student participants and survey students after events regarding their awareness, learning and sense of community. Add *Appreciation for Cultural Diversity* to student leader surveys.

Survey student leaders on a quarterly basis to assess their leadership growth.

Hire student employees to focus on research and surveys to improve data collection.

Develop a survey for graduating students at Commencement and other End-of-the-Year celebrations to assess our overall objectives as they relate to community, leadership, and communication.

Collaborate with the college to institutionalize leadership credit and verified leadership/service participation.

Provide quarterly formal training options and leadership workshops for student leaders.

Continue to work closely with the ASFC Senate Board to provide leadership for event programming in collaboration with ASFC to bring awareness regarding Mental Health, BIPOC Multicultural Center and LGBTQ+ and the services available to students.

Outreach to student groups and Asian Pacific Islander clubs to broaden demographics in enrollment trends among students in this population.

3. What barriers has the program faced in implementing improvements?

Declining enrollment and more online courses vs. in person courses make building community and leadership development on campus an ongoing challenge.

Declining student body fees and enrollment decline decreases financial resources for Student Activities and ASFC.

Limited staffing and lack of an administrative support in Student Activities makes prioritizing data collection and surveying students difficult as the tasks and follow up are time consuming.

We need more training to develop quality long standing survey methods and data collection resources.

E. Program Level Student Learning Outcome CNSL 6

Please list the program-level student area outcomes.

- Explore leadership myths and realities
- Value leadership as a process, not just position
- Gain In-depth exposure to the leadership values, styles and models
- Gain knowledge about self and individual leadership strengths
- Develop consciousness of self; self-efficacy, personal emotions, values clarification, cultural heritage
- Apply self-knowledge
- Practice congruence, commitment, identify passions, discuss cultural differences and issues
- Learn to value ethical thought and action
- Develop critical thinking skills

F. Enrollment Trend: CNSL 6

Enrollment Trends
FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF006.

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 4-yr %Inc |
|--------------------------|---------|---------|---------|---------|-----------|
| Unduplicated Headcount | 31 | 49 | 98 | 57 | 83.9% |
| Census Enrollment | 31 | 49 | 98 | 59 | 90.3% |
| Sections | 1 | 2 | 3 | 2 | 100.0% |
| WSCH | 42 | 65 | 131 | 79 | 87.0% |
| FTES (end of term) | 3 | 4 | 9 | 5 | 66.7% |
| FTEF (end of term) | 0.1 | 0.1 | 0.2 | 0.2 | 91.4% |
| Productivity (WSCH/FTEF) | 452 | 734 | 734 | 442 | -2.3% |

1. What do you observe in the data above in relation to your goals? What do you want the college to understand about the enrollment in your program?

Enrollment increased when the course shifted to an online/hybrid format. Additionally, the Community Health Worker Certificate (CHW) now includes CNSL 6 as a core requirement starting in 2021-22, which led to an enrollment increase.

2. What actions does your program plan to take?

Continue course promotion among student leaders and encourage enrollment by new students in order to engage them in further leadership opportunities.

3. What does your program need to execute this action plan?

Although the course tends to attract students currently involved in leadership or in the CHW program, additional outreach to a broader population would ensure continued diversity in the class.

G. Enrollment by Demographics

a. by Gender

Enr Distribution by Student Demographics
FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF006.

Student Headcounts by Gender

| | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| Female | 18 | 58% | 23 | 47% | 53 | 54% | 49 | 54% |
| Male | 13 | 42% | 25 | 51% | 45 | 46% | 40 | 44% |
| Unknown gender | 0 | 0% | 1 | 2% | 0 | 0% | 1 | 1% |
| Total | 31 | 100% | 49 | 100% | 98 | 100% | 90 | 100% |

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about the enrollment by gender in your program?

There is close to equal representation by female students vs. male students. This has been the overall trend in the course. The course has a positive following by students of all gender identities.

5. What actions does your program plan to take?

We continue to promote the course to all students interested in leadership. We currently outreach to student athletes which includes both male and female students. The course is UC transferable and appeals to many UC bound students.

6. What does your program need to execute this action plan?

Continue to offer the course as late start which appeals to many students of all backgrounds and genders.

b. by Ethnicity

Student Headcounts by Race/Ethnicity

| | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|-------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| Asian | 7 | 23% | 10 | 20% | 23 | 23% | 20 | 22% |
| Black | 5 | 16% | 6 | 12% | 14 | 14% | 11 | 12% |
| Filipinx | 1 | 3% | 1 | 2% | 4 | 4% | 2 | 2% |
| Latinx | 9 | 29% | 12 | 24% | 31 | 32% | 30 | 33% |
| Native American | 1 | 3% | 2 | 4% | 1 | 1% | 1 | 1% |
| Pacific Islander | 1 | 3% | 3 | 6% | 3 | 3% | 1 | 1% |
| Unknown ethnicity | 2 | 6% | 3 | 6% | 4 | 4% | 6 | 7% |
| White | 5 | 16% | 12 | 24% | 18 | 18% | 19 | 21% |
| Total | 31 | 100% | 49 | 100% | 98 | 100% | 90 | 100% |

7. What do you observe in the data above in relation to your goals? What do you want the college to understand about the enrollment by ethnicity in your program?

There is a consistent increase in the number of Latinx and Black students enrolled and succeeding in the course. This trend is also evident in the demographics of the current ASFC student leadership. Prior Program Reviews in Student Activities addressed the need to outreach to a broader demographic, particularly Latinx and Black students. The data shows a positive trend in increasing enrollment for underrepresented students. Students enrolled in CNSL 6 as a first time student often learn about and engage in campus leadership positions as a result of taking the course. This trend is also inline with prior program reviews to broaden the demographic among ASFC student leaders and engage underrepresented students in the campus community and leadership experiences.

8. What actions does your program plan to take?

Continue the outreach efforts to all underrepresented students and collaborate with learning communities such as UMOJA and Puente in an effort to continue increasing the number of underrepresented students.

9. What does your program need to execute this action plan?

Communication with the faculty, staff and Program Coordinators from these learning communities.

H. Course Success

Course Success

FHDA District->Foothill College->Counseling and Matriculation->Counseling-FH->CNSL->CNSLF006.

| | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|--------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 30 | 97% | 48 | 98% | 92 | 94% | 69 | 77% |
| Non Success | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% |
| Withdraw | 1 | 3% | 1 | 2% | 5 | 5% | 21 | 23% |
| Total | 31 | 100% | 49 | 100% | 98 | 100% | 90 | 100% |

10. What do you observe in the data above in relation to your goals? What do you want the college to understand about the course success in your program?

Course success from 2019 - 2022 has been consistently high. Students engage fully in course discussions and assignments and participate in leadership activities both in person and virtually. This tends to encourage course retention and success. In 2022-2023 the number of withdrawals was higher than usual. This was due

to students enrolling in an asynchronous course and not participating after census which led to a higher number of instructor drops. Students who completed the course had a positive success rate.

11. What actions does your program plan to take?

Dropping students immediately if they are not actively participating in the online course. Check in regularly with students who are not participating and refer to appropriate campus resources as needed.

12. What does your program need to execute this action plan?

Remind students in the syllabus about the online participation and drop deadlines.

I. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

As stated earlier, student participation in all aspects of Student Activities has remained strong despite declining enrollment and two years of virtual programming due to Covid 19. Although the participation rates declined in 2020-2021 and 2021-2022, the Student Activities Program in collaboration with the Associated Students of Foothill College (ASFC) is proud to have been able to achieve a long standing goal to serve our online student population while maintaining in-person services and activities.

Outlined below are summaries for each of the participation categories noted regarding Campus Activity Engagement and Participation:

ASFC Elections: Students who are already involved in a club or special program are most likely to vote in the ASFC Election. The numbers have remained fairly consistent throughout the past five years with a slight drop in 2021. ASFC Elections moved to an online voting format in 2010 but campaigning and debates remained in-person. In 2020 and 2021 both the campaigning and the voting process were completely online.

Owls Cards/ASFC Welcome Center: The center that houses the Owl Card processing effort has been ASFC funded and operating since 1988. The center changed names to the "ASFC Welcome Center" in 2022 and continues to provide Owl Card production services, design and copy services, transportation cards and welcome services. It is the first point of contact for students coming to the Campus Center. The student body card fee of \$10.00 per quarter provides the funds to operate the comprehensive student activities program in collaboration with ASFC. Most students pay the student body fee but not all students obtain the card. The chart represents the number of students who come to campus and receive a physical owl card. Although physical Owl Cards were not issued in 2020 and 2021, digital cards were still issued. At the high point in 2018-2019, 3,155 students obtained an OwlCard. This section also reflects the Owl Card student body fee (\$10 per quarter) over the last three years. The dollar amount for the year indicated is the total number of students for that year that academic year paid the fee. With Owl Card revenue declining steadily the level of financial support for ASFC funded programs and staffing for the Welcome Center will likely be reevaluated in the coming year.

New Student Orientation: The Fall New Student Orientation program has been consistently successful through the years in welcoming new students to campus, building a sense of community and starting students on a path to success. The program includes a student success panel, a keynote speaker on student success and campus involvement, and vital information about Title IX and academic integrity. Attendance numbers were consistently high with the exception of 2020 and 2021. During the pandemic we hosted a highly successful virtual orientation via zoom and in 2021 we hosted both a drive-through orientation and a virtual orientation. While the attendance numbers declined during this time period, the students who attended were engaged and had a positive experience. In the Fall of 2022 and the Fall of 2023 student attendance skyrocketed back to beyond pre-pandemic levels and students reported very positive experiences as a result of attending.

Heritage Months: The Heritage Month Programs include seven Heritage Month celebrations beginning in October with Latinx Heritage Month and closing with LGBTQ month in June. The numbers in the chart

represent student participation through the year with an average of 600 - 1,000 student participants per month.

The Heritage Month participation numbers have remained consistent with the exception of 2020-2021 when programs were completely virtual. Opening and closing ceremonies typically serve at least 150 students, while speakers and lectures typically include classes. These programs have been highly successful in engaging students in classes who would not normally attend a campus event and represent our ongoing efforts to collaborate with faculty and infuse diversity and community into the classroom. During Covid 19 the virtual Heritage Month activities engaged the campus community at all levels.

Textbook Reserve and Free Dental Cleanings: These two programs have been operating for more than a decade and are completely funded by ASFC. Free textbooks, calculators and dental cleanings are provided to students with an Owl Card. ASFC collaborates with the Reserve Library staff and the Dental Hygiene Program to provide these vital services to students in need. Participation rates remain consistent through the years with a drop during 2020-2021.

Clubs: The heartbeat of the Student Activities Program, clubs provide leadership opportunities and the opportunity to engage in community with students who share similar passions. Each club has an average of 20 members and with 73 clubs currently active, we serve 1,400 students quarterly through clubs. Quarterly Club Days also attract an average of 200 students per event to engage and join new clubs.

Food Pantry: Initiated in 2013 by ASFC and student volunteers, The Food Pantry now has institutional and state financial support and a fully staffed center in the Campus Center. (Owls Nest) which officially opening in Fall of 2023. The Food Pantry consistently provided services during the pandemic providing much needed support to underrepresented students in need through online gift cards for food and supplies.

Political Advocacy: This section represents Political Awareness, Voter Registration Initiatives, and Civic Engagement. This aspect of the program aligns with AB 963, Student Civic and Voter Empowerment Act requiring campuses to educate and promote Voter Registration and Education. The Student Activities Program along with the ASFC Senate Board coordinate an annual Political Awareness Day/week that coincides with state and national election dates. We have a long-standing relationship with the League of Women Voters to register and educate as many students as possible. Student leaders also participate in legislative advocacy and leadership development training through conferences and legislative visits to the Sacramento State Capitol.

Leadership Skills and Leadership Course Summary: Leadership training has been a long-standing mainstay in the Student Activities Program. The course offerings have shifted over the past decade due to changing requirements at the state level, and the need for a UC transferable leadership course. The CNSL 6 Exploring Leadership course was developed and approved in 2016-17 and has consistently reached high enrollment levels for the past three years engaging students from underrepresented communities and providing leadership opportunities for all students. The addition of the Community Healthcare Worker (CHW) program students to the CNSL 6 course has also supported continued high enrollment.

Leadership skill development through hands on experiences among ASFC student leaders and clubs continues to be a successful component of the Student Activities Program and student leaders consistently report positive experiences and a sense of community and connection to the college. At the end of each quarter, elected officers report their learning and reflect on their goals through the leadership scholarship application process and leadership skills surveys. Below are anecdotal remarks from various ICC and ASFC student leaders regarding their leadership experience:

"I developed better communication skills through engaging with diverse perspectives and effectively conveying ideas during senate meetings and ASFC meetings."

"Foothill ASFC taught me how to balance a work-life with a personal life. I also learned confidence and leadership skills in my ICC role."

"I've learned a lot about some of the challenges and rewards of being in a leadership position. Learning how to do things like delegating, resolving conflicts, and addressing the needs of various student organizations has helped me to grow as a person. I've identified key personal strengths and areas for growth that I wouldn't have without this position, and I've had the opportunity to interact with various different kinds of people."

"There has been a lot of growth in communication and participation. Clubs are part of the reason I came back to campus and became an officer. I think the greatest benefit for me has been feeling a sense of belonging and figuring out how I can further the goals that I hold near and dear to my heart."

"This quarter, I have taken the opportunity to participate in multiple subgroups around campus, speaking directly with student body members to immerse myself in the student population and better understand their motivators and needs.

Going forward, I can develop my networking skills to further refine my understanding of the needs and direction of the campus and student body.

Taking a leadership course from Daphne has greatly helped me reflect on my leadership characteristics. One of the biggest takeaways is recognizing my strengths as a leader and how to better utilize them but also seeing what are some qualities of a leader that I value that I might not necessarily excel in and would like to improve. I know that inclusion and understanding are my strong suits but I would be an even better leader by focusing on communication, delegating, and executing plans that my team and I set out to do."

These testimonies and many others like these represent the leadership growth, personal development and connections that student leaders make during their Foothill student leadership experience. We look forward to continuing this legacy as we partner with the college to prioritize initiatives that build community and student success.

J. Rubric

Click on the link below to view the Student Activities Rubric.

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This form is completed and ready for acceptance.