

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Thomas Shepard	Student Affairs & Activities	Acting Dean
Daphne Small	Student Affairs & Activities	Student Activities Director
Erin Ortiz	Student Affairs & Activities	Student Activities Specialist
Kamara Tramble	Student Affairs & Activities	Student Accounts, Accountant
Katherine Fortune	Student Affairs & Activities	Smart Shop/Design Center Office Coordinator

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

Existing classified positions are Student Activities Specialist, Office Coordinator, and Accountant.

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Our proudest moments are divided into four categories: Events, Programs, Advocacy/Leadership Development, and Leadership Curriculum.

1. Events:

* New Student Orientation attendance marked the highest ever with an increase from 550 students to 800 students attending the event in 2014. Online registration was added as a way to plan and anticipate the number of attendees.

* Heritage Month Series

Expanded in 2014-2015 from a 6-month series to a 9-month series and renamed to "Health and Heritage" collaborating with the Health Office and Psychological Services. Native American Heritage Month (November) was added to the series. Campus Center Cultural Center, a new office space, was added to provide programming space for committees and students. ASFC upgraded their quarterly position on their Activities Board to annually appoint a student to this leadership role to give more equity, quality, and consistency. A total of 5,855 participants attended at least one heritage month event during the series.

***Club Day**

We changed the quarterly Club Day from the third Wednesday 12-1 pm, to the third Wednesday and added Thursday 12-1 pm to include our Tuesday/Thursday population, increasing the total number of students served. Attendance average per Club Day is 1,000 students. Adding the extra day allowed us to serve nearly 300 more students with 60 active clubs.

***Global Gala**

This annual event originally coordinated by the International Program office is now an ASFC sponsored and funded event that includes students from all backgrounds and attracts more resident students in both the planning stages and the event itself. 188 tickets were sold, and there were 46 event volunteers and 68 performers.

***WOW! (Week of Welcome)**

Student Services Division began co-sponsoring Week of Welcome (WOW!). Student Services employees, Deans and Vice Presidents as well as student volunteers, and other WOW participants wore welcome t-shirts. Student Services also participated by encouraging professionals to staff Student Services Division Information Fair recruitment booths. ASFC continued the week-long welcome/info. booths with snacks, maps, and entertainment.

***Thanksgiving Dinner for Students Away from Home**

Event was expanded to reach out to and include food bank food recipients, veterans, EOPS, financial aid students, Psychological Services Office patients/Homeless Summit participants and athletes. Although there is a budget and limited seating available in the venue, in the future, all students will be invited. 255 students attended.

***New College Hour events promoting Sustainability:** Added in 2014-15, we offered "Green Mondays" with fresh produce and Wednesday College Hour events that feature the new water bar and free reusable water bottles for students to promote sustainability. An average of 300 students attend these events on a weekly basis.

2. Programs:

***Outreach Transportable Marketing Booths**

ASFC invested in 3 wheeled marketing booths so we could better reach out to students from all parts of campus during Week of Welcome, ASFC Elections, and to promote other campus events. One cart is usually at the new PSEC Building, another at A&R, and the third outside the Bookstore.

***Food Bank**

This program is open to all students and targets underserved and needy students. During Spring Quarter 2015 there was an average of 54 student visits per month with 34 students using the service on a regular basis.

***OwlCards**

4,336 students were issued an OwlCard in 2014-15 and 3,123 were issued an EcoPass Clipper Card. This is an increase over prior years. 4,000 students were issued OwlCards in the previous year. The EcoPass was implemented in 2013 and is in its 3rd year. The Ecopass supports the college mission in sustainability as students are provided free public transportation via the Ecopass transportation card.

***2015-16 ASFC Budget Presentation**

Student representatives from the ASFC Budget Commission made a successful presentation of over a half million dollars to the FHDA Board of Trustees in May 2015. We take great pride in guiding our students to make fiscally responsible decisions and prepare for a professional presentation to the Board of Trustees.

***Emergency Loans**

This ASFC sponsored program serves students in need, particularly those that have a short term issue that could impact their ability to succeed. 44 students were served by the Emergency Loan Program in 2014-15.

***Textbook and Laptop Rental Program** is funded by ASFC and coordinated in conjunction with the Bookstore. New for 2014 -15 is the Laptop Rental program that targets students who do not have access to a laptop. 20 laptops are made available and all have been fully utilized.

***Textbook/Calculator Reserve Program** is funded by ASFC and coordinated in conjunction with the Library. 12,000 books were circulated, checked out, and used by students. Newly added in 2014-15 is the calculator program. Students can now check out a calculator at no cost. 20 calculators are currently available.

***Free Dental Cleanings:** 225 students with OwlCards were able to take advantage of free dental cleanings in 2014-15 as provided by this ASFC funded program.

***CNSL 5 Student Activities Presentations:** We offer quarterly presentations to all CNSL 5 classes. Students learn about ways to increase their transfer success and personal development through campus life and leadership programs. These presentations include an average of 30 students per class and 10 - 20 sections per quarter.

***OrgSync:** This student involvement platform serves student government, community ambassadors, and student clubs. The platform allows students to manage clubs, government bodies, membership rosters and event. The platform also provides a campus wide events calendar. The platform was added in 2014-15.

3. *Statewide Advocacy and National Leadership: Consistent with the Educational Master Plan Goals, 20 Foothill students attended the Faculty Association for California Community Colleges (FACCC) Advocacy and Policy Conference in March 2015 and collaborated with Foothill and De Anza students and faculty and others from around the state. The conference included legislative visits at the State Capitol. Foothill students were trained and participated in 43 legislative visits with state representatives. They met with California State Assembly representatives with districts in the greater Bay Area including Nora Campos, Rich Gordon, and Evan Low to name a few.

***8** students attended the National Conference on Student Leadership (NCSL) in Orlando, Florida in November 2014 and participated in the Certified Student Leader Program.

***18** students attended the Student Senate for California Community Colleges (SSCCC) Spring Legislative General Assembly in April 2015.

*15 Students Attended the California Community College Student Affairs (CCCSAA) Fall Leadership Conference in October 2014.

*3 students attended the National Conference of Race and Ethnicity (NCORE) in Washington D.C. In addition to conference training, they also visited legislators at our National Capitol.

*Advocacy Training was provided in February 2015 with guest lecturer David Balla-Hawkins, Founder and Trainer of "LearnLeadChange," a Leadership Education and Advocacy Development Program. 40 students attended the lecture/training in preparation for legislative visits at the State Capitol.

*Political Awareness Day: This annual event promotes voter registration and provides important information for community college students on local voter issues that effect their success. Informing our students on these issues is crucial for continued state funding and student success. Our students are our best spokespeople! 220 students attended this fall event.

4. Leadership Curriculum:

Curriculum for a new 4 unit Leadership Course, CNSL 61, was developed and approved through the curriculum process in 2014-15 and will reach out to a broader scope of students which speaks to the data and needs from previous program reviews. The course is CSU transferable and meets the Area D General Education requirements. The new course will be offered in the Fall of 2016.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Based on feedback from the Dean and Vice President, CNSL 61, Exploring Leadership, a newly revised 4-unit transferable CSU Area D leadership course has been approved through the college curriculum process. CNSL 61 will be offered in the Fall of 2016. This new course will reach out to a broader student population and enable the Student Activities Program to recruit more resident students. This makes the opportunity for Leadership Development accessible to all students particularly those who are traditionally underserved. Expanding on prior successes, we plan to continue to grow and enhance the following programs that reach underserved students:

Food Bank

Textbook Rental Program

Textbook Reserve Program

Emergency Loans

Work Study Employees

Continued ASFC financial co-sponsorship of:

Pass the Torch tutoring stipends

EOPS tutors wages

Cal Works Recognition Ceremony

Community Ambassador Program (CAP)

*We plan to hire a student employee to help coordinate the Food Bank. Additionally, we plan to add to the program regular volunteers who can support the program as a community service project.

*We plan to actively recruit both work-study and resident students for Campus Center Student Activities

Employment opportunities.

*Promote the special programs that specifically target underserved students with an updated brochure on services.

A Community Service Learning initiative is being explored as a way to further engage our students in the surrounding community as is consistent with the college mission statement and Educational Master Plan.

*This a three-year plan that includes development of new curriculum to replace Social Science 79 (Intro to Community Service).

*Will provide students the opportunity to give back to the local community through civic engagement opportunities, which is an essential part of transfer success.

*The UC Application and Common Application specifically ask questions about student's community service experiences and we want to continue to contribute to student success in transfer by making this opportunity available to all Foothill Students.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

*We will measure success based on Leadership course demographic and enrollment data, OwlCard data, event surveys, and participation rates.

*We plan to work with Institutional Research to create and administer a new survey on Student Engagement as it relates to Student Activities event and program participation, and leadership programs. The survey will be administered in the spring of 2016.

*OwlCard data will include a specific breakdown by demographics for all students who were issued an OwlCard. This will help us determine who we are serving and where we can make further improvements.

*Additionally we will continue analyzing and reviewing data from our targeted programs for underrepresented students, such as the Food Bank. Demographic data, membership inventories, and ASFC Election Statistics will also be used.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:

"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The Student Activities Program in conjunction with ASFC and other program offices sponsor several programs that connect underserved students to services that allow them to concentrate on academics rather than running into financial or situational roadblocks that might impede their success.

The ASFC Food Bank is one example. Other programs include discounted services such as free dental cleanings, discounted or free transportation through the EcoPass and Zimride and a Veterans Book loan program. We also support and fund a textbook reserve and calculator program which helps students succeed even if they are unable to afford the rising cost of textbooks and calculators. Our most long-standing program is the Emergency Loan program that offers assistance to students who temporarily need financial support.

The program review data in section 1A speaks to our continued commitment to these programs based

on the data. Increased promotion of these services to targeted populations is planned as a way to further reach out to underserved students.

*Food Bank: This program is open to all students and targets underserved and needy students. During Spring Quarter 2015 there was an average of 54 student visits per month with 34 students using the service on a regular basis. This year we plan to hire student employees to help coordinate, promote and further develop the Food Bank. Additionally, we would like to provide volunteer community service options for students who would like to volunteer with food distribution and donations. This will allow us to expand operating hours and serve more students as the need arises.

*Emergency Loans: This ASFC sponsored program coordinated with the Financial Aid Office, serves students in need particularly those that have a short term issue that could impact their ability to succeed. 44 students were served by the Emergency Loan Program in 2014-15. We plan to request additional resources through ASFC and more fully promote this option to students who may have short-term financial issues that could impede their success.

*We plan to continue increased promotion of the Textbook/Calculator Reserve Program and the Textbook and Laptop Rental Program funded by ASFC and coordinated in conjunction with the Bookstore and Library.

*Continued and increased promotion of free Legal Services for students who may have a legal issue that impedes their success as a student.

*Additionally, ASFC funds the following student success programs that support the EMP goals. We plan to work closely with these programs to more fully promote the services to students.

Pass the Torch tutoring stipends

EOPS tutors' wages

Cal Works Recognition Ceremony

CAP - Community Ambassador Program

Zimride Ride Share Program

Additionally, we are actively promoting Educational Master Plan Goal 2, Student Success "Encourage student participation in leadership and activities outside the classroom (including service/workbased learning) that engages students with the college and the community."

Leadership outside the classroom is an integral part of the college experience. The leadership courses and hands-on experiences provide the opportunity for student engagement in these on-campus opportunities. Additionally, we are actively planning to revise our former service learning program and course with community service opportunities beyond campus and the opportunity to earn transferable college credit as a part of their community service experience. This is a three-year plan that includes new curriculum and program development.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment
Offer CNSL 61 - Exploring Leadership Course	Fall 2016	28

Revise Service Learning Course SOSC 79	Fall 2017	30

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Smart Shop/Design Center Reconfiguration	TBD		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The current layout of the ASFC Smart Shop and Design Center (rooms 2016 and 2017) is not as effective as it could be, lacking for both function and safety. We propose the following changes:- converting what is currently the rear of the Smart Shop (room 2016) to serve as the Design Center. That would minimally entail moving equipment, most notably the wide-format printer, from room 2017 to the rear of the Smart Shop. Students and other stakeholders should be able to access the Design			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Center directly, without having to go behind the front desk of the Smart Shop. This could be achieved with relative ease by converting the window in the rear of 2016 to a door and reconfiguring the built-in countertops on that wall.</p> <p>-converting what is currently the Design Center (room 2017) to be a workspace for the Smart Shop/Design Center Office Coordinator and a location for the use of specialty equipment (e.g., paper stack cutter and wide-format laminator) in the presence of the Office Coordinator, as well as afford some storage space for supplies.</p> <p>-adding a door in the rear of room 2017 (to connect to the hallway in front of 2002) to allow alternate egress in the case of an emergency. Currently, the only way to leave</p>	
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the Smart Shop and Design Center are the two doors facing the 1900 building. If there were present some threat on campus, it less than ideal to have the only possible exits from the Smart Shop and Design Center be two doors that open onto the same place, with only about ten feet of distance between the two doors.		

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassigned time.

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SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

Student Activities and ASFC continue to provide a variety of services and programs to the campus community at large, with several targeting our underserved and underrepresented populations. A great example of this is our Emergency Loan program. 44 students in financial crisis last year were able to obtain a loan to help them in what is likely a very desperate time. Another great example of this is the Foodbank, with an average of 54 students per month using this service. Food insecurity among community college students is something that is gaining attention nationally in our field. Foothill has been ahead of the curve on this.

On a different note, I am excited to see the 4 credit transferable leadership class has been developed and is off to the state for approval. This class is a necessary cornerstone of our leadership offerings. Further, I am excited to see future development of service learning as a part of our leadership offerings. Again, I see this as another cornerstone of our offerings. There is a real lack of centralized service learning and volunteer program at Foothill, and I believe this curriculum is a great step in the right direction. For sure, there is a great deal of service learning and volunteering on our campus, but Student Activities is a natural central location for this.

4B. Areas of concern, if any:

A few areas of concern include:

While the data collected is fantastic at showing the number of participants, there is no real drilling down to identify which students are using our services. For example, while we strongly believe our underrepresented students are using the Foodbank, there is no data to show this. I know this has been raised in past program reviews, and this is something that has to be addressed in future program reviews, for all of the services offered in Student Activities.

While many of the programs we offer are excellent, I would like to see us take a critical eye to our offerings and see what if any changes may be necessary. A great example of this is "Green Monday". This closely aligns with the college's value of sustainability. We need to move away from "this is how we have always done it" and take a closer look at our offerings to be sure they are meeting the needs of our students and in line with the institution's values and EMP. I know this is difficult, but it is necessary.

Finally, in my short time in the area, it has become apparent that we need to more strongly lead and be a central location for events on campus. We need to offer more programs beyond just what ASFC wants. There should be events sponsored by Student Affairs and Activities that go beyond what programs ASFC has approved.

4C. Recommendations for improvement:

I strongly recommend that future program reviews include data beyond just the numbers served. We should be able to identify which populations we are serving in order to determine what, if any, disproportionate impact exists. Another recommendation is to continue to move away from "this is how we have always done it" and move more towards taking a critical look at what we are offering to see if it aligns with our vision and EMP. Finally, I agree that we could be using the space in the Smart Shop and Design Center better. However, I believe we can use all of our space better. I would like for all of Student Affairs and Activities to take a broader look at our space utilization to determine if there is a more effective and efficient way to maximize our space.

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

4E. Strengths and successes of the program as evidenced by the data and analysis:

Student Activities and ASFC continue their great collaboration and tradition of providing many top quality programs and events.

4F. Areas of concern, if any:

Data provided needs to be more specific to determine which students are participating and which ones are not and why.

4G. Recommendations for improvement:

4H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

Foothill College SA - Student Activities

Mission Statement: The mission of the Student Activities program is to provide leadership experiences and instruction that reinforce academic learning; prepare students for civic engagement, transfer and careers and promote appreciation of cultural diversity improve the quality of campus life and contribute to community building

Primary Core Mission: Transfer

Secondary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Student Activities - 1 - Communication Skills - Communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/05/2011</p> <p>End Date: 06/30/2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Oral presentations, group facilitation, meeting management and written summary</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All students who have participated by presenting, facilitating or managing a meeting will reflect on their performance indicating personal growth and how communication skills have improved</p> <p>Assessment Method: Reflections on presentations</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>12/02/2015 - Students successfully presented and/or facilitated at a meeting or committee as a part of a club or student body event. Heritage month chairs successfully presented and facilitated cultural diversity events and programs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>SA - Student Activities - 2 - Leadership - Provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/05/2011</p> <p>End Date: 06/30/2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Each student prepares a written reflection, and presentation, which provides testimony on the learning that took place during each event, conference or weekly meeting.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 90% of students in their written reflection will indicate that participation has enhanced their ability to work in a group</p>	<p>12/02/2015 - Students completed reflections papers outside of the course based on leadership conference attendance. Students facilitated workshops based on what they learned made presentations using learned skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	<p>Assessment Method: Reviews of journals</p> <p>Assessment Method Type: Essay/Journal</p>		
<p>SA - Student Activities - 3 - Budgets - Develop and manage annual organizational budgets and events.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/05/2011</p> <p>End Date: 06/30/2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Development, production and presentation of the annual Associated Students of Foothill College budget</p> <p>Assessment Method Type: Data</p> <p>Target: Balanced budget approved by district board</p>	<p>12/02/2015 - Budget development and distribution of funds continues to improve based on student driven initiatives and new procedures and has become increasingly consistent with district accounting procedures.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
	<p>Assessment Method: Review presentation outcomes</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>SA - Student Activities - 4 - Community - Demonstrate an awareness of one's community, and the role and responsibility that he or she plays within the community.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/05/2011</p> <p>End Date: 06/30/2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Following these events, students reflect on their experience in a required leadership/service journal.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 90% of students will report that they have developed an increased sense of community awareness and engagement</p>	<p>12/02/2015 - The ASFC Food Bank and a campus food drive provided volunteer opportunities for students while serving a need in the campus community. Additional efforts towards community service learning opportunities for students will be a focus in the coming year.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
	<p>Assessment Method: Student writing review</p> <p>Assessment Method Type: Essay/Journal</p>		
<p>SA - Student Activities - Student Activities & Leadership Participation - Increase participation in Student Activities and student leadership roles to be more</p>	<p>Assessment Method: Review of CCSSE Data on participation rates</p> <p>Assessment Method Type:</p>	<p>12/02/2015 - Continued effort is being placed on increasing participation by resident students. A new leadership course being offered in Fall of</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
reflective of campus enrollment Year(s) to be Assessed: End of Academic Year Start Date: 09/30/2014 End Date: 06/30/2016 SA-SLO Status: Active	Data Target: Latino participation rate > 20% of respondents White participation rate > 20% of respondents	2016 will further increase participation rates and associated diversity of participants as the course reaches a broader spectrum of CSU transfer bound students. Result: Target Met Year This Assessment Occurred: 2014-2015	
SA - Student Activities - Faculty & Staff Participation - The percentage of faculty and staff who indicate that they are satisfied or very satisfied with their experience as a club or heritage month adviser will increase to over 55% Year(s) to be Assessed: End of Academic Year Start Date: 12/01/2014 End Date: 06/30/2016 SA-SLO Status: Active	Assessment Method: Reissue 2014 survey regarding engagement with Student Activities Assessment Method Type: Survey Target: > 55% satisfaction	12/02/2015 - 65% of active club and heritage month advisors attended the Fall training luncheon and indicated that they were satisfied with their experience. Result: Target Met Year This Assessment Occurred: 2014-2015	
SA - Student Activities - Service to Basic Skills Students - The number of Basic Skills students served by at least one Student Activities program or event will exceed 60% Year(s) to be Assessed: End of Academic Year Start Date: 12/01/2014 End Date: 06/30/2016 SA-SLO Status: Active	Assessment Method: Review data collected from each of the 2013 -14 sources again in 2014-15 Assessment Method Type: Data Target: Basic Skills students will be represented in over 60% of our services and activities	12/02/2015 - 100% of our programs are offered to include all students including basic skills students. Basic skills students attended club day, political awareness day and heritage month events. Result: Target Met Year This Assessment Occurred: 2014-2015	