

**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:** Student Activities Office

**Division Name:** Student Affairs and Activities Department

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	Director, Student Leadership and Service (New Title)
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 Sr. Admin Assistant (current)

**Number of Full Time Faculty:**

1

**Number of Part Time Faculty:**

0

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

Student Activities Specialist, Smart Shop/Design Center Office Coordinator (currently TEA), Student Accounts Accountant, Student Affairs Department Sr. Admin Asst.

**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 of 2015 -16 represent an increased effort towards collaboration between Student Activities professional faculty and staff and the Associated Students of Foothill College (ASFC) student leaders with a focus on a more efficient organizational structure grounded in leadership training, service, advocacy, diversity, transparency and hands-on experiences. We are also proud of the increased collaboration between the Student Services Division and other college programs. Our continued, ongoing focus to reach out to and further develop programs for resident and underserved students has yielded positive results.

Highlighted below are specific examples and are divided into five categories: Organization, Leadership Development Training and Leadership Curriculum, Events, Special Programs, State and National Advocacy.

**1. Organization:**

In 2016, ASFC worked closely with Student Activities faculty and staff to revise their existing constitution allowing for a more open and transparent organizational structure providing autonomy to Campus Clubs and Activities and more emphasis on leadership, advocacy and civic engagement within the larger organization. The new structure provides easier access to all students and ultimately lends itself to increased participation among resident students and underserved students. In 2015-16, 50% of the elected officers of student government were resident students as compared to previous years when there was a higher percentage of international students than resident students. We expect the numbers of resident students to grow in 2016-17. Additionally, in the 2016 Spring election, resident student participation increased and we had four student athletes, four EOPS students, and two students in DSPS program running for elected positions. All of the students from those underserved populations are currently holding elected or appointed positions in student government thereby more fully representing the diverse populations we serve.

**2. Leadership Courses and Development:**

There were significant increases in enrollment in all sections of the 1-unit Leadership Courses. For example, in CNSL 87 for Fall, enrollment increased from 22 students enrolled in Fall 2012, to 28 students in Fall 2013, and to 34 students in Fall 2015. (See attached profiles 3, 4 and 5 for enrollment trends and demographics) Additionally, enrollment trends continue to show increases in enrollment among underserved student populations, with 10% African American and 10% Latino students enrolled in the courses on average in 2015-16. Additionally, 20% of the students are aged 25 and older reaching out beyond the traditional 18 - 22-year-old student. In terms of student success rates, 100% of students enrolled in all three sections succeeded in completing the course(s).

A new intensive week long leadership training program was implemented and held in early September before classes began in the fall. In addition to formal leadership courses held during the academic year we are proud to offer the intensive training in the late summer followed by additional leadership workshops incorporated into the weekly ASFC meetings.

The Director of Student Activities faculty job description position has been revised with a more well defined focus on student leadership development and service. The position also has a new title: Director, Student Leadership and Service, which reflects our commitment to further development of our leadership and service offerings.

**Leadership Curriculum:**

Curriculum for a new 4 unit Leadership Course, CNSL 61 (Exploring Leadership), was developed and approved through the curriculum process in 2014-15. The course is still in the articulation process and is being revised to meet UC Transfer standards. In the meantime, the 1-unit Leadership Courses (CNSL 87, 88 and 89) were offered throughout 2015-16 and enrollment trends were higher than the last two years of the same courses.

A revised Community Service Learning Course (Social Science 79) was developed during the 2015-16 curriculum process and will be offered in the Fall of 2017. The course will provide community service opportunities for students and build on the campus mission to serve the surrounding community.

**3. Events:**

\* There was continued momentum in building on attendance and program content for New Student Orientation 2015. Collaboration between Student Services Division and other employees and the ASFC

Activities Board allowed for a comprehensive program, more resources and increased attendance. 850 students attended the 2015 program, an increase in participation from 2014. The online registration system helped anticipate the number of attendees.

#### \* Heritage Month Series

In 2015-16 we increased our collaboration with instructional programs attending Heritage Month events. This renewed collaboration aims to reach out to students from the general student population who might not otherwise participate. Classes in Sociology, English, Anthropology, Women's Studies, Middle College, Leadership, History, Photography, Umoja program developers and EOPS Program participated in the 2015-16 programs. The Native American Heritage Month (November) was added to the series and is now in its third year. The Campus Center Cultural Center, a new office space, is now open and thriving and being utilized 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. In 2015-16 A total of 6,418 participants attended at least one heritage month event during the series, which is up from 5,855 in 2014-15. Weekly College Hour events continue to provide outreach to all students.

#### \*Clubs

The new ASFC structure renamed the Organizations Board of Directors (OBD) and it is now the Interclub Council (ICC), a more widely known term to students. The ICC acts independently from the ASFC providing increased autonomy and additional leadership opportunities for clubs. The quarterly Club Day continues to be expanded to two days, the third Wednesday (College Hour) and the 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, now in its second year, allows us to serve nearly 300 more students with an average of 66 active clubs. More resident students are getting involved with clubs. Only 10% of the active clubs currently have an exclusively international student membership and focus, and 90% of the clubs attract resident and non-resident students from all backgrounds and experiences.

#### \*Global Gala - Diversity Showcase and Dinner

Global Gala is a semi formal event unique to Foothill and features cultural cuisine from all continents and a diversity performance showcase and student talent show. This annual event reaches out to both day and evening students and students from diverse backgrounds and experiences. Originally coordinated by the International Programs Office, it is now in its third year as an ASFC sponsored and funded event. Historically, this event attracted primarily international students, but for the past two years it has progressively grown to include a combination of resident and international students. 242 tickets were sold and there were 52 event volunteers, and over 70 performers, an increase in participation from the previous year when 188 tickets were sold, and there were 46 event volunteers and 68 performers.

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

The Student Services Information Fair is a new event and represents increased collaboration between ASFC and the Student Services Division. We continue to co-sponsor the 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**

The 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.

**4. Special Programs:**

**\*Textbook/Calculator Reserve Program** is funded by ASFC and coordinated in conjunction with the Library. This program serves the highest number of students in financial need. 18,102 ASFC funded books were circulated, checked out, and used by students in 2015-16. According to library records, 85% of that number directly serves students and 15,386 students were served this year by this program. Additionally, the new calculator program was added in 2014-15 and there were initially 20 ASFC-funded calculators available. In 2015-16 that number grew to 50 calculators available and funded by ASFC. The calculators have been checked out 356 times serving students who either cannot afford a calculator or are in temporary need. Students can check out a calculator or textbook at no cost.

**\*Food Bank**

This program transitioned to the Student Affairs & Activities Department in Spring/Summer 2016 with staff oversight, a paid student employee and a more defined structure. The Food Bank is open to all students and targets underserved students. A new partnership with Second Harvest Food Bank will provide a more robust offering to students in need. The new structure will allow for more accurate record keeping and extended hours for students going forward.

**\*OwlCards**

4,083 OwlCards were issued in 2015-16 and 2,069 EcoPass Cards were issued. This number is slightly lower than in 2014-15 and could be due to lower enrollment numbers and staffing changes. 4,336 students were issued an OwlCard in 2014-15 and 3,123 were issued an EcoPass Clipper Card. The EcoPass was implemented in 2013 and is in its fourth year. The EcoPass continues to support the college mission in sustainability as students are provided free public transportation via the EcoPass transportation card.

**\*2016-17 ASFC Budget Process and Presentation**

Student representatives from the ASFC Budget Commission made a successful presentation to the FHDA Board of Trustees in May 2016. The 2015-16 ASFC Budget Commission worked towards a more sustainable budget that utilizes ASFC income without relying on the fund balance. We take great pride in guiding our students to make fiscally responsible decisions and prepare a solid budget that meets the needs of all Foothill students.

**\*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. 58 students were served by the Emergency Loan Program with 73 new loans in 2015-16.

**\* Laptop Rental Program** is funded by ASFC and targets students who do not have access to a laptop. ASFC collaborates with the bookstore to offer 26 laptops, which continue to be available and all have been fully utilized.

\*Free Dental Cleanings: 264 students with OwlCards were able to take advantage of free dental cleanings in 2015-16 as compared to 225 in 2014-15 as provided by this ASFC funded program.

\*CNSL 5 Student Activities Presentations: Although the course is no longer required we continue to provide quarterly presentations by request to CNSL 5 classes. Students come to the Campus Center and learn about ways to increase their student success and personal development through student activities, OwlCard Benefits that serve students in need, campus life and leadership programs. These presentations include an average of 30 students per class and provided an outlet to promote our services to resident and underserved students.

5. \*Statewide Advocacy and National Leadership:

Our statewide advocacy efforts continue to strengthen our outreach to resident students as voters and active participants in the legislative process in California. Consistent with the Educational Master Plan Goals, 18 Foothill students attended the Faculty Association for California Community Colleges (FACCC) Advocacy and Policy Conference in March 2016 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 47 legislative visits with state representatives. Voter registration initiatives looking towards the Fall 2016 election were a major focus of the conference and training sessions for students.

\*4 students attended the Student Senate for California Community Colleges (SSCCC) Spring Legislative General Assembly in April 2016.

\*20 Students Attended the California Community College Student Affairs Association (CCCSAA) Fall Leadership Conference in October 2015.

\*6 students attended the National Conference on Race and Ethnicity (NCORE) in San Francisco.

\*Advocacy Training was provided in February 2016 as part of the Winter Quarter Leadership Course with guest lecturer Evan Hawkins, from the FACCC, a Leadership Education and Advocacy Development Program. 38 students attended the lecture/training in preparation for legislative visits at the State Capitol.

\*Political Awareness Day 2015: A panel discussion with Richard Gordon preceded the 2015 Fall 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. This event set the stage for the 2016 election with increased participation and focus on civic engagement. 260 students attended this fall event. This event is targeted primarily to resident students eligible to vote.

**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 previous program reviews we continue to focus our efforts on broadening our program to reach a wider spectrum of students.

A new "Late Start" Leadership course is now being offered and continues to attract enrollment by resident students, student athletes, campus club leaders, EOPS students and returning students. The current offerings are reaching out to a broader scope of students, which speaks to the data and needs from previous program reviews.

A revised Community Service Learning Course (Social Science 79) is in curriculum process to be offered in Fall 2017. The course will provide more comprehensive service opportunities for students and build on the campus mission to serve the surrounding community.

As mentioned in our proudest moments, a new intensive week-long leadership training program was implemented and held in early September 2016 before classes began in the fall. We plan to continue with this new training structure throughout 2016- 2017 and into 2017-18. In addition to the late summer training and formal leadership courses held during the academic year, we will also offer leadership workshops and trainings throughout the year.

The Director of Student Activities faculty job description position has been revised with a more well defined focus on student leadership development and service. The position also has a new title: Director, Student Leadership and Service.

A focus on a commitment to new initiatives vs. repeating past success

We have implemented a number of new activities and programs rather than continuing to provide the same events year after year.

\*An example is the Thanksgiving Dinner which has now expanded to broaden the scope of attendees. A very successful Thanksgiving feast and outdoor movie was held and attended by 255 students.

\*The Fall Pep Rally which historically combined the ASFC Inauguration and recognition of student athletes was changed to focus exclusively on celebrating student athletes. The event had the highest attendance in history and had representatives from all nine athletic teams.

\*Our advocacy efforts and strategies are new and different drawing upon the Civic Impact Grant and a paid student intern who assists in implementing advocacy programs and voter registration efforts.

An area of focus based on previous years' feedback includes actively recruiting more resident students to ASFC Leadership positions: More than 75% of the Elected positions in ASFC are now held by resident students as compared to the 2015-16 administration which was 50% international students. This data is derived from ASFC minutes and membership rosters. There are currently 34 elected/appointed ASFC officers and 24 are resident students. The new administration also includes student athletes, EOPS Students, AB540 students and students in DSPS. Student leadership demographics are now becoming more aligned with the Foothill demographics and we will continue to focus our efforts in this area.

Improving Civic Engagement is a college-wide initiative and we are actively working towards leading the campus in this renewed project: We were selected as one of 25 campuses in the country to receive the Civic Impact Grant to increase voter participation and advocacy. Foothill College registered more than 10% of the total voter registrations among the 25 colleges, and sponsored ongoing campus-wide events around the 2016 election and voter registration information. 2,386 student participated in these civic engagement programs in the Fall of 2016. Our advocacy efforts and strategies are new and different

drawing upon the Civic Impact Grant and building alliances with community organizations. The Student Activities/Student Leadership and Service program partnered with the Silicon Valley Leadership Group and UPVote along with the National Civic Impact program. A panel of local politicians addressing community housing and transportation issues was attended by over 300 students this fall and was followed by an equally successful political awareness day event. Our overall advocacy program has expanded whereas we previously focused our efforts on one Political Awareness event in the Fall we now have a more comprehensive year-round program with multiple events focused on advocacy. We plan to continue this momentum throughout the 2016-17 academic year and in the upcoming years.

In the coming year we are moving towards an increase in Student Affairs & Activities Department sponsored Leadership and Community Service Initiatives. A Community Think Tank will be sponsored by our office to engage the campus in collaborating on our service learning efforts and additional service opportunities are planned.

The Food Bank staffing and support: New this year is a better tracking system for identifying who is utilizing the food bank services. 54 students utilized the service on a regular basis in 2015-16. As the new system was just recently implemented, more comprehensive data about demographics will be available in future program reviews.

A better tracking method for club membership that includes demographics is being explored to more accurately capture the demographics and numbers of students involved in the 66 active clubs on campus.

The updated OwlCard Benefit brochure now highlights services and discounts funded by ASFC that target underserved students such as the food bank, textbook, laptop and calculator rental, dental services, and Ecopass. We plan to continue these efforts and explore other marketing strategies to promote these important services.

**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 use the Program Review profile tools to measure leadership course level success rates, demographic data and enrollment numbers.

\*Service level data from programs such as the Food Bank will be derived from area year-end reports.

\*The 2017 ASFC election plans to implement a survey tool in conjunction with Institutional Research to determine demographics for student voters in the ASFC election which makes up our highest group of active participants.

\*ICC, Interclub Council and Club membership data will be gathered to access demographics and numbers of students served and student success. We plan to work with Institutional Research to help gather this data.

**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.

Development of the support programs that target our underserved students continues to be a priority. The Food Bank, Emergency Loan Program, Textbook Reserve and others specifically target students with high needs. Continued promotion of these programs is a top priority for the coming year.

Continued development and promotion of the Food Bank as a Student Activities/Affairs sponsored program and ongoing collaboration with Second Harvest Food Bank is also a major focus. Continuing to staff the food bank and provide administrative support utilizing a student employee is also a priority going forward. Serving our students most basic needs will support student success for our most needy students.

The ASFC funded textbook reserve program, mentioned in the proudest moments section, is a prime example of a program that promotes student success for underserved students as it serves the highest number of students in financial need. 18,102 ASFC funded books were circulated, checked out, and used by students in 2015-16. According to library records, 85% of that number directly serves students and 15,386 students were served this year by this program. We will continue to collaborate with the Library and ASFC to fully support this program and promote the options to underserved students in the coming year.

Additionally, we plan to continue our success in engaging underserved students in leadership courses and training and actively including underserved students in student leadership, service, campus clubs, heritage months and campus life opportunities. In the 2016 Spring election, student participation from underserved student population increased and we had four student athletes, four EOPS students, and two students in DSPS program running for elected positions. All of the students from those underserved populations are currently holding elected or appointed positions in student government. Continuing to build on this momentum will help underserved students not only meet their basic needs but learn valuable leadership and life skills they need for student success. The earlier data provided on the leadership course demographics shows a trend in our efforts with African American students making up 10 % of students enrolled, and Latino students also making up 10 %. We have goals to exceed these numbers going forward.

## 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>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Continue to offer Late start Leadership Courses to meet the demand and increase enrollment.	Fall 2016, Winter 2017	34
Offer Sosc 79 - Intro to Community	Fall 2017, Winter 2018	30



## ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

Service/Civic Engagement		
Revise Course Outline CNSL 61 for UC Transfer	Fall 2018	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
Student Activities Sponsored Programs and Activities	10,000	To provide special programs and services specifically sponsored by our office not relying on ASFC funding.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Employee secretarial support, administrative support for leadership development and service learning.	15,000	Administrative support for growing programs such as leadership development and service learning student employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Activities Specialist Reclassification to reflect current duties			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current layout of the ASFC Smart Shop			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>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:</p> <ul style="list-style-type: none"><li>-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 the Smart Shop and Design Center are the two doors facing the 1900 building. If there were present some threat on campus, it is 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.</li><li>-converting what is currently the rear of the Smart Shop (room 2016) to serve as the Design</li></ul>		
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<p>Center. That would mostly entail moving equipment, most notably the wide-format printer, from room 2017 to the rear of the Smart Shop. Students and other members of the campus community should be able to access the Design 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</p>		
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Coordinator, as well as afford some storage space for supplies.						
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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### SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2015-2016 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 2015-2016 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:

There has been some great improvements in the Student Activities area this year. There has been an increase in civic engagement programming, that went beyond just being in a contentious national presidential election cycle. In addition to this, the staff in Student Activities has worked closely with ASFC to "lower the bar for entry" to involvement and participation in ASFC. There were changes to their constitution and by-laws that helped lead this charge. Student Activities has worked hard to allow broader participation by a more diverse group of students, both in the curricular and co-curricular aspects of their program, as noted in this program review. Further, there has been an increased effort by Student Activities and ASFC to provide "destination" events and activities rather than "pass through" events. Destination events are more engaging and increase the sense of community on our campus.

Obtaining the Civic Engagement Impact grant was a significant achievement by Student Activities. It allowed for more robust engagement by our campus community.

The addition of new curriculum and late start classes has lead to increased course enrollment by a more diverse student population. In the past, leadership classes for example, have enrolled mostly ASFC participants, whereas now, there is broader cross section of students including adult learners and student athletes.

**4B. Areas of concern, if any:**

While some progress has been made in creating more engaging events/programs through Student Activities, more work needs to be done. Student Activities continues to be strongly administratively focused, with unnecessary barriers to producing events. Student Activities needs to continue to diversify their program offerings. Often, programming and event planning starts at "what did we do last year", and we need to move away from that mind set. Further, while the Heritage Month Series has had some continued success, the model is no longer sustainable moving forward. In the past there was significant partnership with faculty and staff on campus for this series, but the college has changed and grown. The Heritage Month programming model has not. An inordinate amount of the work falls to the Student Activities Specialist, limiting any other programming from the Student Activities office. Additionally, some groups of our students cannot find themselves in our current Heritage Month model (Arab and Muslim students, among others). Also, some important events do not fall during their identified month, so we do not do much programming around that. An example of that would be Chinese New Year. That does not fall during our established Asian American Heritage Month, so no event is planned. Diversity programming is important, and Student Activities needs to develop a more inclusive sustainable diversity programming model.

The overall process for clubs and organizations and student programming and event planning remains quite cumbersome and confusing. A thorough examination of this with recommendations for improvements needs to be lead by Student Activities and ASFC on this.

While Student Activities provides numbers or attendees for their events and programs, I remain concerned about how this data is being collected, as I noted in last year's program review. This must be addressed moving forward.

**4C. Recommendations for improvement:**

Develop a more accurate way to count the number of students who participate and attend Student Activities events and programs.

Review our current processes around clubs and organization and student planned programming, and make recommendations for improvement that will be less administrative and more "user friendly", thus lowering the bar for participation as ASFC did.

Continue to create "destination events". While passive programming (tabling, bulletin board educational campaigns, social media campaigns, etc.) are important, more destination events will lead to a much needed greater sense of community on campus.

Review our current diversity programming model. Make recommendations for a new, more engaging and sustainable programming model that still show support for the importance of diversity programming.

Support the funding requests noted in this program review, particularly around the Student Activities Specialist position. This is not a high enough position for the needs of the department. At least a Program Coordinator or Program Coordinator II position is needed in order to maximize the effectiveness of the program.

**4D. 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
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. <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 07/05/2011 <b>End Date:</b> 06/30/2014 <b>SA-SLO Status:</b> Active	<b>Assessment Method:</b> Oral presentations, group facilitation, meeting management and written summary <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> 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	12/14/2016 - Students involved in various student organizations successfully facilitated a meeting and showed growth in communication skills. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		12/11/2014 - Students presented at District & campus events including weekly meetings, Board meetings. They practiced interpersonal-communication skills at organization meetings. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> We found this difficult to measure and as a result have crafted some data-specific goals for 2014-15.	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>10/14/2011 - Through planning and implementation of club activities and participation in club events, students gained an appreciation for campus life and leadership. Though participation in Cultural Heritage Month planning committees, students perfected their communication skills and learned about the diversity of our campus and the surrounding community. More than \$30,000 from the Associated Students? budget is dedicated to supporting the six heritage months: Jewish Heritage Month, Black History Month, Women?s History Month, Asian Pacific Heritage Month, Latino Heritage Month and Gay, Lesbian Heritage Month. Close to 400 students per month attend these college-wide month long diversity celebrations.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/14/2011 - Following the activities, the committees meet to reflect on the success of the programs and learning that took place by the students involved.</p> <hr/>
	<p><b>Assessment Method:</b> Reflections on presentations <b>Assessment Method Type:</b> Presentation/Performance</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><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/05/2011</p> <p><b>End Date:</b> 06/30/2014</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 90% of students in their written reflection will indicate that participation has enhanced their ability to work in a group</p>	<p>12/14/2016 - Student leaders successfully presented on learning as it relates to leadership through participation in events, conferences and weekly meetings. Presentations provided testimony to leadership growth.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b></p>	



Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		12/11/2014 - Students completed reflections outside of the course based on leadership conference attendance and subsequently made presentations using learned skills. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> Conceptually we will keep this goal but will change the wording for 2014-15 to make it easier to assess.	
		10/14/2011 - Students involved in student leadership practiced group dynamics in their weekly meetings and events and took part in team building activities and state-wide leadership conferences to learn about group dynamics and practice conflict resolution. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	10/14/2011 - Each student prepares a written reflection, and presentation, which provides testimony on the learning that took place during each event, conference or weekly meeting. <hr/>
		<b>Assessment Method:</b> Reviews of journals <b>Assessment Method Type:</b> Essay/Journal	
SA - Student Activities - 3 - Budgets - Develop and manage annual organizational budgets and events. <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 07/05/2011 <b>End Date:</b> 06/30/2014	<b>Assessment Method:</b> Development, production and presentation of the annual Associated Students of Foothill College budget <b>Assessment Method Type:</b> Data <b>Target:</b> Balanced budget approved by district board	12/14/2016 - The Associated Students successfully developed, presented and produced a fiscally responsible annual budget to the District Board of Trustees with a renewed focus on sustaining current funds without relying on fund balance. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<b>SA-SLO Status:</b> Active		2015-2016	
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
		12/11/2014 - Budget development and distribution of funds has become increasingly consistent with district accounting procedures. Students have found ways to have the process become more streamlined and student-driven. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> This goal is dependent on student commitment to process. They have been increasing the accountability for their funds in the previous two years.	
		12/16/2013 - A balanced budget was approved by the Board in June 2013. The next step in the process is to institute a more formalized training program to ensure that expenditures are appropriately documented and will pass audit scrutiny. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> None	
		09/06/2012 - The Associated Students of Foothill College budget categories and allocated amounts were found to be significantly out of alignment with the wishes of the students. As a result, the	09/06/2012 - The review has prompted significant changes in the structure and allocations in the

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		<p>students contracted with an outside parliamentarian to help them review and reorganize their budget. The resultant budget was balanced and approved by the Board in June, 2012.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p>	<p>student budget. It was a thoughtful albeit, emotional process.</p> <hr/>
	<p><b>Assessment Method:</b> Review presentation outcomes</p> <p><b>Assessment Method Type:</b> 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><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>Start Date:</b> 07/05/2011</p> <p><b>End Date:</b> 06/30/2014</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Following these events, students reflect on their experience in a required leadership/service journal.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 90% of students will report that they have developed an increased sense of community awareness and engagement</p>	<p>12/14/2016 - Students successfully participated in service activities and programs in service to others on and off campus service activities and increased awareness: national breast cancer walk, club-sponsored international service trips, food bank volunteers. Development of (Sosc 79) Intro to community service course approved</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>12/11/2014 - Students became aware that the campus was no longer sponsoring the Food Bank</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>and took on responsibility for the program. This has shown an awareness of the needs of a segment of the student population frequently underrepresented in student activities.</p> <p>There is an element of community service tied to the Food Bank via student staffing.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014 <b>GE/IL-SLO Reflection:</b> We are re-thinking how to best word this goal to be easier to measure.</p>	
		<p>10/14/2011 - Students participated in the bi-annual campus volunteer fair and interacted with many different community agencies to explore volunteer opportunities in the surrounding community. Student leaders became active in community service activities like the American Cancer Society Relay for Life and raised funds for the Help Japan relief fund for Earthquake/Tsunami. Students also participated in statewide advocacy events. In March, Foothill College students joined with thousands of other students around the state to march and rally at the state capitol against further budget cuts to community colleges.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/14/2011 - Following these events, students reflect on their experience in a required leadership/service journal.</p> <hr/>
	<p><b>Assessment Method:</b> Student writing review <b>Assessment Method Type:</b> Essay/Journal</p>		
SA - Student Activities - Student Activities & Leadership Participation - Increase participation in Student Activities and student leadership roles to be more	<p><b>Assessment Method:</b> Review of CCSSE Data on participation rates <b>Assessment Method Type:</b></p>	<p>12/14/2016 - CNSL 87, 88, 89 leadership course demographics show an increase in participation by African American and Latino students (10% of</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>reflective of campus enrollment</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/30/2014</p> <p><b>End Date:</b> 06/30/2016</p> <p><b>SA-SLO Status:</b> Active</p>	<p>Data</p> <p><b>Target:</b> Latino participation rate &gt; 20% of respondents White participation rate &gt; 20% of respondents</p>	<p>students enrolled)</p> <p>An increase in resident students involved in student government elected and appointed positions. 75% of elected/appointed officers are now resident students</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</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 2016 will further increase participation rates and associated diversity of participants as the course reaches a broader spectrum of CSU transfer bound students.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>SA - Student Activities - Faculty &amp; 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%</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/01/2014</p> <p><b>End Date:</b> 06/30/2016</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Reissue 2014 survey regarding engagement with Student Activities</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> &gt; 55% satisfaction</p>	<p>12/14/2016 - Assessment method SAO no longer utilized or applicable.</p> <p>We continue to meet target regarding faculty and staff participation as club/heritage month advisors with 66 active clubs and active advisors. Annual advisor training luncheon well- attended and successful.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2015-2016</p>	
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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% <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 12/01/2014 <b>End Date:</b> 06/30/2016 <b>SA-SLO Status:</b> Active	<b>Assessment Method:</b> Review data collected from each of the 2013-14 sources again in 2014-15 <b>Assessment Method Type:</b> Data <b>Target:</b> Basic Skills students will be represented in over 60% of our services and activities	12/14/2016 - We have met the need for providing increased services to under served student populations through the food bank, textbook/calculator reserve, ASFC funding of EOPS programs and funding tutoring/pass the torch program and CARE program. An increase in percentage of under served students in ASFC leadership positions and leadership classes. We plan to revise this SAO to reflect our current program. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2015-2016	
		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	