

Basic Program Information

Department Name: Student Activities

Division Name: Student Affairs and Activities, Student Services

Program Mission(s):

The mission of the Student Activities program is to provide campus-wide social development, leadership experiences and instruction that reinforce academic learning; prepare students for lifelong civic engagement, transfer and careers; promote appreciation of diversity; improve the quality of campus life and contribute to community building.

Name	Department	Position
Pat Hyland	Student Affairs & Activities	Dean
Daphne Small	Student Activities	Director
Erin Ortiz	Student Activities	Specialist
Gina Parisi	Student Activities	Office Coordinator
Patricia Davoren	Student Activities	Secretary
Sirisha Pingali	Student Accounts	Accountant
Antoinette Chavez	Outreach	Assistant

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

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	0

Please list all existing Classified positions:	5
Student Activities Specialist	
Office Coordinator	
Secretary	
Accountant	
Outreach Assistant	

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

The following figures are **based on quarterly averages from the last three years**:

2010-11 / 2011-12 / 2013-14 (Summer to present, Fall 2013)

— **The overall trend is that student participation has increased.** —

Quarterly Info:

11,550 — Owl Cards Sold (Quarterly from 2011-12 thru Fall Quarter 2013)

2,000 — Students-at-large at campus events

800 — Cultural Heritage Month attendees

500 — Club Membership (50 clubs/Quarter, 3x/year)

300-75 — Ambassadors

50-75 — Leadership/Service Classes quarterly enrollment

75-100 — Student Government voting members and agents

Annual Events:

Annual Events:

1,264 — New Student Orientation attendees (*Due to construction, not held in 2011*)

228 — Commencement Ceremony graduates

203 — “March in March” participants in Sacramento

This data was obtained via the following sources:

CCC Apply

Ask Foothill

Credentials

SARS

Other (Figures are based on registration rosters, at-site sign-ins, accounting documents, class registrations, surveys and head counts.)

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

Yes, we educate and serve, proportionately, a higher percentage of every ethnic group that is represented in campus clubs, student government, multicultural heritage month planning committees and events and the campus ambassador program. Sign-ins indicate that participation in Student Activities events surpass college demographic data.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

Middlefield: Multicultural Heritage Month events, Welcome Week, ASFC elections, legal counseling service. "March in March" in Sacramento, statewide conferences, such as CCCSAA, SSCCC, LLN, FACC, student representative leadership meetings, Breast Cancer Awareness, and Disability Awareness, are additional events offered. Assessments from students who attend "representative fee" events are provided by written reflection papers. Exit surveys and event assessments are used at other events.

Data for this area is based on services offered at the following locations:

1. Middlefield
2. CCOC
3. Other (Community Service events, volunteering)

- d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

Yes, and necessary positions have been added:

- Outreach Assistant
- Office Coordinator

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

The application of basic skills are used in hands-on leadership experiences such as public speaking/speeches at meetings, events, and campus tours. Math skills are used in student-managed businesses (ASFC Smart Shop/Design Center) and funding equity in budget development and finance management. Involvement outside the classroom leads to engagement and leadership. Students with learning needs, such as Transition-to-Work students, apply organizational and communication skills when working in our area.

b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Transfer success and leadership experiences outside the classroom go hand-in-hand. College transfer applications require documentation of leadership and service experiences. Student leaders transfer to the most competitive institutions such as UC's, CSU's, private, technical, and Ivy League universities. Experiences range from organization membership, to higher leadership roles that lead to academic, and real world success.

c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Students develop the lifelong skills of: critical thinking, public speaking, leadership, teamwork, conflict resolution, interpersonal, organizational, goal setting, time management, budget development, and entrepreneurial. Students are provided a platform to apply basic, and workforce skills, in the ASFC Smart Shop/Design Center as well as support the campus Career Days. Students are hired for jobs that are related to their curricular, and co-curricular, learning and experiences.

Section 3: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Program Level SA- SLO – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

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.	<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>		
Start Date: 07/05/2011 End Date: 06/29/2012 SA-SLO Status: Active	<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>		
Start Date: 07/05/2011 End Date: 06/29/2012 SA-SLO Status: Active	<p>Assessment Method: Development, production and presentation of the annual Associated Students of Foothill College budget</p>		

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
Start Date: 07/05/2011 End Date: 06/29/2012 SA-SLO Status: Active	<p>Assessment Method Type: Data</p> <p>Target: Balanced budget approved by district board</p>		
Start Date: 07/05/2011 End Date: 06/29/2012 SA-SLO Status: Active	<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>		

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Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

Consistent with student services and the college mission, Office of Student Activities bridges the gap between curricular and co-curricular learning by providing comprehensive services to students. Holistic college experiences in, and beyond, the classroom, contribute to student success and prepare them for real world experience.

Skills learned, or enhanced, through Student Activities program, and participation in campus life, will increase transfer and career opportunities. Students are exposed to, or engage in, events, programs and services that allow them to interact with diverse populations. The students will be able to apply skills learned in a workforce setting.

- b. If your service area has other outcomes assessments at the program level, comment on the findings.

Student feedback indicates a need for more comprehensive outreach. We plan to increase our outreach efforts to encompass greater campus participation.

- c. How has your service area engaged in dialogue about student learning outcomes?

We meet regularly as a program staff and engage student leaders, who use our services, in dialogue about our student learning outcomes.

- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

Based on student input, the Student Activities program will provide comprehensive outreach to the greater campus community in order to reach students who may not otherwise know about our program. With the upcoming EcoPass and higher traffic in ASFC Smart Shop, we plan to capture new students with opportunities for involvement in our program. We also plan to expand existing programs such as club and heritage month outreach and recruitment by targeting students outside the campus center facility and into the broader campus.

e. What summative findings can be gathered from the Program Level Assessments?

Student reflections by student participants who assess their learning in regards to communication skills, leadership and budget development, reflect that 90% of students indicated that their participation enhanced their ability to work in a group which leads to workforce preparation and student success.

We also gathered data based on registration rosters, at-site sign-ins, accounting documents, class registrations, surveys, and head counts. Scanning devices for ASFC Owl Cards are expected to be coming in March 2014 which will help in tracking the students involved in the program. This new data will help us to assess needs/outcomes from the larger student population.

Additionally, we would like to note that research has shown that our efforts to contribute to broaden the educational component recognizes the value of our "Beyond the Classroom" program, as reinforced by the following study: Association of College Unions International (ACUI) *The Bulletin*, Vol 79, Issue 4, July, 2011 "Bridging the Gap: Linking co-curricular activities to student learning outcomes in community college students"

In our findings, we need to expand that value to the larger student body through more extensive outreach and marketing within the campus community.

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

a. List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
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.	Yes		Student written reflections
2. Leadership skills: Provide leadership	Yes		Student written reflections

with an understanding of group dynamics including conflict resolution and group decision-making processes.			
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3. Budgeting Skills: Develop and manage annual organizational budgets and events.	Yes		Student written reflections
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b. New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Provide beyond the classroom experiences to a broad spectrum of students in order to improve the quality of campus life and contribute to community building and retention.		Research has shown that students who are connected and feel part of the community are more likely to achieve educational goals and persist.	We plan to expand the capabilities of the newly implemented student ID system in order to survey, and reach out to, students-at-large and provide additional services, as needed, based on responses.
2. Through participation in student activities/campus life, students will develop personal & professional leadership, transfer & career skills and foster an appreciation for diversity.		Via these skills, 80% of students will show growth in the area of leadership, transfer and career development. This goal responds directly to the college mission of transfer by providing the soft skills to enhance student transcripts and college transfer applications. Basic skills development is achieved by applying English language	

		skills and basic budgeting to real life experiences. By participating in campus life, students will gain marketable, documented, work force experiences. An appreciation for diversity is achieved through interactions with diverse student populations and events that educate students.	
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3. Expand content, and time, of New Student Orientation		Go more in depth with info. about student Code of Conduct, compliance, academic, and other, services & programs that retain students successfully.	By disciplinary action records from Student Affairs Office, and other program's data
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Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Reclassification of existing positions	\$50,000.00	Budgeting Skills: Develop and manage annual organizational budgets and events. Foothill has one student accounts accountant. That individual is responsible for every aspect of accounting from budget through audit. The position requires a great	No

		deal of expertise and has been “under-valued” since its inception.	
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Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	None

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
None				

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Public Address System in Campus Center	\$50K	This relates to new goals #1 & 2. Rational: The Campus Center is heavily utilized by virtually all campus groups, including district presentations (tenure awards etc.). The existing system has been a source of complaints since the building opened and yet because the original construction was funded via Measure C, there has been no campus support for the necessary upgrades.	No

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
New Student Orientation (Restore prior funding)	\$10K	Will support funding for expansion of content	Yes

		and lengthening the orientation that will promote info. on honor codes, services & programs that reinforce positive student retention, and encourages their academic integrity and progression towards their academic goals.	
Operating Budget for Adult Learner Program	\$15K	Will support outreach materials, student assistants, orientations and specialized programs for adult learners which make up 44% of Foothill College students.	No
Operating Budget for Community Ambassador Program	\$30K	The Community Ambassador Program has between 200-300 student volunteers each year acting as campus tour guides, peer advisors, student success center assistants, events assistance and more. They serve any department at the college.	No
Commencement	\$30K	Restore previous funding to support this campus-wide event. This event shines an impressive light on Foothill College and has a reputation for being an exceptional event. Currently all expenses have been assumed by the students and student accounts. This is related to new goal #1 – "provide beyond	No

		the classroom experiences..." and goal #2 "Through participation in student activities..."	
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Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Remote scanning equipment	\$5K	To enable efficient event registration and surveys that will increase student feedback and accommodate our goals to reach the broader campus population and respond to their needs and suggestions.	No

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

- d. If your program has other outcomes assessments at the program level, comment on the findings.

- e. How has your department engaged in dialogue about student learning outcomes?

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
Improve demographic analysis, track students served, reach-out to broader student populations.	To enable efficient event registration and surveys that will increase student feedback and accommodate our goals to reach the broader campus population and respond to their needs and suggestions, we will be implementing student-tracking system by Spring quarter 2014. We also are planning to produce a newsletter to provide connectivity to the entire campus community.
Students need to report back after PaRC/Basic Skills meetings.	ASFC has committee reports weekly listed on their agenda and the students have an opportunity to report back to their constituents. In turn, ASFC posts their meeting minutes and agendas online and at a public location.
Student equity	Each heritage month in the original Heritage Month Series began as a consistent club with

	<p>an advisor, hosting a heritage week more than once. After multiple years consecutively, ASFC formally adopts the heritage month as a part of the Heritage Month Series. Many are national, or worldwide, celebrations. Each Heritage Month Planning Committee, with a student chair, submits a budget proposal presenting their event, program and services needs to the student government. All Heritage month events have built in audiences of classes (students at large) that are related to the topic. Instructors encourage their students to attend events that are related to the curriculum for extra credit and an average of 500 students attends the weekly college hour. All the events are open to the Foothill, and outside community.</p>
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a. After reviewing the data, what would you like to highlight about your program?

We consistently strive to maintain, and broaden our program to keep up with the current needs of the students, as well as with current trends. We produce and publish the only campus student handbook and calendar to inform everyone of co-curricular learning, and leadership opportunities, college contact information, and important dates.

Section 12: Feedback and Follow Up

This section is for the Dean, Student Affairs & Activities to provide feedback.

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

Events such as Heritage Months and Commencement are well attended, professional and shine an exceptionally positive light on Foothill College. They offer opportunities for students to engage outside the classroom and learn skills related to each of the college's missions.

In a very brief period of time, the Campus Ambassador Program (CAP), a program in Student Activities, has attracted a significant number of students. The students are choosing to participate in training and volunteer at events with little to show beyond a hearty Thank You! from others.

b. Areas of concern, if any:

The lack of measurement and assessment methods continue to be a concern in the Student Activities area. What are we doing? Why are we doing it? How do we know if we are effective? Each of these questions needs to be asked on an annual basis. While research has shown the value of co-curricular activities in terms of retention, at Foothill College we have no specific data that affirms the impact on our students. Responses such as "***The overall trend is that student participation has increased.***" to the Data & Analysis prompt are not acceptable in the next cycle.

I continue to receive complaints about the cumbersome nature of student activities processes and procedures. Assigning "blame" to student leaders fails to consider that, as their advisers and mentors, we have the opportunity to lead by example. Are we appropriately asking students the purposes of their procedures? Have we led them to explore ways to improve communication and/or processes?

The leadership courses offered through the Student Activities Program in conjunction with Counseling and Business and Social Science divisions are not attracting sufficient enrollment **INCORRECT STATEMENT** to maintain staffing. There is a proposal at State level regarding a Certificate in Leadership – pending the outcome of that proposal there may need to be adjustments made to existing scheduling.

c. Recommendations for improvement:

Develop, issue and compile the results from a student activities program survey by May, 2014. Include in that survey questions regarding engagement, satisfaction and interest. Additionally, survey faculty and staff about their involvement with various activities to determine not only what they know about programs and services but also how we can more fully engage them in our offerings.

Review other college activities & leadership programs to determine if revisions to existing programs/offerings are in order. By September 2014, develop a comparison document that includes data on funding amounts (both campus-granted and student generated), number and type of campus funded staffing, curricular offerings & size of student population. Include a minimum of 10 California Community Colleges.

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 Student Services to provide feedback.

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

Foothill College is known state-wide for its extensive, robust student activities programs and for its highly involved student government. The addition of Health focused months with the Heritage Months will add additional leadership and educational opportunities for the students.

b. Areas of concern, if any:

I share the concern of stand-alone leadership classes without a state approved Leadership Certificate. Additionally, the State mandated Student Success and Support Program (3SP) does not prioritize leadership, as it does orientations, Student Education Plans (SEPs) and other retention and student success strategies.

The College priority is to assist students with developing SEPs and the faculty in SA would be an additional asset to this goal of providing more student counseling opportunities to develop plans.

c. Recommendations for improvement:

I support the recommendations for stronger methods to track student participation and satisfaction. I also think the department should undergo an evaluation of staffing, duties, areas of responsibilities as it relates to College priorities, changes in programs and services and funding support sources.

Additionally, it is critical to establish B Budget allocations for the new Adult Learner Support Program and the Community Ambassador Program, and to support partial funding of the college-wide new student orientation.

Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/7/14