Basic Program Information

Department Name: Student Activities

Division Name: Student Affairs and Activities Program

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.

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

Name	Department	Position
Pat Hyland	Student Affairs & Activities	Dean
Daphne Small	Student Affairs & Activities	Director
Erin Ortiz	Student Affairs & Activities	Specialist
Kamara Tramble	Student Affairs & Activities	Accountant

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

Please list all existing Classified positions: 3
Existing classified positions are **Student Activities Specialist**, **Office Coordinator**, and **Accountant**

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 that is submitted to your Dean/Director.

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

For the 2013-14 program review cycle, we gathered data from sources previously not utilized. While this limited our ability to provide 3-year trend analysis for all pieces of data, it allowed us to make significant progress toward addressing the issues raised in previous evaluations of our program review.

We learned in an analysis of data that we serve every segment of Foothill's population – the degree to which those populations are served shows a direct and obvious correlation to the intent of the program. An example would be the demographic analysis of data related to leadership for heritage months; leadership roles for each month are typically held by students of the demographic we are attempting to serve.

We also reaffirmed our belief that leadership roles in elected and appointed offices are disproportionately over-represented by our international student population.

In a review of data from our Food Bank, Emergency Loan and Textbook Rental programs, we have evidence that each targeted population has been served. These ASFC funded programs are supported and facilitated by the Student Activities program.

30% of respondents indicated they sometimes or often participate in College Sponsored Activities. (303/997). This is an increase over the 2012 CCSSE survey, when 11.7% of students indicated involvement.

According to the CCSSE (Community College Survey of Student Engagement) 2014, 15% of our student population, spend an average of five hours a week involved in College Sponsored Activities. Comparatively, other colleges of our size show 12.6% of students participate at this same rate. We have a higher percentage of participants compared to other colleges nationally.

Additionally, an average of 4,000 students are issued an owl card and take advantage of services, pick up a student handbook and learn about activities funded by the Owl Card and supported by the Student Activities Program.

New for 2013-14 is Textbook rental data. The most impressive figure in the data is a savings of $35, 306.40 to students.

(All data are attached)

This data was obtained via the following sources:
__ CCC Apply; _____ Ask Foothill; _____ Credentials; _____ SARS ___ **X** Other (List):

CCSSE survey 2012 and 2014,
Smart Shop data records,
Blackbaud accounting software,
ASFC Budget Booklet 2012, 2013, 2014,
ASFC contact sheets, exit surveys at events
Banner student data,
Membership inventories,
ASFC election statistics,
Event surveys
Bookstore accounting

> 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.
>
> CCSSEE data indicates that our international student population is over-represented in our area. (Intl 52% Involvement/9% campus population)

Food Bank data shows that representation by ethnicity is equal to enrollment for African American students (6% FB/ 6% Enrollment)

Emergency Loan data shows that African American students are over-represented compared to campus enrollment. (25% ELoan/6% Enroll). Both White and Latino population representation in our ELoan program are roughly equivalent to enrollment (White 35% ELoan/ 32% Enroll; Latino 19% ELoan/ 22% Enroll)

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

Six Heritage Month activities and quarterly Welcome Week activities are held at the Middlefield campus. Student body cards produced at Middlefield Campus year-round.
518 Foothill ID Cards were generated at the Middlefield Campus for 2013-14 School Year.
Student Body elections are held at Middlefield campus in the Spring.

Effectiveness is assessed by participant numbers and student body card data sheets. Future data collection will include event surveys and election result demographic tracking.

Data for this area is based on services offered at the following locations:
1. _____x_ Middlefield
2. _____ CCOC
3. _____ Other (List)

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

We previously had five classified staff positions. Currently we have three positions and one is vacant.   Administrative functions that were previously a part of the Student Activities Secretary position, (retired) have been absorbed by the Student Affairs Exec Asst. and student employees.
Faculty Director is currently 25% Counseling instead of instructional responsibilities which previously included teaching leadership classes.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 1a: Data and Trend Analysis for Instructional Programs			
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	2011-2012	2012-2013	2013-2014	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

The Certificate of Proficiency in Leadership and Service previously provided courses in leadership training connected to hands-on experiences that provide students the skills needed to succeed in transfer and careers. Leadership skills, communication skills, and organizational skills, are sought after by transfer institutions and are part of the admissions criteria for the UC application and private institutions. The courses provide the base training and the Student Activities program provides the hands-on experiences for students to put their leadership skills into practice. The courses provide a mechanism to document these skills and experiences.

Although the Certificate approval is not currently being pursued, discussions are taking place regarding a possible curriculum revision that would introduce a higher unit General Education, CSU transferrable Leadership Course.

 b. Department Level Data

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)	451	273	354	30.0%
Success	97%	94%	96%	
Full-time FTEF	0.1	0.1	0.1	33%
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

c. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

2011- 12 enrollment shows the highest enrollment numbers as the courses were intentionally included as part of participation in student government. In 2012-13 the requirement was lifted thus a drop in enrollment. In 2013- 14 the enrollment shows an increase as efforts to increase enrollment through outreach to the larger student population and an interest by more students in the general student population to gain leadership experience.

d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

CNSL 87: Leadership Theories and Practices data: demographics show 25% of students enrolled were Latino and 14% were African American. This data is higher than the college-level data and demonstrates efforts to reach out to underrepresented groups as well as provide opportunities for them to make connections and succeed and persist on campus through Student Activities. Programs.

Distribution by Ethnicity CNSL 87: Leadership Theories and Practices

2013-2014	Enr	%
African American	4	14%
Asian	6	21%
Decline to State	2	7%
Filipino	2	7%
Latino/a	7	25%
White	7	25%
Total	28	100%

e. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

As mentioned previously, productivity declined after the course expectations for student government leaders was changed. Also a factor was the constantly changing expectations at the state level in regards to Certificate of Achievement applications.   For more than fifteen years leadership training in the form a course was inextricably tied to the Student Activities Program. A transition to a different model has contributed to lower productivity. Lack of college support for a consistent leadership program has also caused productivity to drop. As the program model moves towards a more inclusive environment and provides a model of "Leadership for Everyone" the goal is to broaden the traditional CNSL 87 Leadership course to meet general education standards so students from different programs can benefit from

leadership training. The goal is to also have the course aligned with the AA Transfer degree. This model is more likely to meet college standards for productivity, as more students need the course to apply towards their transfer goals.

f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

The CNSL 86, 87, 88, 89 series continued to meet the minimum requirements for enrollment, however the newer Lab Courses CNSL 90 A, B and C were under-enrolled primarily because very few students had advanced that far in the new certificate series. CNSL 87, which is typically taught in the Fall Quarter, tends to have the highest enrollment. The courses are not currently being offered as we review the program.

g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

All courses are approved at the state level and meet Title 5 compliance, however they are not connected to a degree or certificate. The action plan is to revise the course outline for CNSL 87 to make it a 4 unit course that meets either Area E for CSU transfer and/or Lifelong Learning for the Foothill AA degree.

h. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Recent attendance at a National Leadership Conference to update curriculum and programming, and compare leadership programs, course outlines and curriculum around the state of California. College curriculum committee will be reviewing future proposals. We are comparing course outlines and programs from 25 community colleges. All have a leadership course connected to their Student Activities Program.

Institution	Course	Title	Units	OSCAR PDF	Curric Info
AHC	PSYCH 123	Leadership and Human Behavior	3	--	curric
BUTTE	CSL 92	Exploring Leadership	3	PDF (2007)	curric
BUTTE	POS 92	Exploring Leadership	3	PDF (2007)	curric
CHABOT	PSYC 43B	Introduction to Group Leadership	4	--	curric
CHABOT	PSYC 44	Methods of Group Leadership	3	--	curric
CITRUS	LEAD 103	Foundations of Leadership	3	PDF (2013)	curric
COASTLIN	LEADER 140AD	Student Leadership 1	3	--	curric
COPPER	SP 5	Group Discussion and Leadership	3	PDF (2007)	curric
DAC	ICS 27	Grassroots Democracy: Leadership and Power	4	--	curric
DAC	ICS 55	Civic Leadership for Community Empowerment	4	PDF (2006)	curric
DAC	POLI 17	Grassroots Democracy: Leadership and Power	4	--	curric
DAC	SOSC 17	Grassroots Democracy: Leadership and Power	4	PDF (2006)	curric
DAC	WMST 17	Grassroots Democracy: Leadership and Power	4	--	curric
EVERGRN	IDIS- 90	Student Leadership	0.5-3	--	curric
EVERGRN	LABOR- 15	Local Union and Community Leadership	3	--	curric
FEATHER	HON 272	Classical Leadership Studies Seminar	3	PDF (2006)	curric
GAVILAN	GUID 27	Contemporary Leadership	3	--	curric
GAVILAN	POLS 27	Contemporary Leadership	3	--	curric
GAVILAN	PSYC 27	Contemporary Leadership	3	PDF (2013)	curric
HARTNELL	ETH 2	Chicano Leadership	3	--	curric
IRVINE	COMM 100	Group Dynamics & Leadership	3	--	curric
IRVINE	LDR 100	Group Dynamics and Leadership	3	--	curric
IRVINE	SP 4	Group Dynamics & Leadership	3	--	curric
MERRITT	RECSE 52	Social Recreation Leadership	3	--	curric
MERRITT	RECSE 58	Recreation Leadership	2	--	curric
MERRITT	RECSE 58A	Recreation Leadership	2	--	curric
MERRITT	RECSE 58B	Recreation Leadership	2	--	curric
MIRAMAR	ADJU 205	Leadership Theory and Practice	3	--	curric
MIRAMAR	MILS 110	Leadership Theory and Practice	3	PDF (2010)	curric
MONTEREY	BUSI 22	Human Behavior/Leadership	3	--	curric
MONTEREY	PERS 54	Leadership Communication	3	--	curric
MONTEREY	SPCH 54	Leadership Communication	3	PDF (2011)	curric
MONTEREY	WOMN 2	Redefining Leadership: Women and Social Justice	3	PDF (2010)	curric
MTSAC	LEAD 55	Exploring Leadership	3	PDF (2006)	curric
NAPA	HUMA 152	Personal Growth & Leadership	3	--	curric
NAPA	PSYC 152	Women, Leadership, and Power in the Workplace	3	--	curric
OCC	GNDR A150	Women, Careers, and Leadership	3	--	curric
OCC	IDST 200	Leadership Styles and Theories	3	--	curric
POSITAS	PSYC 43B	Methods of Group Leadership	4	--	curric
POSITAS	PSYC 44	Methods of Group Leadership	3	--	curric
SAC	CNSL 125	Exploring Leadership	3	--	curric
SANTIAGO	CNSL 125	Exploring Leadership	3	--	curric
SBCC	REC 216	Recreation Group Leadership	3	--	curric
SFCITY	ASAM 22	Community Issues & Leadership	3	PDF (2008)	curric
SFCITY	LBCS 74	Economics for Labor and Community Leadership	3	--	curric
SJCC	IDIS- 90	Student Leadership	3	--	curric
SJCC	LABOR- 15	Local Union and Community Leadership	3	--	curric

i. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Prior to changing state requirements we were one a handful of community colleges in the state offering a Certificate in Leadership and Service. Faculty and staff in the Student Activities program presented the certificate and our model at statewide conferences. Once new curriculum is developed to meet state standards, we can explore more ways to improve innovation and collaboration.

Section 2: Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.

Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.

Our data contains a number of proxies for meeting institutional standards. Additionally, by providing needed services, funds and support mechanisms, our program enables students to engage in the business of learning without some of the crippling distraction associated with lack of persistence.

IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.

Section 2a: 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.

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.

Completion rate for leadership courses is 98%, 91% and 94% respectively for 2012, 2013, 2014. Stricter course requirements will be implemented in future course outlines to ensure the course provides a challenging curriculum while continuing to support strong success rates.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N/A The certificate is not currently transcriptable. Transfer bound students have continued to enroll in the courses however in order to be competitive in transfer.

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.

Antidotal data indicates that the majority of students in the Student Activities program go on to transfer. Moving forward we plan to survey all students about transfer plans and their acceptance rates.

Goal setting assignments include transfer goals and academic goals and have been consistently included as a course requirement in the leadership class as students document their plans. Students in the Student Activities program who have recently applied to UC campuses and private institutions have reported that they have written about their leadership experiences in their college essays and have noted their involvement in their applications. Making a connection with transfer counselors in the future will help collect this data as well.

Section 3: 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.

Our program provides direct services to basic skills students via our Food Bank, Textbook Rental, Laptop Rental and Library Books on Reserve programs.

As noted below in section 5, we also fund the Emergency Loan program, a program that supports basic skills students.

In the future, Org Sync data will enable us to cross-reference basic skills enrollment with activity participation.

ASFC Food Bank recipient data showed that there are an average of 87 visits per month. In a review of students who avail themselves of this service, 9 were enrolled in Basic Skills courses.

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.

We provide the opportunity for extracurricular and leadership opportunities requested on the UC application and Common Application private school application for transfer. Personal qualities of the applicant, including leadership ability, character, motivation, insight, tenacity, initiative, originality, intellectual independence, responsibility, maturity, and demonstrated concern for others and for the community are considered.

The implementation of OrgSync in 2014-15 with the ePortfolio function will enable us to better track evidence of achievement in leadership in the coming year. The fact that we provide students with the opportunities to engage in these programs enhances their potential for transfer success. We are also in the process of distributing an engagement survey for leadership students in our 2014-15 programs.

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.

Student Employment opportunities in the Campus Center provides opportunities for students to gain work experience. ASFC also funds student employee positions in other service areas on campus including Media Center, Anthropology Lab, the Library and Pass the Torch.

There are a number of student clubs directly related to Workforce. They include:
Dental Hygiene
Radiation Technology
KFJC
Medical Brigades

Section 4: Learning Outcomes Assessment Summary

  a. **Attach 2013-2014 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.

Attached

Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

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.
N/A

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. https://foothill.tracdat.com/tracdat/faces/assessment/observations/observation.jsp Leadership Classes four part print and attach

Attached

Section 5: 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?

Student Activities supports the college mission by providing services to each of the targeted populations. Direct services to students include employment either within our area or dollars committed to programs like the Teaching & Learning and Media centers.

Our emergency loan program includes loans to Basic Skills, ESLL, transfer and career development students. See below:

Students Receiving Emergency Loans and Basic Skills Course Success, 2013-14.

Department	Success		Nonsuccess		Withdraw		Total	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
ENGL	10	91%	1	9%			11	100%
ESLL	1	100%					1	100%
MATH	4	44%	3	33%	2	22%	9	100%

Students Receiving Emergency Loans and Course Success, 2013-14.

Success		Nonsuccess		Withdraw		No grade		Total	
Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
305	69%	69	16%	64	14%	6	1%	444	100%

Students Receiving Emergency Loans and Degree/Certificate Completion, 2013-14.

Award	Division	Major	Headcount
Associate in Arts	Fine Arts and Communication	Music Technology	1
Associate in Science	Biological and Health Sciences	Diagnostic Med Sonography	1
		Veterinary Tech	1
Certificate of Achievement	Biological and Health Sciences	Diagnostic Med Sonography	1
		Pharmacy Technician-CEA	1

The Associated Students have funded a textbook rental program, a laptop rental program and books on reserve in the Library. Each of these programs facilitates student persistence.

The leadership opportunities available to elected and appointed positions provide students in each of the targeted populations skill development, career and transfer applicable experience. From our Heritage Month series in 2013-14, one Chair was a basic skills student and five had transfer listed as their goal.

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

New Student Orientation 2013 Exit Surveys: 2014: 100% of students surveyed agreed that the event was very helpful or somewhat helpful.

Thanksgiving Event 2013 – 96% of 118 students surveyed were satisfied with the event. And in 2012, 100% of students surveyed agreed that the event was very helpful or somewhat helpful.

2014 Spring Club Day: 935 students attended and participated.

Faculty/Staff Survey 2014: Knowing that meaningful contact with faculty and staff on campus contributes to student success and retention; we issued a survey to determine a) how satisfied those already serving as an activity or club adviser are with their experience and b) why more faculty and staff are not serving as activity and club advisers. We learned that 46% of the involved respondents (18/39) were Satisfied or Very Satisfied with their experience. Of those not currently involved, 28% said it took too much time, 31% felt there was not enough support for advisers, 40% felt that the procedures were too cumbersome, 18% felt it was too difficult to communicate with students and 40% cited "Other". It is interesting to note that of 78 responses we received 175 comments & suggestions. This tells us that faculty and staff are interested and willing to participate.

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

We are in the process of revising our SLO's and are meeting regularly and reevaluating our goals and services. We have realized via this review that our previous goals are more appropriately suited to the curriculum and are in the process of developing goals that are more directly tied to relevant and accessible data.

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

As noted above, we are crafting goals that are tied more directly to identifiable campus goals and targets.

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

International students are significantly over-represented in student organizations.
White students are under-represented in student organizations.
Students who did participate in organizations said their experience at Foothill College has contributed "Quite a bit" and "Very much" to their Understanding of People of Other Racial and Ethnic Backgrounds 73% of the time as compared to 54% among students who did not participate in activities and organizations.

This data combined with information above tells us that we need to a) reduce the impediments to participation for faculty and staff b) increase outreach to our resident students c) develop consistent methods for collecting targeted data

Section 5a: SLO Assessment and Reflection for Instructional Programs

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?

CL-SLO assessments show positive success rates among students in regards to leadership growth, communication skills and group dynamics. Curriculum changes are currently being driven by enrollment and changing requirements at the state level. Future plans include revising curriculum to meet state standards for transfer and incorporating a higher unit theory based leadership course that meets general education requirements.

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

Program level student learning outcomes are closely aligned with Student Activities program-level outcomes. Demonstrated leadership skills have been shown to contribute to transfer success and workforce development. Exit surveys at the conclusion of the quarter will inform us more specifically regarding data in regards to transfer success. Communication skills and organizational development are crucial elements in workforce development. As more students representing work force related student organizations have been enrolling in the course, their skills and abilities directly related to workforce programs have been enhanced.

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

The assessment results demonstrate success by students enrolled. The certificate program and leadership courses are currently under review due to organizational and state level curriculum changes.

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

At the program level we are seeking new and innovative ways to gather data about leadership

experiences and growth as they relate student activities involvement.

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

Student learning outcomes discussions have occurred in staff meetings and through informed information from CCSEE survey data and other sources. Students enrolled in the leadership courses comment on learning outcomes in reflection paper and journals. We are in process of revising the Student Activities SLO's to meet current program trends and needs.

Section 6: Service/Program Goals and Rationale

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

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

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Communication	Y	N	Found this goal to be too vague to measure effectively
Leadership participation	Y	N	Students completed the reflections but the data did not help us effectively evaluate effectiveness by target populations.
Budget	Y	Y	Student accounting has become more transparent and the effectiveness of expenditures are more easily tied to specific initiatives. This has helped inform funding decisions
Community	Y	Y	The results of this goal were tied to reflections in journals for a course and are more applicable to course data

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?
Increase Participation to better reflect campus enrollment	Long term	Participation in student in co-curricular activities has a positive impact on GPA, and transfer rates.	CCSSE, Counts, Banner, surveys
Improve faculty & staff satisfaction with their SA experience	2 years	Retention is improved when students develop meaningful relationships with campus faculty and staff. Engaging staff and students outside the classroom increases potential for success	Satisfaction survey
Increase participation of Basic Skills students in activities	2 years	Retention is improved when students develop meaningful relationships with campus faculty and staff. Engaging staff and students outside the classroom increases potential for success	CCSSE, Banner

Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's underlined 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)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last	If yes, indicate percent of

three years? (y/n)	time.
Has the program used division or department B-budget to fund reassign time? (y/n)	NA

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

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)

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)

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)

a. **Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.**

Section 11: Service/Program Review Summary	

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

Recommendation	Comments
Leadership classes not included last year	Courses included this year
Data recommendations for demographics	Cited sources, moving forward Org Sync will address this.

a. After reviewing the data, what would you like to highlight about your service area?
The Student Activities program serves students well beyond the activities and programs offered to interested students. Our programs including Textbook Rental, Emergency Loans, and the Food Bank are all examples of initiatives that support persistence at Foothill College.

Our service area has collected impressive amounts of data that show that students who participate in leadership and co-curricular opportunities have a stronger affiliation with Foothill College and the goal of creating community than those who do not partake of our offerings.

As we move forward, we will continue to emphasize the value of co-curricular participation to all students. We are aware that being able to include these types of roles in a transfer application are valuable to all students. We are also making progress on creating a 4 Unit Leadership course that may potentially become part of a GE pattern.

Section 12: Feedback and Follow Up

This section is for the Dean/Director to provide feedback.

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

The Student Activities program supports each of the institution's goals by serving both directly and indirectly, every type of student. The behind-the-scenes support to students-in-need in the form of emergency loans, textbook rentals, books on reserve, the Food Bank and funding for student employment is instrumental in allowing some students to persist when they otherwise might have to drop out.

The data shows that students who participate in the programs, leadership opportunities and activities feel that their involvement contributed "quite a bit" or "very much" to their overall experience at Foothill College 73% of the time. This speaks directly to the institutional learning outcome Community.

This year's review shows significant improvement in the collection, analysis and reflection on hard data. I hope with the continued implementation of OrgSync and cooperation with our Research office to see even more in the 2014-15 review!

b. Areas of concern, if any:

Our International Student population heavily dominates the Student Activities program. While this speaks well of previous efforts to recruit international students, it also points to a need to find creative methods for attracting and engaging our resident students.

c. Recommendations for improvement:

I strongly encourage all activities personnel to continue efforts to inculcate the value of co-curricular involvement to *all* students.

I also encourage personnel to work with campus research to develop and administer a comprehensive student activities focused survey. This survey would enable staff to more appropriately focus resources to serve a wider audience.

This section is for the Vice President, Student Services to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:
Student activities continues to show excellent, positive involvement by students with high satisfaction rates. Their programs continue to grow (like adding the Health Series) and they add services that are especially important to low-income students like the textbook rentals and emergency loans.

e. **Areas of concern, if any:**
    Offering Leadership classes that are stand alone and/or nontransferable is not
    productive for students in reaching their academic units goals for certificates, AA
    degrees or transfer. I am looking forward to a new leadership class that meets a CSU
    area and is transferrable.

f. **Recommendations:**
    Continue developing the new leadership course.

a. Recommended next steps:
__✓_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 12 by the Vice President or President, the Program Review should be
returned to the service area for review, then submitted to the Office of Instruction and
Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Denise Swett, EdD
Vice President, Student Services

Data
Student Activities – Comprehensive Program Review 2013-14 Data

Students Served – Data and Sources

CCSSE Data (Community College Survey of Student Engagement) 2014:,
Students Participating in Student Organizations by Gender, Spring 2014.

Gender	Sometimes/Often		Rarely/Never/NA	
	Respondents	Percent	Respondents	Percent
Female	136	45%	391	58%
Male	162	53%	274	41%
No response	5	2%	9	1%
Total	303	100%	674	100%

Student Body Fee (Banner):
83% of Foothill College students paid the student body fee 2013-14
83.2% of students paid the student body fee in 2012-13
80.1% of students paid the student body fee in 2011-12

Owl Card recipients (Smart Shop count & Banner):
Owl Cards Issued in 2013 – 14 = 4,833
Owl Cards Issued/Students served in the ASFC Smart Shop 2012- 13 = 3,977

Cultural Heritage Month attendees (count) :
 10,892 students attended the six heritage months in 2013-14

Club Membership (Club enrollment forms):
 52 clubs = 1,219 total members in 2013-14

Representation (Officer appointments/enrollment count):
85 quarterly ASFC appointed and elected officers in Student Government representing 11,620 students who pay the student body fee (2013-14)
78 quarterly ASFC appointed and elected officers in Student Government representing 11,648 students who pay the student body fee (2012-13)

ASFC Election Statistics (Banner/vote tally):
ASFC Student Body Election 2014 = 841 total votes cast
ASFC Student Body Election 2013 = 578 total votes cast
Eco Pass election January 28-31, 2013 = 1333 total votes cast

Other Events (event attendance counts):
657 Students at New Student Orientation 2013 attendees and 552 in 2012. No program in 2011
2014 Commencement Rehearsal, Ceremony student participants = 235
2013 Commencement Rehearsal, Ceremony student participants = 209
2012 Commencement Rehearsal, Ceremony student participants = 253

2013 Commencement reception graduates and families participants: 1,552

Emergency Loans (BlackBaud accounting software):
Count 2013-14 = 52
Female = 30 (58%)
Male = 22 (42%)

Textbook rental program (Bookstore Manager accounting data):
Total titles rented = 498
Total savings to students = $35,306.40

Students Served Demographic Data – Data and Sources

Student Participation by Ethnicity (CCSSE):
Students Participating in Student Organizations by Ethnicity, Spring 2014.

Ethnicity	Sometimes/Often		Rarely/Never/NA	
	HC	Percent	HC	Percent
African American	8	3%	22	3%
Asian	182	60%	225	33%
Latino/a	43	14%	136	20%
Native American	3	1%	3	0%
Native Hawaiian	0	0%	2	0%
Other	18	6%	32	5%
White	43	14%	234	35%
No Response	6	2%	20	3%
Total	303	100%	674	100%

Student Participation by International Student Status (CCSSE/Banner):
Students Participating in Student Organizations by International Student Status, Spring 2014.

International Student	Respondents	Percent	Respondents	Percent
Yes	158	52%	159	24%
No	139	46%	506	75%
No response	6	2%	9	1%
Total	303	100%	674	100%

Club Council (club registrations): 11 out of 52 active clubs represent an ethnic group based on Club Council Attendance records.

Heritage Month demographic (minutes/appointment rosters): Committees are reflective of the ethnic backgrounds of the months being staged. 58 of the 65 active student leaders involved on the committees represent the targeted ethnicities. Future plans include ways to determine efficacy of Heritage Month activities and the demographics of attendees– issuing surveys to collect data on participants.

Emergency Loan Demographic Data (Blackbaud/Banner):

Ethnicity	Headcount	Percent
African American	13	25%
Asian	2	4%
Filipino	1	2%
Latino/a	10	19%
Native American	2	4%
Pacific Islander	4	8%
Unknown	2	4%
White	18	35%
Total	52	100%

Age Group	Headcount	Percent
19 or younger	2	4%
20 to 24	16	31%
25 to 39	23	44%
40 or older	11	21%
Total	52	100%

Food Bank Demographic Data (Banner):

Ethnicity	Headcount	Percent
African American	3	6%
Asian	6	12%
Filipino	2	4%
Latino/a	9	18%
Native American	1	2%
Pacific Islander	2	4%
Unknown	13	25%
White	15	29%
Total	51	100%

Age Group	Headcount	Percent
19 or younger	8	17%
20 to 24	17	37%
25 to 39	14	31%
40 or older	7	15%
Total	46	100%

Leadership classes (Banner):

2013-2014 Students in Leadership courses distribution by ethnicity is consistent with College Ethnic Distribution. Students in the courses are actively engaged in Student Activities. There was a 98%, 91% and 94% success rate by targeted ethnic groups in 2012, 2013, and 2014 respectively.

Enrollment Percent

African American	10%
Asian	21%
Decline to State	15%
Filipino	2%
Latino/	27%
Pacific Islander	2%
White	23%
Total	100%

Textbook rental program (Bookstore Manager accounting data):
Total titles rented = 498

African American	4%
Asian	14%
Decline to State	32%
Filipino	7%
Latino/	21%
Pacific Islander	2%
White	20%
Total	100%

Campus Ambassador Program – Data and Sources

Community Ambassadors = 284

On campus events: 65 which include SOAR, NSO, Parent Orientation, Orientation for Overseas US Citizen's (x3), Physic's Show (x2), counseling 5 presentation/tour, High School Counselors Breakfast, Middle School Day, Open House, Leveraging Technology Conference support, and the OLA tamale fund raiser.
Of the 65, 24 were counseling 5 presentation/campus tour

Support we provide:
Prepared the material, campus tours, set up/clean up, student success panels, campus tours, recruitment table
Prepared/perform a cultural dance show, escort on/off bus. Serve at liaison for all programs and services will being the first person contact for prospective students, connect student with the resources on campus to ensure student success.

Off campus events: 23 which 13 were specificly recruiting for SOAR at the local high schools and the others were events like the LLN conference (19 students of diverse background), purchase/decorated a tree at Christmas in the Park, art & craft with the kids on Thanksgiving day at the San Jose Family Shelter, Asian American College Fair, attended a Posada with Latino Student Union (LSU) @ Los Altos High School, and participated in the Latino Parent Summit with Latino Student Union (LSU) @ Los Altos High School.

Campus Tours:
We offer weekly campus tour (except the first and last two weeks of the quarter) with an

average of 4 attend those throughout the entire year. We also accept special group request and those we provide a presentation and campus tour. Special request like Foster Youth Independent Living Program (8), Jose Valdes Summer Math Institute (190), Campbell Middle School (40), Hayward Community High School (30), Los Altos High School (40), Palo Alto School Unified District & Mt. View Los Altos Special Ed Program (96), Fremont High School (15), Middle School Day (884), Gunn High School (50), Hope House (18), Menlo Atherton (15), SOAR-STK (Stretch to Kindergarten) (240), Terra Bell High School (45), Chinese Christian High School (56), Edenvale Elementary School (92), East Palo Alto Phoenix Academy (15), SOAR x2 (318)

Workshops: 10 such as EOPS, Financial Aid, Student Activities, Honor's Institute, Pass the Torch, DRC, VRC

Unit Course Assessment Report - Four Column

Foothill College
Department - Counseling (CNSL)

Mission Statement: By helping students learn skills to improve their overall mental health, academic performance and quality of life, we hope to enhance the likelihood they will succeed at Foothill College

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community (Created By Department - Counseling (CNSL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will present a session on cultural diversity during one of the heritage months **Assessment Method Type:** Discussion/Participation **Target for Success:** Audience will respond with an 90% accuracy rate to questions presented in the session **Related Documents:** AssessmentImpactByCourseObjectives	12/02/2014 - Target Met. Students presented in small groups and worked successfully to achieve group communication targets. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES - 1 - Group Dynamics - A successful student will be able to provide leadership with an understanding of group dynamics including conflict resolution and group decision-making processes. (Created By Department - Counseling (CNSL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will use journals and reflection essays to reflect on leadership experiences and group dynamics as they relate to the group decision-making process **Target for Success:** 80% of students will show leadership growth throught the required journal and reflection	12/02/2014 - Target met. More than 80% demonstrated leadership growth through the required journal reflection **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Counseling (CNSL) - CNSL 88 - LEADERSHIP: THEORIES, STYLES & REALITIES - 1 - Community - A successful student will be able to demonstrate an awareness of one?s community, and the role and responsibility that he or she plays within the community. (Created By Department - Counseling (CNSL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students create and present a creative project based on their leadership experiences. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% will succeed	12/02/2014 - Students showed success in ability to demonstrate awareness of one's community **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 12/02/2014 - Target met. Presentations reflect awareness of community and the role students play. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2013-2014	
		12/02/2014 - Target met. Creative projects reflect learning and the opportunity to reflect on experiences in a creative way. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Counseling (CNSL) - CNSL 88 - LEADERSHIP: THEORIES, STYLES & REALITIES - 2 - Group Dynamics - A successful student will be able to provide leadership with an expanded understanding of group dynamics including conflict resolution, group decision-making, and civic responsibility. (Created By Department - Counseling (CNSL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students make presentations focused on group dynamics and civic resposibility **Assessment Method Type:** Presentation/Performance **Target for Success:** all	12/02/2014 - Civic responsibility reflected in presentations. Group dynamics demonstrated through group presentations. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/02/2014 - Presentations reflect student learning in civic responsibility and group dynamics **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		12/02/2014 - Group dynamics and civic responsibilty reflected in presentations **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 1 - Events - A successful student will be able to develop and manage annual organizational budgets and events. (Created By Department - Counseling (CNSL)) **Course-Level SLO Status:** Active	**Assessment Method:** Students present budget projections orally in small groups and demonstrate effective event planning skills through careful planning. **Assessment Method Type:** Presentation/Performance **Target for Success:** all	12/02/2014 - Target met. Budget successfully presented and approved. Event planning skills perfected and demonstrated through final group presentations **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 2 - Communication - A successful student will demonstrate an expanded understanding of how to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL)) **Course-Level SLO Status:** Active	**Assessment Method:** students will make presentations demonstrating expanded understanding of communication in a diverse community **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will gain expanded communication skills in a diverse community	12/02/2014 - Communication skills within a diverse community successfully demonstrated through group presentations **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

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. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 07/05/2011 **End Date:** 06/30/2014 **SA-SLO Status:** Active	**Assessment Method:** Oral presentations, group facilitation, meeting management and written summary **Assessment Method Type:** Presentation/Performance **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	12/11/2014 - Students presented at District & campus events including weekly meetings, Board meetings. They practiced interpersonal-communication skills at organization meetings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** We found this difficult to measure and as a result have crafted some data-specific goals for 2014-15.	
	Assessment Method: Oral presentations, group facilitation, meeting management and written summary **Assessment Method Type:** Presentation/Performance **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	12/11/2014 - Students presented at District & campus events including weekly meetings, Board meetings. They practiced interpersonal-communication skills at organization meetings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** We found this difficult to measure and as a result have crafted some data-specific goals for 2014-15.	
	Assessment Method: Reflections on presentations **Assessment Method Type:** Presentation/Performance		
SA - Student Activities - 2 - Leadership - Provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes.	**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. **Assessment Method Type:**	12/11/2014 - Students completed reflections outside of the course based on leadership conference attendance and subsequently made presentations using learned skills. **Result:**	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
Year(s) to be Assessed: End of Academic Year **Start Date:** 07/05/2011 **End Date:** 06/30/2014 **SA-SLO Status:** Active	Essay/Journal **Target:** 90% of students in their written reflection will indicate that participation has enhanced their ability to work in a group	Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Conceptually we will keep this goal but will change the wording for 2014-15 to make it easier to assess.	
	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. **Assessment Method Type:** Essay/Journal **Target:** 90% of students in their written reflection will indicate that participation has enhanced their ability to work in a group	12/11/2014 - Students completed reflections outside of the course based on leadership conference attendance and subsequently made presentations using learned skills. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Conceptually we will keep this goal but will change the wording for 2014-15 to make it easier to assess.	
	Assessment Method: Reviews of journals **Assessment Method Type:** Essay/Journal		
SA - Student Activities - 3 - Budgets - Develop and manage annual organizational budgets and events. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 07/05/2011 **End Date:** 06/30/2014 **SA-SLO Status:** Active	**Assessment Method:** Development, production and presentation of the annual Associated Students of Foothill College budget **Assessment Method Type:** Data **Target:** Balanced budget approved by district board	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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This goal is dependent on student commitment to process. They have been increasing the accountability for their funds in the previous two years.	
	Assessment Method: Development, production and presentation of the annual Associated Students of Foothill College budget **Assessment Method Type:** Data **Target:**	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. **Result:** Target Met	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	Balanced budget approved by district board	**Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This goal is dependent on student commitment to process. They have been increasing the accountability for their funds in the previous two years.	
	Assessment Method: Development, production and presentation of the annual Associated Students of Foothill College budget **Assessment Method Type:** Data **Target:** Balanced budget approved by district board	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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This goal is dependent on student commitment to process. They have been increasing the accountability for their funds in the previous two years.	
	Assessment Method: Review presentation outcomes **Assessment Method Type:** Presentation/Performance		
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. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 07/05/2011 **End Date:** 06/30/2014 **SA-SLO Status:** Active	**Assessment Method:** Following these events, students reflect on their experience in a required leadership/service journal. **Assessment Method Type:** Essay/Journal **Target:** 90% of students will report that they have developed an increased sense of community awareness and engagement	12/11/2014 - Students became aware that the campus was no longer sponsoring the Food Bank 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. There is an element of community service tied to the Food Bank via student staffing. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** We are re-thinking how to best word this goal to be easier to measure.	
	Assessment Method: Following these events, students reflect on their experience in a required	12/11/2014 - Students became aware that the campus was no longer sponsoring the Food Bank and took on responsibility for the program. This	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	leadership/service journal. **Assessment Method Type:** Essay/Journal **Target:** 90% of students will report that they have developed an increased sense of community awareness and engagement	has shown an awareness of the needs of a segment of the student population frequently underrepresented in student activities. There is an element of community service tied to the Food Bank via student staffing. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** We are re-thinking how to best word this goal to be easier to measure.	
	Assessment Method: Student writing review **Assessment Method Type:** Essay/Journal		
SA - Student Activities - Student Activities & Leadership Participation - Increase participation in Student Activities and student leadership roles to be more 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	**Assessment Method:** Review of CCSSE Data on participation rates **Assessment Method Type:** Data **Target:** Latino participation rate > 20% of respondents White participation rate > 20% of respondents		
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		
SA - Student Activities - Service to Basic			

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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		

Generated by TracDat a product of Nuventive.