Peralta Community College District
STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	November 15, 2013
College	College of Alameda	**Administrator:**	Dr. Alexis Montevirgen
Unit/Area	Student Activities and Student Leadership and Development		
Completed By:	Dr. Luis Escobar		
Mission/History and Description of Service Provided *Brief, one paragraph.*	**Mission:** The mission of Student Activities and Student Leadership and Development is to improve student persistence, retention and completion rates by offering opportunities and experiences beyond the classroom that encourage learning and student success. • Student Activities and Student Leadership and Development is an integral part of the college's total program, supports its' goals and objectives, and receives the college's support in performing program responsibilities. • Student Activities and Student Leadership and Development believe that the well being of the institution lies in the hands of the students. • Our goal is to keep students engaged and connected to campus life; involvement equals success. • Student Activities and Student Leadership and Development offers co-curricular opportunities that will help students prepare for personal and civic responsibility, as well as for the opportunity of intellectual, aesthetic, and personal development. • Student Activities and Student Leadership and Development regard students as individuals who possess dignity, worth, and the ability to be self-directed. • Student Activities and Student Leadership and Development is committed to fostering a positive self-image, self-worth, self-concept in students, and in doing so, helping them to become responsible, healthy adults. **History of Unit:** On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, "student activities are recognized by the District as an integral part of a community college's total program. The President of each college is authorized to provide adequate facilities, to allow time for individuals and groups to participate in such activities during their regular schedules, and to provide staff assistance for planning and supervision of these activities." Section 1 states, "an official organization of the student body may be established at each College subject to the approval, control, and regulations of the Board of Trustees." Section 2 states, "All student activities conducted by the College groups shall comply with State statutes, District and College regulations. These activities shall be conducted with the approval of the College Administration." Student Activities and Student Leadership and Development provides the basis for opportunities that create an out-of-classroom environment that: • Augments classroom instruction by fostering unique and expanded educational, civic, social, and cultural experiences. • Enhance and prepare students for future civic, social, cultural, and political responsibilities through community service, learning, and leadership development opportunities. • Foster personal growth and facilitate interaction between students, faculty, and administration from varied backgrounds in diverse settings through the organization of social, civic, and cultural activities.

	Description of Unit: Student Activities and Student Leadership and Development, which includes the Associated Students of College of Alameda and campus clubs is the cradle for campus life programming. It is an information and resource center as well as the hub for student leadership, community service, and recreational and cultural programs. Program facilities are located in the Student Center, Building F, in rooms 109 – 117.
	Services that are provided include: • Campus Posting Review • Literature Distribution Guidelines • Campus Social, Recreational, Cultural and Educational Programming • Campus Life Calendar/Master Activities Calendar Clearance • Campus Lost and Found • Use and Maintenance of Student Center • Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women's History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month) • Support for the College's Student Government, Associated Students of College of Alameda (ASCOA) • Campus Club Organizations, Formation, Support and Advising • Supervision of Office of Student Activities Student Employee Support Staff • Supervision of Campus Food Services • Supervision of Campus Safety Aides • Coordinate annual commencement ceremony and student awards banquet
Student Learning Outcomes (SLOs) *(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)*	**SLO:** Analyze obstacles to community college student success and examine strategies and resources to overcome obstacles **SLO:** Formulate personal awareness of opportunities to create change **SLO:** Demonstrate leadership skills and a sense of empowerment **SLO:** Students will set goals and action plans for advocating for student needs and for improving campus life **SLO:** Celebrate cultural backgrounds and examine the relationship of cultural experiences and educational attainment **SLO:** Increase academic skills that are essential for educational success such as note-taking, time management, public speaking, and critical analysis **SLO:** Increase the persistence and retention rates of students involved in Student Activities

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	**SLO#1 is mapped to ILO#1** **SLO#2 is mapped to ILO#5** **SLO#3 is mapped to ILO#5** **SLO#4 is mapped to ILO#5** **SLO#5 is mapped to ILO#4** **SLO#6 is mapped to ILO#1**
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II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. *Include data used to assess your SLO/SAO/PLOs.*	The Community College Survey of Student Engagement (CCSSE) provides data regarding student involvement in co-curricular and campus life activities. Data related to civic engagement, campus involvement, and multicultural competency was reviewed in accordance to COA's Institutional Learning Outcomes.

COA's Institutional Learning Outcome	Student Responses from CCSSE (2007N= 454) (2009N=532)

Personal Development and Management
• Develop self-awareness and confidence
• Prepare for personal, educational, and/or career goals
• Promote, maintain and/or improve health
• Appreciate the value of life-long learning
	How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (%Very much + % Quite a bit/%Some/% Very Little)
	
	Understanding yourself 2007 63%/23%/15%
	                         2009 57%/28%/15%
	
	Developing a personal code of values and ethics
	                         2007 47%/33%/20%
	                         2009 43%/34%/23%

Intercultural Literacy and Interaction
• Recognize and acknowledge individual and cultural diversity
• Practice respectful interpersonal and intercultural communication
• Recognize and understand the ideas and ideas expressed in cultural traditions
	How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (%Very much + % Quite a bit/%Some/% Very Little)
	
	Understanding people of other racial and ethnic backgrounds
	                         2007 54%/33%/13%
	                         2009 44%/38%/18%
	
	Had serious conversations with students of a different race or ethnicity other than your own
	                         2007 52%/28%/20%
	                         2009 44%/33%/24%

	throughout the world	

	Responsibility
	• Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen
		How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (%Very much + % Quite a bit/%Some/% Very Little)
		
		Contributing to the welfare of your community
		                2007 31%/35%/34%
		                2009 25%/36%/39%
		
		In your experience at this college during the current school year, about how often have you done each of the following? (%Very often + % Often/%Some/% Very Little)
		
		Participated in a community-based project as a part of a regular course
		                2007 11%/17%/72%
		                2009 8%/17%/75%

This table indicates that the percentages of each particular learning outcome have dropped by 3% or more in 2009 as compared to 2007. At the time, the decrease in Personal Development and Management, Intercultural Literacy and Interaction, and Responsibility may be attributed to the recent budget cuts limiting student activities and leadership development. An evaluation plan has been developed and will be implemented that measures Student Activities and Leadership and Development as it pertains to retention, grade point average, and success.		

Qualitative Assessments	
Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. *Include data used to assess your SLO/SAO/PLOs.*	In the initial 3 weeks of the start date of the Director of Student Activities and Campus Life a combination of individual interviews and focus groups were conducted with ASCOA students and members from multiple active clubs. Areas of improvement were identified through this process. The themes that became apparent were the following: • Protocol on how to allocate funding awarded by ASCOA urgently needed to avoid ambiguity and avoid clubs from feeling "unsupported" and that the process is "unfair". Some club members made it clear that funding allocation needs to be more "transparent" and "equitable". • Club members and ASCOA students confirmed that the expenditure and event planning process are "confusing". Students made statements like "being bounced around", receiving "conflicting information" and that it was "time consuming". • Became apparent that ASCOA needs to improve in better supporting clubs. • All students seemed to agree that an ICC would improve communication, collaboration, and overall club involvement. • ASCOA students expressed it was "hard and at times overwhelming to have been without and advisor for such a long time". ASCOA students were also in agreement of the need to have more students be part of ASCOA to fill vacancies and spread out the work. The themes that became apparent through the focus groups and interviews served as a guide as to the continuous improvement plan to be described in a section to follow.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths *What are the STRENGTHS of your unit/area?*	• Provide opportunities for students to develop critical consciousness that promotes educational attainment. • Develop student leadership skills and sense of empowerment to advocate for the needs of student body as a whole. • Work in collaboration with faculty, staff, and administration to best meet the needs of students. • Provide opportunity for students to be involved with campus governance, student advocacy, and community outreach. • Provide opportunity for students to put into practice what is learned in the classroom that promotes students to view their education as a means for prosperity for their community.
Weaknesses *What are the current WEAKNESSES of your unit/area?*	• Low number of active student clubs. • Outdated student activities website. • Need for an online student activities master calendar. • Unclear expenditure and event planning process. • Overwhelming club chartering process. • Record keeping and fiscal management procedures in need of updating. • Trust accounts located at off campus/district entity. • Financial codes to be updated to reflect changes and updates to policies and procedures. • Signage to be improved to better inform students of important events, resources, and dates. • Increase and strengthen club advisor pool.
Opportunities *What are the OPPORTUNITIES in your unit/area?*	• Passionate, hardworking, and capable student leaders serving on current ASCOA. • Cultivate leadership development of future student leaders. • Highly collaborative and supportive relationship with Business office. • High support from campus administration. • Can be critical in connecting students to critical resources on campus. • Potentially can have significant impact on persistence, retention, and success rates for students. • Develop leadership course that develops students' critical consciousness, sense of empowerment, and leadership skills.
Limitations *What are the current LIMITATIONS of your unit/area?*	• Budget is not ideal to cultivate a vibrant student activities environment. • Lack of personnel. In particular not having a staff assistant. • No email listserve to facilitate communication with all students. • Trust accounts located off campus in a separate entity.

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

- The ASCOA is reorganizing its organizational structure to improve student accessibility and involvement. The Inter Club Council (ICC) consisting of all campus clubs and organizations is also being reestablished to provide more opportunities for student involvement ant collaboration among its members.

- Update club chartering, expenditure and event planning procedures to be simplified for clubs to easily navigate process and increase club involvement.

- Update student activities website to include list of active clubs, club contact information, chartering process, and policies and procedures.

- A calendar of events held in and around the Student Center to be posted weekly on bulletin boards and the Student Activities and Leadership Development Web Page.

- Update financial code, record keeping, and fiscal management procedures.

- Advocate for trust funds to be monitored through campus system as all other funds are monitored. This change would simplify fiscal management and eliminate the $3,900 yearly expense of contracting a bookkeeper. The $3,900 represents approximately 20% of the ASCOA budget which could then be reallocated to support club involvement and student life.

- Implement events targeted at increasing and strengthening the club advisor pool that informs potential club advisors of the importance of creating a vibrant student life and active student clubs in the overall success of students on campus.

- Develop a Student Leadership course that develops students' critical consciousness, sense of empowerment, and leadership skills that continues to produce a team of student leaders on campus.

- Outreach to students on the opportunities for campus involvement in student government, campus activities and shared governance. ASCOA will work with other Peralta colleges, student government to establish and implement a District Student Leadership Council.

- Implement evaluation plan that measures student learning outcomes for Student Activities and Student Leadership and Development using both quantitative and qualitative methods.

Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-http://scorecard.cccco.edu/scorecard.aspx)

Meet District FTES Target for AY2013-2014 of 18,830	Implement continuous improvement plan described above that will lead to a vibrant student life developing the skills in students to advocate for their needs and work in collaboration with staff, faculty and administration. Creating a vibrant student life that creates a connection to the campus community while connecting students to critical resources is supported in the educational research as increasing persistence and retention. Increased persistence and retention leads to increased FTES.
Increase Student Success	Develop student leadership skills and create vibrant student life that creates a welcoming campus environment, that connects students to critical resources, and that increases students' critical consciousness on campus. A plethora of educational research indicates that these educational practices increase student persistence, retention, and overall student success.
Increase Persistence *Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.*	Student Activities and Student Leadership and Development has many components that contributes to persistence including creating a welcoming environment, connecting students to critical resources, and creating a connection to the campus among many other outcomes. One area that will be emphasized to increase persistence is increasing the number of student clubs on campus. Student clubs promote students to feel a sense of community and connection to faculty and their peers on campus. Active student clubs create a welcoming environment and facilitate the process of connecting students to critical resources. Student clubs also fosters an increased level of student to student peer support. Increasing club involvement along with many of the other facets of creating a vibrant student life will contribute positively to student persistence on campus.
Increase College Completion *Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.*	Again, Student Activities and Student Leadership and Development has many components that contributes to college completion. One area in particular that will be emphasized to increase college completion will be to focus resources and events tailored to student populations that have traditionally been underserved by the educational system. Creating events, conferences, discussions, and clubs tailored to meeting the needs of underserved students will become an additional resource to the college in better meeting the needs underserved students.

III. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:		Headcount	FTE Equiv.
	Faculty (Permanent)	[#]	[#]
	Faculty (PT/Adjunct)	[#]	[#]
	Classified Staff (Permanent)	1	[#]
	Classified Staff (Hourly)	[#]	[#]
	Students	[#]	[#]
	ICC/Consultant/Other	[#]	[#]

Narrative: *Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.* *Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.* *Describe implications of the current staffing level in your unit/area to overall service delivery.*	Currently the staff consists of a full-time Director of Student Activities and Campus Life and one twelve hour a week student worker. In particular, a staff assistant would be critical in the staffing of Student Activities and Student Leadership and development. A staff assistant would be able to help with the lost and found, keep posting and signage up to date around campus, copies and printing needs, creation of fliers, and many other roles that would allow more time for the Director to work on critical tasks and for the student leaders to focus on creating events and supporting clubs. Moreover, the hiring of student ambassadors in the area of Student Activities and Student Leadership and Development would also be beneficial to student life and the campus as a whole. Student ambassadors could help in providing tours, in reach activities to promote resources, clubs, and events, and can also be utilized for outreach to local high schools and middle schools.
Human Resource/Personnel Requests *List your human resource/personnel requests in prioritized/ranked order.* *Human resource/personnel requests will go through the established College and District planning and budgeting process.*	1) Staff assistant 2) Campus Ambassadors

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

Narrative: *Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.*	Currently the bottom floor of the F building consists of the "Pitt" area, ASCOA offices, and the student health office. The second floor contains an out of use cafeteria, open space with scattered chairs, outdated computers along the back wall, and other in use offices in the back corner. Currently there is not a hub that encourages students to come together and build community.
Facilities/Infrastructure Requests *List your facilities requests in prioritized/ranked order.* *Facilities requests will go through the established College and District planning and budgeting process.*	1) Offices on 2nd floor to house ASCOA, learning communities, and clubs. Would create a central hub for students belonging to these multiple organizations to build community 2) Game room 3) Study/Lounge area

Technology

Please describe any technology needs for your unit/area.

Narrative: *Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of technology in your unit/area to overall service delivery.*	The "Pitt" which is the area most often used for events is lacking smart room capabilities that would simplify the coordination of events in the area. Furthermore, the only computers for student use in the back wall of the second floor are outdated and slow to the extent that students do not even utilize the computers anymore.
Technology Requests *List your technology requests in prioritized/ranked order.* *Technology requests will go through the established College and District planning and budgeting process.*	1) Smart room capabilities in "Pitt" area. 2) Updated computers for student use along with a printer.

IV. OTHER

Please feel free to provide any additional information about your unit/area below.