Program Review - Service - Student Life Latest Version
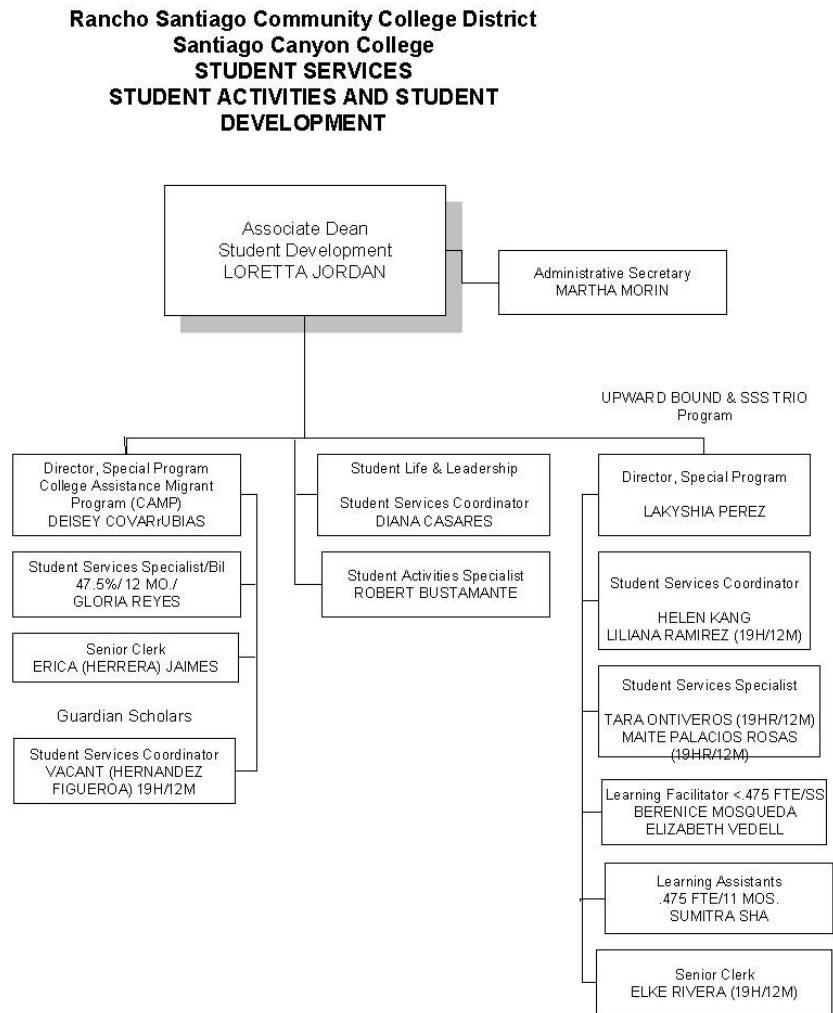
Overview

Program Review - Collaborators : Version by **Casares, Diana** on **12/13/2019 21:19**

Collaborators
Diana Casares, Student Services Coordinator
Robert Bustamante, Student Activities Specialist

Program Review Overview - Organizational Chart : Version by **Casares, Diana** on **12/13/2019 21:19**

Please insert the organizational chart for this program or service area.

Rancho Santiago Community College District
Santiago Canyon College
STUDENT SERVICES
STUDENT ACTIVITIES AND STUDENT
DEVELOPMENT

```
                        Associate Dean
                        Student Development          Administrative Secretary
                        LORETTA JORDAN               MARTHA MORIN

                                                     UPWARD BOUND & SSS TRIO
                                                     Program

   Director, Special Program      Student Life & Leadership      Director, Special Program
   College Assistance Migrant
   Program (CAMP)                 Student Services Coordinator    LAKYSHIA PEREZ
   DEISEY COVARrUBIAS             DIANA CASARES

   Student Services Specialist/Bil   Student Activities Specialist   Student Services Coordinator
   47.5%/ 12 MO./                    ROBERT BUSTAMANTE
   GLORIA REYES                                                      HELEN KANG
                                                                     LILIANA RAMIREZ (19H/12M)

   Senior Clerk                                                      Student Services Specialist
   ERICA (HERRERA) JAIMES
                                                                     TARA ONTIVEROS (19HR/12M)
   Guardian Scholars                                                 MAITE PALACIOS ROSAS
                                                                     (19HR/12M)
   Student Services Coordinator
   VACANT (HERNANDEZ                                                 Learning Facilitator <.475 FTE/SS
   FIGUEROA) 19H/12M                                                 BERENICE MOSQUEDA
                                                                     ELIZABETH VEDELL

                                                                     Learning Assistants
                                                                     .475 FTE/11 MOS.
                                                                     SUMITRA SHA

                                                                     Senior Clerk
                                                                     ELKE RIVERA (19H/12M)
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FY19 Student_Development 11/8/2019

Program Review Overview - Service Area Functions : Version by **Casares, Diana** on **12/13/2019 21:19**

FUNCTIONS
Santiago Canyon College's Office of Student Life and Leadership is committed to providing leadership growth and development opportunities to students of the college. Our purpose is to collaborate with the campus community and provide programs that enrich a student's college life through leadership development and campus involvement. Through varied programs and activities students will engage in roles to demonstrate and articulate the newly acquired skills and abilities they have mastered through their participation with Student Life.

We provide comprehensive programs which include Associated Student Government (ASG), Inter-Club Council (ICC), Student Leadership Institute (SLI), Multicultural events and activities as well as Orientation Leader Training. Each program offers students the opportunity to serve SCC within professional roles gaining useful leadership techniques. The experience gained through these roles ultimately permit students to acquire the growth and development needed to demonstrate strong and effective leadership characteristics applicable beyond the community college. We are committed to providing an equitable environment to provide quality experiences in which all students benefit and have a collective and powerful voice. Service areas include:

•SCCASG – 40 members
•SCCICC – 6 members + 31 active clubs (~10 members each) = 316 members
•SLI – 30 participants
•Nearly 400 students directly served, plus additional interaction with general student population through activities

The Office of Student Life and Leadership is located in A-206, and is staffed with one full-time Student Services Coordinator who coordinates and oversees the implementation of all programs, activities and events, student advisement, and program development. A Student Activities Specialist was hired in January, 2019 to assist the Student Services Coordinator with student advisement, activities and events, programs and services.

The Office of Student Life and Leadership receives funding to support one full-time Student Services Coordinator, and the department faces many challenges due to the lack of funding and staffing in coordinating and implementing the goals of the department. With the guidance of the Associate Dean of Student Development, Loretta Jordan, programs and events were prioritized to meet the needs of students within budgetary and staffing restrictions and to ensure program compliance. Through this implementation, temporary part-time Student Activities Specialists were hired each fall for a duration of one academic year, and unpaid, part-time graduate interns were welcomed to assist in 2016-2018.
The diversified fund was exhausted to a zero balance to pay for the short-term, Student Activities Specialists in the previous years. As a result, the Office of Student Life and Leadership advertised to attract unpaid interns and volunteers to fulfill these positions.

Function	Description
Associated Student Government (ASG)	The Santiago Canyon College Associated Student Government is beneficial to all students and is the official student organization on campus providing student input and recommendations on critical campus issues to faculty, staff, administration and the Board of Trustees. The Student Senate are student representatives who meet weekly to plan, implement, report and evaluate college activities and services that meet the needs of Santiago Canyon College students. Student representatives serve on all SCC Shared Governance committees that affect the education of students. Any student who meets the requirements of the ASG by-laws may become a voting member of the Student Senate. The elected and appointed officers provide a liaison between the students and academic departments and student services. The variety of leadership positions allows for different levels of involvement so that students can balance their academic and extracurricular loads effectively. ASG is beneficial to all students. The political and practical leadership skills that students develop through ASG are supplemented through leadership development programs and activities.
Inter-Club Council (ICC)	The Santiago Canyon College Inter-Club Council is a branch of the Associated Student Government. It is a governing body comprised of representatives of active student organizations. ICC provides a forum for members of student organizations to share information about upcoming events, annual goals and provides an opportunity for clubs to work together. ICC oversees an annual budget for events and for funding requests by recognized and active student organizations to foster further student involvement and leadership development.
Student Leadership Institute (SLI)	The Student Leadership Institute (SLI) at Santiago Canyon College is a non-credit certificate program in partnership with Cal State Fullerton. SLI students are required to attend a series of workshops and earn a leadership certificate from Cal State Fullerton upon program completion. Workshops are offered through SCC and focus on developing necessary skills for effective leadership and overall character. Participation in SLI is free of charge and open to all SCC students. There are no minimum unit requirements, specific GPA, nor prior leadership experiences needed to participate in the program.
Multicultural Activities and Events	Students are encouraged to engage in multicultural activities and events to become educated and develop cultural awareness. These activities and events honor the differences and similarities of cultural diversity allowing students to interact in ways to facilitate understanding and cooperation. A variety of monthly multicultural activities and events are implemented on campus featuring the history, traditions, and language of a particular cultural heritage in an effort to promote awareness and educate students about one another. These multicultural activities and events build bridges to honor beliefs and sensibilities of trust, respect and understanding across the cultures in celebrating cultural differences.

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Casares, Diana** on **12/13/2019 21:19**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?
To create, evaluate, and update annual plan goals, varied surveys, and observations were provided throughout the year. Surveys covered skills development and growth in areas such as leadership, communication, time management, teamwork, Parliamentary Procedures, and meeting constituents needs. Observations were made by personnel and measured through students' perceptions of their own personal and professional development. The assessment plan was developed with the goal of assessing the degree to which Student Life and Leadership

was able to meet the goals of the department. More specifically, assessments aimed to determine the degree to which the service areas: Associated Student Government, InterClub Council and other signature programs impacted students' leadership development and personal growth.

Unlike other programs within the Student Services Division, Student Life and Leadership does not target a specific student population. Equity and inclusion are tenets of the entire division, thus, Student Life and Leadership seeks to address the needs of students from all backgrounds and demographics. Through programming, this office advocates and services students from all student equity groups. Additionally, Student Life and Leadership makes leadership accessible to all students. Since there are no student equity groups that are targeted by the Office of Student Life and Leadership, no data in this report has been disaggregated.

How is SCC's mission statement (https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx) reflected in your goals?
No Value

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - Service : Version by **Casares, Diana** on **12/18/2019 18:10**

Please provide comment on student survey results administered by the program, if any.

Over the years, the outcomes measured have demonstrated consistent strength. The SLOs assessed have remained relatively stable with minor refinements to language and assessment for the past few years. As activities and the student body eveolve, we continue to assess the same SLOs to present which practices work best and if the needs of both students and the institution are being met. Input from the students and staff help drive future decision-making and goal-setting for the program.

Brief questionaires are distributed to students indicating whether the student received the opportunity to increase comprehension of service leadership; develop effective communication skills; build meaningful relationships with peers, leaders, and community members; and promote student's ability to positively effect change on campus and within their community, while engaging in student activities on campus among peers and in the community.

Overall, members were generally satisfied with their participation in the Associated Student Government and the skills they have acquired. Though all of the respondents (100%) understood the value and spirit of team work, they are least comfortable with their memo writing and appraising performance and giving feedback skills (54%). SLL develops and conducts frequent student analysis to identify needs for new programs and services and evalates the effectiveness of current programs.

Please provide comment on program exit exams or other assessments of graduating students, if any.

Students took multiple surveys throughout the year. Surveys covered skills development and growth in areas such as leadership, communication, time management, teamwork, Parliamentary Procedures, and meeting constituents needs. SLO and SAO attainment was measured through students' perceptions of their own personal and professional development. This assessment plan has been developed with the goal of assessing the degree to which Student Life and Leadership was able to meet its student learning outcomes. More specifically, this assessment aims to determine the degree to which Associated Student Government, Interclub Council, and other signature SLL programs impacted students' leadership development. An additional group targeted by this assessment plan are the students in the interclub council. While students are not members of ASG, they are have participated in a number of leadership development models which were closely related to ASG training.

Unlike other programs within the Student Services Division, Student Life and Leaderships does not target a specific student population. Equity and inclusion are tenets of the entire division, thus, Student Life and Leadership seeks to address the needs of students from all backgrounds and demographics. Through programming, this office advocates and services students from all student equity groups. Additionally, Student Life and Leadership makes leadership accessible to all students. Since there are no student equity groups that are targeted by the Office of Student Life and Leadership, no data in this report has been disaggregated.

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Over the years I have received countless letters of gratitude, expressions of personal growth and development as well as visitations from former students. These accounts always indicate how positive their experiences were while participating in the programs and services of the Office of Student LIfe and Leadership. They express how their engagement with SCC was strengthened, and their leadership participation was greatly challenged, supported and excersized on and off campus. Students have expressed that these positive experiences have helped to bridge their current successes at the university, careers and basic life skills providing them with the confidence to become responsible and active global citizens. Student initiative

13930 Mulberry Drive
Whittier, CA 90605
November 4, 2019

Ms. Diana Casares
Santiago Canyon College
Office of Student Life & Leadership A-206
8045 E. Chapman Ave.
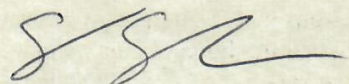Orange, CA 92869-4512

Dear Ms. Casares,

Of anyone, you have undoubtedly had the most powerful positive effect on my life, both as a student of finance and as a member of an organization. For this I want to formally thank you. Over the past several years I've had some rough patches, but through our previous exchanges and your guidance, you have given me the capacity to find entering the work force and returning to school to be pleasurable experiences. Additionally, if not for your mentorship and trust, I may have never pursued university or team-based work.

When I first met you, I was the brand-new incoming Treasurer with only excel experience to back me and no competition for the role. You made me feel welcome and unafraid. You didn't ask me what I knew, you showed me how to succeed. You didn't tell me things were impossible, you took the time to show me everything you knew and where I could learn more. You never sent me in alone, you always called ahead to be sure I was well received. I had a passion for money, you imbued me with the passion for teamwork and giving back through your own actions and dedication.

I valued our weekly meetings as a time to connect and have honest conversations, but I value them even more now. Your friendly smile, relatable stories, and encouraging demeanor provoked confidence in me and a sense of inherent worth in my contributions. You broke down the barriers of formality and showed me that we were all merely people working towards a common greater goal. Still, you pushed me; you directed me. You pointed out the challenges to be overcome and you advised with restraint. You allowed me to have my own successes and through this, infused me with the drive to go above and beyond and to problem solve within a bureaucratic environment, without contempt for the system. You gave the students your trust, and that has made all the difference.

Thank you for everything you have given from yourself to me and students like me. I am eternally grateful for the knowledge, value, and courage I retained from our time together. I hope to see you again in the future, and possibly meet so we can catch up.

With Sincere Thanks,

Sabrina Shuss

and accountability are guiding principles for the program and students often return to let staff know how much they learned and/or grew from their exerieces as memebrs of clubs, the ASG Executive Board, ICC Executive Board, Student Leadership Institute or Activities Board.

See attached

Please provide data pertaining to the instruction or delivery of service, if any.

Many campus programs and activities are student-driven, wherein students learn about project ideation and planning, and are encouraged to take calculated risks, providing valuable teachable moments for student development. Students participating within the Student Leadership Institute (SLI) connected with the Associated Student Government and accepted leadership postitions in which they demonstrated new leadership skills. They are often selected to serve on the ASG Executive Board, or as Directors within the branches of government. Many students also seek to join InterClub Council's Executive Board, create their own club or become an Executive Board member of a club.

A survey collected to gather information indicating whether the student received the opportunities to gain knowledge about student leadership development, apply social responsibility, while engaging in student activities on campus among peers and in the community indicated the following: A total of twenty-one (21) surveys were distributed to student officers at an ASG Council Meeting at the end of May, 2016. Thirteen (62%) of the participants responded to the survey and below are their feedback.

Please find the assessment of responses below.

Areas of strengths

Overall, members were generally satisfied with their participation in the Associated Student Government and the skills they have acquired. Though all of the respondents (100%) understood the value and spirit of team work, they are least comfortable with their memo writing and appraising performance and giving feedback skills (54%).

Additional findings include:
- Most respondents (12 out of 13) state that they now take responsibility for their mistakes and correcting them, that they support diversity, and that they lead with equity.
- Eighty-five percent of the respondents believe their interpersonal skills have improved, that they are comfortable asking others for advice, are willing to explore multiple options to achieve a goal, are competent in using their leadership skills beyond campus, and are comfortable in giving directions to others.
- More than three-quarters of the respondents can interpret rules and regulations, address complaints/problems effectively, and are able to resolve conflicts (77% each), can articulate more clearly and effectively, have gained problem solving skills, can delegate work to others, and can establish and accomplish goals.
- Sixty-two percent of the respondents are delegating work to others, have basic understanding of collecting and analyzing data and establishing priorities effectively and successfully.
- Participants' comments reflected their ratings above in that they have learned leadership skills which will help them in community/professional forums beyond the boundaries of Santiago Canyon College. They also recognized the need for additional staffing to enhance the offerings of the Student Life and Leadership program.

Areas of concerns
- Participants recognize the need for additional staffing to enhance the offerings of the Student Life and Leadership program.

Additional comments participants shared
- *"I truly believe that I've grown as an individual. I have definitely gained better skills in project planning, task completion and most importantly responsibility and I am genuinely thankful for ASG because it has made me matured through hard work and responsibility."*
- *"We need more student life and leadership staff please."*
- *"Very helpful, thank you! I'd like to learn how to run an event."*
- *"The guidance from the office has been helpful in my personal and professional development. They have been some of the most important factors in my success at SCC."*
- *"I feel that our organization would perform much more effectively with additional student life and leadership full-time and /or part-time staff. The head of the student life performs extremely well, but the office is still poorly staffed."*
- *"I feel the improvement is taken up by the student and there is not enough support by the campus. We are treated as a special interest group and not a source of student success."*
- *"ASG has really prepared me for future leadership roles."*
- *"Never learned to write memos"*
- *"ASG has helped me develop my leadership abilities by helping me learn all the qualities and responsibility!"*

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by **Casares, Diana** on **12/13/2019 21:19**

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
4	3	undefined

Program Review Outcomes Assessment - SAOs Table : Version by **Casares, Diana** on **12/13/2019 21:19**

The wide array of events helped to provide leadership experiences for more students than the previous years. Not only were students pleased with their experience in Student Life and Leadership (SLL), but their participation in SLL helped them to gain leadership skills and multicultural competence. Many of the skills gained in SLL included soft skills which could easily be transferred from student leadership roles to the classroom, work and beyond. Thus, innumerable Santiago Canyon College community members have indirectly benefited from the training and events provided by SLL.

While students gained countless skills, there were a few skills that they were still lacking at the end of the year. In the future more emphasis needs to be placed on helping participants to develop conflict resolution skills as well as data analysis skills. While Student Life and Leadership was consistent in providing the campus with cultural awareness events, the impact of these events was mixed. Students could identify the different constituent groups on their campus and they were interested in meeting all of their varying needs. However, this desire to be proponents of equity and diversity did not always translate since students were not confident in their ability to identify their own biases. Thus, efforts need to be made to address this deficiency.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
Student Life and Leadership will increase access to student leadership development opportunities through structured and semi-structured leadership development activities and events	Yes	The Office of Student Life and Leadership offers a wide array of events and activities to provide leadership experiences and personal growth. The service areas are structured so many students can participate and cross participation is encouraged.

Program Review Outcomes Assessment - SAOs Prompted Change : Version by **Casares, Diana** on **12/13/2019 21:19**

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

Since the 2015-2016 academic year, a number of insufficiencies within the SCCASG's operating structure have become increasingly apparent, identified by both SCCASG leadership and Student Life & Leadership advisory staff. Specifically, these included:

- Lack of cohesive policies within the SCCASG's organizational documents and internal policies,
- Organizational inefficiency, with an excessive number of available positions, inconsistent levels of responsibility across positions at a similar level of authority, and unclear or misaligned duties,
- Poor member recruitment and retention,
- Excessive and time-inefficient meetings, and
- Poor internal accountability controls, making it difficult to motivate SCCASG members who were not fulfilling their duties to improve.

Starting in the 2019-2020 academic year, the Santiago Canyon College Associated Student Government (SCCASG) is implementing the "3-Year Future Success Plan" ("the Plan"). The Plan involves a series of structural changes within the SCCASG and incorporates an annual effectiveness review process to ensure the Plan is being successfully implemented on schedule and is meeting required milestones and goals. The Plan was created through a partnership between the 2018-2019 SCCASG leadership team and Student Life & Leadership staff, including SCCASG Adviser Robert Bustamante. Specifically, the Plan's goals are:

- To improve recruitment, efficacy of training, and SCCASG member engagement,
- To ensure that clear expectations and meaningful responsibilities are provided to all SCCASG members,
- To clarify and streamline the SCCASG's internal processes,
- To develop a clear system of meaningful incentives to support recruitment, retention of talented members, and reward excellence,
- To ensure that each member's time is used effectively, and that assigned duties are clear, focused, and relevant to each member within the SCCASG's internal structure, and
- To provide a clear distribution of powers in order to ensure that responsibility and authority are equitably distributed throughout the SCCASG, providing for increased accountability and minimizing the potential for abuse of authority.

While there are many organizational improvements contained within the Plan, some of most significant changes are:

- Reorganizing the SCCASG into a tricameral system consisting of an Executive Branch, a Senate, and a Judicial Branch, with a system of checks and balances implemented to ensure that the branches may operate effectively within their defined purview. The ICC will continue to operate as its own quasi-independent entity within the SCCASG and will still be represented within the SCCASG Executive Branch. The duties of the current Student Involvement branch will be absorbed by the new Executive Branch to facilitate effective planning and execution of SCCASG events.
- Removing a number of extraneous positions, reducing overall size of the organization somewhat (from 44 officer positions to approximately 31 officer positions, with some capacity to add more officers to fulfill needed duties). In most cases, these duties were combined with other officer positions to ensure a more meaningful and equal distribution of responsibility among members with similar titles and roles.
- Creating a separate volunteer organization within the SCCASG for the following purposes:
  - Providing an avenue to membership for new SCC students who may be interested in being involved with the SCCASG but who are not fully prepared for the time commitment,
  - Allowing veteran members to stay involved with the SCCASG even when their increased academic burdens may make holding an officer role challenging,
  - Giving SCC students a chance to see what the SCCASG has to offer without overwhelming them with the full set of requirements placed on SCCASG officers.
- Streamlining the current SCCASG meeting schedule to make better use of each member's time.
- Clarifying the procedures for addressing performance issues with SCCASG officers.
- Providing additional flexibility to the Senate Branch regarding assigning Senators to Participatory/Shared Governance committees to ensure more consistent attendance.
- Increasing the percentage of officer positions within the SCCASG that may be filled by campus-wide election, improving accountability and providing for more effective officer transition each year.

The timeline for this Plan involves making the necessary changes to the SCCASG Constitution & Bylaws throughout the spring 2020 semester in order to ensure that the plan is successfully implemented by the officer elections for the 2020-2021 academic year. During the 2020-2021 and 2021-2022 academic years, the SCCASG will conduct year-end effectiveness reviews to ensure that the Plan's goals are being met and that it is having the desired impact. At the end of this review period, the SCCASG will investigate whether the plan has been successful or if additional steps need to be taken to ensure the SCCASG is meeting its goals effectively.

Based on the assessment, it was determined that permanent, full-time staff would provide consistent and reliable advisement to students in all service areas. As a result of a high turnover of staff, many service areas suffered. Inter-Club Council (ICC) struggled with club registry packets, recruiting committed student leaders to the Executive Board, recruiting and keeping advisors, members struggled to keep their clubs active and were unable to navigate the processes of Student Life efficiently. Additionally, the Associated Student Government was in a constant state of fluctuation with various vacancies throughout the organization. Students were not applying new found skillsets by volunteering to help support ASG events and activities, it was difficult to communicate with six branches of government, among sixty participants (based on highest headcount) and part-time, temporary staff reflected high turnover rates.

Program Review Outcomes Assessment - SLOs : Version by **Casares, Diana** on **12/13/2019 21:19**

Total Number of SLOs	Total Number of SLOs Measured
1	3

Program Review Outcomes Assessment - SLOs Table : Version by **Casares, Diana** on **12/13/2019 21:19**

In order to assess the learning outcomes for the Student Life and Leadership, we have used multiple measures (SLL calendar & survey data). Cumulatively, Student Life and Leadership hosted more than 42 events throughout the academic year (**SLO 1 & SAO 1**). These events focused on academic success (5 events), cultural awareness (12 events), and community building/extracurricular enrichment (25 events). Some of the more notable events include the Welcome Back events, Club Rush, California Community College Student Affairs Association (CCCSAA) Student Leadership Conference in San Jose, ASG Town Hall, ASG Blood Drive, Student Senate for California Community Colleges (SSCCC) General Assembly, Black History Event, SCC Pride, ASG 101 and 102 Training, and the Interclub Council Spring Fling.

Additionally, with an average score of 75%, a majority of students "Agreed" or "Highly Agreed" that the participating in ASG helped them to be aware of constituent needs and helped them to develop strategies to meet these needs (**SLO 1**).
- 85% of respondents indicated "Agree" or "Highly Agree" with the following statement "I know how to determine who my constituent groups are"
- 69% of respondents indicated "Agree" or "Highly Agree" with the following statement "I am more aware of which constituent groups are at risk of not graduating"
- 77% of respondents indicated "Agree" or "Highly Agree" with the following statement "I know how to identify the needs of constituent groups when they are not communicated by the group"
- 69% of respondents indicated "Agree" or "Highly Agree" with the following statement "I see how my leadership role in ASG can help meet the needs of various constituent groups on campus and in the community"
  All in all, SLL events, activities, and programs were able to directly reach more than 230 students. During the fall semester the Student Leadership Institute served 24 students in the fall semester and 49 students in the spring semester. Between the fall and spring semesters, the Associated Student Government had more than 60 student leaders filling its positions. The Interclub Council was able to provide services to more than 100 students from more than 20 different student- and community-centered clubs. Hawk University provided services to 17 students. Orientation leader training was also able to serve a total of 22 student leaders. Advisor training reached at least 15 staff and faulty who served as club advisors at SCC. It is important to note that many of the on-campus events were able to reach other more than the 230 students, staff, and faculty accounted for here.
  Through these numerous events, SLL was able to increase student leaders' understanding of inclusivity (**SLO 2**). To begin with, they hosted twelve (12) cultural awareness events which were designed for the entire campus community. Participants knowledge acquisition can be demonstrated by their survey response. On average, participants 63% of participants indicated "Agree" or higher on all associated survey items:

- 69% of respondents indicated "Agree" of "Highly Agree" with the following statement "I am more aware of what my unconscious biases are"
- 69% of respondents indicated "Agree" of "Highly Agree" with the following statement I know how to check my biases
- 61% of respondents indicated "Agree" of "Highly Agree" with the following statement "I reflect on my biases when I make decisions in ASG"
- 85% of respondents indicated "Agree" of "Highly Agree" with the following statement "I know how to determine who my constituent groups are"
- 61% of respondents indicated "Agree" of "Highly Agree" with the following statement I reflect on my biases when I make decisions in ASG
- 83% of respondents indicated "Agree" of "Highly Agree" with the following statement "I am committed to leading with diversity"
- 75% of respondents indicated "Agree" of "Highly Agree" with the following statement "I am committed to leading with equity"

When it came to inclusivity, a majority of the students were committed to leading with equity and diversity, however, students responses indicate that students were not confident in their ability to identify and control their personal biases.

Survey responses also measured the extent to which student leadership and communication skills were developed by SLL programming (SL0 3). The ASG Training Survey revealed that an average of 83% of respondents were experience leadership skill development. Overall, these survey results indicated that students w   ere most confident in their problem solving abilities, their abilities to recover from mistakes, and their abilities to work with others. However, students did not feel that their ASG training prepared them to work through conflicts nor did they feel that training prepared them to collect and analyze data.
- 75% of respondents indicated "Agree" or "Highly Agree" with the following statement "I have a better understanding of teamwork
- 83% of respondents indicated "Agree" or "Highly Agree" with the following statement "I am more comfortable working on a team"
- 79% of respondents indicated "Agree" or "Highly Agree" with the following statement "I communicate more clearly and effectively"
- 75% of respondents indicated "Agree" or "Strongly Agree" with the following statement "My interpersonal communication skills have improved"
- 83% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I can effectively establish priorities"
- 75% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I have gained problem solving skills"
- 67% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I have basic data collection and analysis skills"
- 79% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I can delegate work to others"
- 67% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I address conflict successfully"
- 88% of respondents indicated "Agree" or "Strongly Agree" with the following statement "Giving instructions is comfortable to me"
- 96% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I can establish goals"
- 96% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I can accomplish goals"
- 96% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I am willing to explore multiple options to achieve a goal"
- 88% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I am able to appraise performance and give feedback to others"
- 88% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I take responsibility for my mistakes"
- 92% of respondents indicated "Agree" or "Strongly Agree" with the following statement "I correct my mistakes"
- 83% of respondents indicated "Agree" or "Highly Agree" with the following statement "I am committed to leading with diversity"
- 75% of respondents indicated "Agree" or "Highly Agree" with the following statement "I am committed to leading with equity"

Student Learning Outcome 1	Means of Assessment	Target	Results
Student Life and Leadership will increase access to student Leadership development opportunities through structured and semi-structured leadership development activities and events	- ASG programming "Meeting Constituents' Needs" Survey	≥20 events ≥75% of survey respondents will need to indicate "Agree" or higher on questions relating to their ability to identify and meet constituent needs (4 questions total)	≥42 events - Average of 75% indicated "Agree" or higher on across all associated questions
Student Learning Outcome 2	**Means of Assessment**	**Target**	**Results**

	SLL event list • "ASG Training Effectiveness" Survey • "Meeting Constituents' Needs" Survey	• ≥75% percent of respondents will indicate "Agree" or higher on questions relating to multicultural competency and inclusivity (total of 8 questions) • Facilitating a total of 10 multicultural events during the academic year	• Average of 63% indicated "Agree" or higher across all associated questions • 12 multicultural events
As a result of participating in Student Life and leadership programming, students will create inclusive programming for campus and community members			

Student Learning Outcome 3	Means of Assessment	Target	Results
As a result of participating in Student Life and Leadership programming, students will be able to demonstrate an understanding of their personal leadership capacity	• ASG Training Effectiveness Survey	• ≥75% of respondents will indicate "Agree" or higher on all leadership related questions	• Average of 83% indicated "Agree" or higher on all associated questions

Service Area Outcome 1	Means of Assessment	Target	Results
Student Life and Leadership will increase access to student leadership development opportunities through structured and semi-structured leadership development activities and events	• # of SLD trainings and leadership activities offered (these need to be categorized) • SLI training (need description) • ICC • clubs and organizations • Orientation leader training • ASG training • Hawk University • Advisor training	• ≥20 events (at least 5 events from the three categories) • ≥75% of respondents need to indicate "Agree" or higher on questions relating to their ability to identify and meet constituent needs (4 questions total)	• ≥42 events • Average of 75% indicated "Agree" or higher on across all associated questions

Analysis of Findings

The wide array of events provided leadership experiences for more students than the previous years. Not only were students pleased with their experience in SLL, but their participation in SLL helped them to gain leadership skills and multicultural competence. Many of the skills gained in SLL included soft skills which could easily be transferred from student leadership roles to the classroom and beyond. Thus, innumerable Santiago Canyon College community members have indirectly benefited from the training and events provided SLL.

While students gained countless skills, there were a few skills that they were still lacking at the end of the year. In the future more emphasis needs to be placed on helping participants to develop conflict resolution skills as well as data analysis skills. While Student Life and Leadership was consistent in providing the campus with cultural awareness events, the impact of these events was mixed. Students could identify the different constituent groups on their campus and they were interested in meeting all of their varying needs. However, this desire to be proponents of equity and diversity did not always translate since students were not confident in their ability to identify their own biases. Thus, efforts need to be made to address this deficiency.

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
As a result of participating in Student Life and Leadership programming, students will have an increased awareness of constituent groups as well as how to meet their needs	Yes	SLO 1 will be met if SLL implements and executes at least 20 events over the course of the academic year. Additionally survey data from the "Meeting Constituents' Needs" workshop will be used to determine the extent to which SLL has been able to increase the awareness of constituent needs and how to meet these needs. In order for this goal to be met, at least 75% of survey respondents will need to indicate "Agree" or higher on questions relating to their ability to identify and meet constituent needs (4 questions total)
As a result of participating in Student Life and Leadership programming, students will create inclusive programming for campus and community members	Yes	The SLO 2, survey data from the "Meeting Constituents' Needs" workshop and the "ASG Training Effectiveness" Survey will be examined. Specifically, 75% of respondents will need to indicate that their awareness of the inclusivity and the ability to create such programming by indicating "Agree" or higher on questions relating to multicultural competency (total of 8 questions). Additionally, multicultural events will need to be executed by SLL. At least 10 events should be completed by the end of the academic year.
As a result of participating in Student Life and Leadership programming, students will be able to demonstrate an understanding of their personal leadership capacity	Yes	SLO 3 will be assessed using survey data from the "ASG Training Effectiveness" survey. In order for the SLO to be met, at least 75% of respondents will indicate "Agree" or higher on all leadership related questions.

Program Review Outcomes Assessment - SLOs Prompted Change : Version by **Casares, Diana** on **12/13/2019 21:19**

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

Despite the major successes of the department, there are still improvements that SLL can be improved in order to meet the needs of students, staff and faculty. The recommendations for future implementation are derived from the issues with implementation as well as the feedback we received from the students (via surveys and informal interviews). The following recommendations have been made taking available resources and capital in mind. (Please note that some recommendations are made to accommodate a long-time timeline which other recommendations are meant to implemented during the 2017-2018 school year).

- Incorporate Jung Typology assessment into leadership training for ICC members and ASG executive board. Activities may include but are not limited to completing the Yung Typology assessment, engaging in small group activities, and small group activities. These activities are meant to help the SLL Coordinator have a better understanding of the

students she works with and what characteristics and personalities they have. Such activities can also help students to understand their leadership and personality traits better. Small group activities are also a great way for student leadership to discover the strengths of their colleagues. These traits can then be leveraged to meet SCC community needs. Leadership Development activities can be administered throughout the year in order to continually strengthen the group.

- In order to meet the needs of even more constituent groups, the next ASG will incorporate the suggestions from the spring 2017 Town Hall Event. Suggestions from the town hall included to identify dates/times and plan the event prior to the start of each semester and incorporate more outreach to inform the campus community of what Town Hall is and how the student leaders can advocate on their behalf. Secondly, expect the ASG Senate to choose no more than two SCC student issues to advocate from the beginning of the semester through Town Hall. Lastly, implement more publicity and advertisement of Town Hall.
- Moving forward the Student Life and Leadership would like to officially incorporate the identification and categorization of all of its events using the following classifications: *academic success, cultural awareness, and community building/extracurricular enrichment*. When events are scheduled they will be assigned a category which may help SCC students, faculty and staff identify the purpose and outcomes of the event.
- It is speculated that a far larger number of students were impacted by the SLL events this year but they went unaccounted for, it is important to figure out a better way to gauge the participation of these events. Some potential solutions for events include to ask event participants to sign-in to events using their student ID and name. Other solutions might include tracking the number of giveaways given out at each event. While neither of these solutions are exact, they may paint a better picture of how wide SLL programming reaches.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Casares, Diana** on **12/13/2019 21:19**

With *SCC's Mission Statement* in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?
The Santiago Canyon College Office of Student Life and Leadership supports the mission of the college by providing leadership opportunities to demonstrate advocacy, integrity and cultural vitality of our diverse student population. Through these efforts Student Life & Leadership (SLL) seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to the SCC campus. SLL oversees more than 30 campus clubs, as well as sponsors comprehensive student activities and programs consisting of social, cultural, political and religious expriences. A full and vibrant calendar of student activities are planned each year, ranging from cultural diversity awareness, community service opportunities, activities designed to elevate students' political awareness and civic engagement, and some of a purely fun and social nature. ASG elevated and expanded its Multicultural Diversity programming by partnering with Student Equity and Support Services to bring cultural enrichment events on a monthly basis. SLL implements the Student Leadership Institute as a non-credit curriculum of workshops and experiences destined to cultivate leadership excellence.The Student Leadership Institute (SLI) at Santiago Canyon College is a non-credit certificate program in partnership with Cal State Fullerton. SLI Students are required to attend a series of workshops and will earn a leadership certificate from Cal State Fullerton upon program completion. Workshops are offered through SCC and focus on developing necessary skills for effective leadership and overall character. Participation in SLI is free of charge and open to all SCC students. There are no minimum unit requirements, specific GPA nor prior leadership experience needed to participate in the program.

The Office of Student Life and Leadership is committed to student leadership growth and development through leadership opportunities to demonstrate the proficiency and aptitude necessary in becoming community leaders.

To ensure that the activities and events are incorporated into a classification of: academic success, cultural awareness, and community building/extracurricular enrichment, planning the SLL Calendar of events for the academic year will be implemented during the summer months of June through August. Additionally, the staff will train the ASG and ICC Executive Boards during a summer retreat to build momentum, leadership development, cultural diversity awareness, activity preparedness, and to instruct the necessary policies and procedures of SLL.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.
Despite the diverse and dynamic prgramming SLL implements via workshops and other services at sufficient frequency, within appropriate times and through appropriate delivery modes to meet the major requirements of co-curricular and elective needs of the student body, an increase of staff is needed to grow, sustain, and support the co-curricular programs; to develop a campus-wide collaborative effort to formalize and institutionalize cross-cultural awareness; and create a program identity and marketing campaign to reach more students and engage them in the co-curricular experiences offered at Santiago Canyon College.
Prior to January 2019, this program has had one full-time, permanent Student Services Coordinator and one temporary, part-time Student Specialist. In January, the Associated Student Government proposed and agreed to fund the salary of a permanent, full-time Student Activities Specialist with the aspiration that the Rancho Santiago Community College District would pick up the salary at 100% or at the minimum at 50%. ASG would be able to provide much more to students and SCC if RSCCD would support funding this position. Additionally, a 50% funded Administrative Clerk is greatly needed who can provide much needed clerical support, steady levels of interaction with, and support of, the student organizationas on campus. An additional permanent part-time position is required to continue the level of programming that is coordinated and expected. Prior to the district's reduction in workforce, this is the staffing structure that was in place and is in great need of being restored.
Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?
In addition to the practical services that Student Life & Leadership (SLL) provides in coordinating student activities, supporting student clubs, and advising the Associated Student Government, SLL also provides various educational enrichment activities. One such program is the "Emerging Leaders" program carried out in partnership with California State University, Fullerton's (CSUF) "Student Leadership Institute (SLI)". In this program, SCC students are able to attend a free two-day workshop series do develop their leadership competencies and earn official recognition from the SLI program. Additionally, SLL offers in-house biannual training seminars for the SCCASG, student clubs, and current and prospective club advisors. These seminars focus on developing leadership skills, civic engagement, and educating students and employees about relevant campus and district policies to ensure they are able to organize effective events. SLL also provides ongoing one-on-one professional mentorship for student leaders and creates an environment where they can learn practical professional skills in a safe real-world setting. SLL also facilitates the SCCASG's participation in a variety of offsite conferences with external organizations involved in student advocacy in order to allow SCC student leaders to develop their network of professional contacts, take advantage of leadership education opportunities not available on campus, and broaden their role in become more effective and active citizens in their global, national, and local communities.
How do program/service area faculty and/or staff *review the processes* it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?
Program services areas are reviewed by staff and are aligned with the program's mission, its major functions and desired outcomes. Benchmarking surveys of other community college student life programs are also taken into consideration to see how they assess their outcomes. All program activities and services are intentionally planned to meet the requirements of the service area outcome measures. The program is driven by formal and informal measurements. Evaluations of annual activities schedules and other program metrics are used to evaluate the bredth of activties and events. Formal surveys of attendees, both students and staff, are taken at each of our major events to measure learning or changed opinions. Each year surveys were given to ASG to assess current student satisfaction with the students co-curricular needs and desires, as well as the programs' effectiveness. Informal polls among students were also given on a frequent basis via focus groups at campus events. Program management and the introduction of new workshops and services are implemented as needed.
How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?
SLL is frequently involved with other college programs and services in a variety of functions:

- Most often, SLL works with other college programs in order to facilitate SCCASG member participation in volunteer opportunities provided by those other programs. SLL also advises the SCCASG in their interactions with other college programs in order to support mutual goals.
- SLL is involved more directly with other campus programs through supporting the student clubs that some campus programs have organized to provide engaging social environments to their students. Specifically, SLL provides important training, troubleshooting, and support for the club's advisers, facilitates the scheduling of club events, processes club check requests, and advises the Inter-Club Council (ICC) so that the student leaders in that organization can be more effective in uplifting the 31 clubs currently active on campus.

- Finally, SLL directly works with the SCCASG to facilitate their campus outreach and support efforts. The SCCASG offers significant fiscal and material support to campus programs and services in order to ensure that SCC students are receiving exemplary service. In the 2019-2020 annual ASG budget alone $30,125 was allocated directly to supporting other campus programs through several different programs, including:
    - ($21,000) The SCCASG Helpful Hawks Project, a competitive grant program created during the 2015-2016 academic year to provide support to other campus programs and services,
    - ($2,625) The Campus Support budget, which is used to provide infrastructure and equipment upgrades for the benefit of the SCC campus, and
    - ($6,500) The SCCASG Student Success & Equity Committee uses their budget in direct partnership with SCC's Office of Student Success and Equity to coordinate regular multicultural events to enrich the student experience on campus.
- In addition to directly supporting SCC programs and services, the SCCASG also provides $7.500 in annual scholarships to support student leadership and involvement on campus.
- In total, during the 2019-2020 academic year, 19.4% of the total SCCASG budget (or 34.8% of the total unencumbered SCCASG budget) will be provided to directly support SCC campus, programs, services, and students through grants, partnerships, and scholarships.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
Facilities:
Currently, the SCC Associated Student Government operates out of room T-107 known as the Student Lounge and ASG office space. A more suitable location is requested for several reasons. First, the current location is highly remote - the SCCASG is actively involved in campus-wide activities and the distance makes it difficult to effectively transport supplies. Furthermore, it is difficult to effectively promote awareness of the SCCASG's initiatives among the student population when their location is so far from the campus center. Increased space is needed for students to meet, coalesce for learning, planning, networking and socializing. The current Student Lounge is not large enough nor is it situated in the center of campus for inclusivity. As data has shown a greater number of students are being served each year, and the campus will need to increase the size of a student lounge and create a student center located in a more centralized area on campus to encourage student success.
The Office of Student Life and Leadership is in great need of storage space. With the recent growth of Inter-Club Council, clubs & organizations students need storage space for canopies, supplies and equipment for events and activities, files and cabinets. While most of the SCCASG's supplies are stored in their current offices, there is no space there to store additional supplies. At the same time, there is an increasing need for investment in additional items that will need to be stored, including canopies to ensure our student club members are adequately protected from the elements during large-scale events. In order to best accommodate this need, it would be practical to have access to a single location to store these supplies.
The Student Lounge currently, does not provide an adequate seating area with tables outside of T-107, the Student Lounge/SCCASG workroom. Lamentably, this area is seasonally inaccessible to students due to weather extremes at certain times of the year, notably rain during the winter/spring and sun exposure during the summer. Adding either a fixed or retractable awning to the front of T-107 that covers this space would provide students with more spaces on campus to study, relax, or even eat the food they buy at the nearby Hawk's Perch.

Technology:
Technology needs are commensurate with those required to maintain campus-wide communication and networking on social sites for recruitment and department advertising. By year three an expected increase in technological additions is expected.

Personnel:
The greatest need is personnel. As a result of the bevy of programs which are coordinated in the office of Student Life and Leadership, often times what is most difficult to address is the lack of personnel required to produce the numbers of activities and events with a high level of quality and consistency. Presently there are two full-time, permanent positions, a Student Services Coordinator who manages the office as well as a Student Activities Specialist. In January 2019 a full-time Student Activities Specialist was hired with the support of the Associated Student Government. However, an additional part-time position is required to continue the level of programming that is coordinated and expected, and the need greatly outweighs the resources. Prior to the district's reduction in workforce, this is the staffing structure that was in place and is in great need of being restored.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Casares, Diana** on **12/13/2019 21:19**

The Office of Student Life and Leadership (SLL) currently shares office space with TRIO/Upward Bound Math & Science staff located in A-206. The Office of Student Life and Leadership have two enclosed office spaces, A-206-3 and A-206-4, and two open office spaces for reception and clerical work. These areas are used by interns or student workers.
The ASG office and work space is located in a portable, a great distance away from SLL in T-107. In order to work more effectively with students, staff offices should be in closer proximity to the student leaders to provide direct advisement with students, and promote awareness of the SCCASG's initiatives among the student population. An increased space within a more centralized campus location space is needed for students to coalesce for learning, planning, networking and socializing. The current Student Lounge is not large enough nor is it situated in the center of campus for inclusivity. As data has shown a greater number of students are being served each year, and the campus will need to increase the size of a student lounge and create a student center located in a more centralized area on campus to encourage student success.
The SCCASG will need adequate space in which to host various branch meetings, such as a conference room. They currently host meetings in T-107 however, this room also serves as the Student Lounge. During said meetings students on each end have experienced interruptions, noise, and inadequate space in which to conduct themselves.
The Office of Student Life and Leadership is in great need of storage space. With the recent growth of Inter-Club Council, clubs & organizations students need storage space for canopies, supplies and equipment for events and activities, files and cabinets. While most of the SCCASG's supplies are stored in their current offices, there is no space there to store additional supplies. At the same time, there is an increasing need for investment in additional items that will need to be stored, including canopies to ensure our student club members are adequately protected from the elements during large-scale events. In order to best accommodate this need, it would be practical to have access to a single location to store these supplies.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	0	4	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Casares, Diana** on **12/13/2019 21:19**

The Office of Student Life and Leadership currently shares office space with the Director of TRIO/Upward Bound Math & Science and their Counselor.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	4	0	0

Program Review Resources - Specialized Equipment and Resources : Version by **Casares, Diana** on **12/13/2019 21:19**

Specialized equipment:
Color printers: Equipment used to print colorful and attractive marketing flyers and posters
Computers, printers: Equipment used to conduct day to day business
Copy, Scan, print machine
Multiple canopies: Activities and events are typically held along Strenger Plaza. This area does not have adequate shade available to the campus.
Speaker/PA system: This is often used for music and making announcements during events.
Service carts: used to transport supplies to and from activities and events
IPADS: Necessary to be used for advocacy and at varous conferences

Specialized Resources:
BaseCamp: A real time communication tool that helps teams stay on the same page by communicating, assigning project tasks, and file keeping portal.
Canva: A resource used to create attractive marketing materials
Spotify subscription: A resource used to provide adequate music programming at activities and events
Survey Monkey: A resource used for elections
Permission Click

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by **Casares, Diana** on **12/13/2019 21:19**

The Student Life and Leadership Fee connects students to the campus community through events and programs with little to no cost. The Student Life and Leadership fee creates opportunies for the SCCASG to enhance campus life by engaging the student body in meaningful co-curricular events, activities and programs. By engaging students, SCCASG is able to help create a connection to the campus that will enhance student success.
Funds collected from this fee have helped to support the following:
- InterClub Council clubs and organizations: new clubs are awarded $250 each and all returning clubs receive $150 each given they meet the requirements outlined by the SCCASG Bylaws for official clubs.
  - Club Rush
  - Fall Fest/Spring Fling
- Helpful Hawks Project
- Leadership Scholarships
- Student Leadership Institute
- Events and Activities: Welcome Back Days, Patriots Day, Constitution Day, ASG 101, Town Hall, Stress Less, Spring Fling
- Multicultural Diversity Awareness

The Student Represenation Fees (SRF) are collected pursuant to Education Code section 7606.5 "The money collected pursuant to this section shall be expended to provide for the support of governmental affairs representatives who may be stating their viewpoints before city, county, and district governments, and before offices and agencis of the state government." (Ed. Code 76060.5; see also title 5, 50480, subd. (a), which restates this requirement.) The term "governmental affairs representatives" would include students advocating on behalf of students. The SRF Fee can be used to pay for certain expenses sinch they directly or indirectly support students or student representatives in presenting their view to governmental entities. Those authorized expenses include:
- Student attendance at conferences and meetings sponsored by SSCCC;
- organizational dues to SSCCC
- special donations to SSCCC
- equipment used for lobbying and or advocacy such as computers, printers, modems, faxes and software;
- subscriptions to specified newsletters or magazines;
- advertisement in local or campus newspapers regarding legilative issues of interest to the student body;
- travel expenses for lobbying and or advocacy for students;
- attending conferences that are for the purpose of legislative training, legislative awareness, disbursement of legislative information, or the election of officers of a recognized student lobbying organization; and
- hosting conferences on legislative issues for the general student body, the state organization, or one of the recognized caucuses within the state organization.

Funding Source	Description
Student Life and Leadership Fee	The Student Life and Leadership fee is an opt out optional fee of ten dollars ($10) collected at the time of registration for each enrolled student for the purpose of the Associated Student Government of Santiago Canyon College to provide quality student support and aids in transforming students' lives through meaningful co-curricular events, activities, and programs.
Student Representation Fee	The Student Representation Fee (SRF) is a voluntary one dollar ($1.00) donation collected at the time of registration for each enrolled student for purposes of providing student governmental affairs representatives the means to state their positions and viewpoints before city, county, district, state, and federal government as well as other public agencies. The Student Representation fees are collected pursuant to Education Code section 76060.5.

Program Review Resources : Version by **Casares, Diana** on **12/13/2019 21:19**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?
SLL could greatly benefit from a larger office space that is co-located with the SCCASG's office and storage space. Currently, the SCCASG's storage space is insufficient and is located separately from SLL, which impedes the operations of both groups.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

SLL currently does not have an assigned budget for the purchase of needed resources, including office supplies. In addition, SLL currently does not have a budget for one of the necessary active full-time staff positions within the program. This shortfall is currently covered by the SCCASG's annual operations budget, which was intended as a short-term solution and is potentially in violation of California state accounting practices for K-14 student body associations.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

The technology resources provided adequately meet the needs of the program. The program's efficiency and outcomes could be improved through additional support in this area. The program could greatly benefit from having access to additional copy machines or scanners, the DYMO label printer used by the program is obsolete (the software supporting it is no longer being updated by the vendor), and the motion-activated lights in the office mean that a staff member has to stop working, stand up, and walk around every 20 minutes in order to keep the lights on. In addition, the implementation of a digital student engagement platform could really elevate the Student Life program to a higher level by:

- Improving clerical efficiency,
- Providing clubs with clear, accessible resources,
- Providing all SCC students with a student portal,
- Promoting and tracking student engagement in campus activities and organizations,
- Improving accountability and internal organization for the SCCASG and student clubs, and
- Tracking outcomes and skill development to provide clear, accessible data.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

The program's efficiency and outcomes could be improved through additional support in this area. The program could greatly benefit from having annual technical training on new software and equipment.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

The greatest need is personnel. Currently there is one full-time coordinator who manages the office as well as student leadership activities. One additional full-time activities specialist was hired in January of 2019 to assist the coordinator with the office and student engagement. This position is fiscally supported by the Associated Student Government budget, and would be best supported by RSCCD so that ASG can provide adequate programming to the growing Santiago Canyon College growing population. However, at least one addtional part-time position is required to continue the level of programming that is coordinated and expected. Prior to the district's reduction in workforce, this is the staffing structure that was in place prior to economic decline (2007) and is in great need of being restored.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)?   If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Each year the coordinator applies to receive the Santiago Canyon College Foundation Grant to support the programming of the Student Leadership Institute. The Student Leadership Institute (SLI) at Santiago Canyon College is a non-credit certificate program in partnership with California State University, Fullerton. Students were required to attend a series of ten (10) workshops over the course of eight weeks that focus on skill enhancement and character development, and will earn a leadership certificate from California State University, Fullerton.

The Student Leadership Institute is dedicated to empowering students with vital skills that will create and enhance their leadership abilities, making them invaluable contributors in their community. SLI is committed to ensuring students have access to non-traditional opportunities that will assist with their growth, development and ability to apply practical leadership skills in order to be successful in their daily endeavors on a variety of levels: socially, educationally, and in their careers.

This current SLI-Emerging Leaders track is a Santiago Canyon College Signature Program in which students begin their leadership journey. The various workshops provide foundational knowledge and skills for students who are looking to understand leadership and apply it toward their involvement.

The success and learning outcomes for the Student Leadership Institute were assessed through responses and comments on an evaluation form given to students at the end of each workshop. Students were asked about their experience, what they learned and provided suggestions for workshop improvements. Through the workshop evaluation, it is evident that students were exposed to new concepts and ideas that facilitated their development as a leader. Some of the written comments on what they learned included the following:

- SLI provided current useful information

- SLI was worth the time I invested
- I experienced working in a team environment and collaborating with others
- The opportunity to interact with other people and exchange thoughts
- The topics presented during the workshops met my expectations
- Increased appreciation of my culture – would like to see more multicultural type workshops
- I learned the significance of allowing others to express their ideas before I react
- Making new friends from various cultures has broadened my horizons

 Through the success and population growth of SLI and upon review of the SLI participant evaluations it was determined that SLI is in great need of more diversity training opportunities. With additional funding I have expanded on the student experience by implementing meaningful multicultural workshops as they relate to cultural sensitivity of Diversity, Equity, and Inclusion/Social Justice by implementing effective intercultural programming, and collaborate a required service learning opportunity—where participants implement skills learned in their communities and on campus. Together, these multicultural workshops and service learning project, are an additional track for students to complete and they receive a Certificate with *distinction* upon completion of the series. Students are trained on intercultural communication, multicultural and identity development theory, diversity issues, and facilitation skills. Some compelling workshop titles include:

Ethical Decision Making
Stereotypes: Helpful or Harmful?
Being Flexible in a Changing World
Understanding "Isms"
Lesbian, Gay, Bisexual, Transgender, Queer Issues

This track of multicultural workshops and service learning project, has increased student development of students enabling them to be involved and engaged as leaders on and off campus, as well as more successful in all areas of their academic and personal lives.

Adequate staffing and funding for suitable programming would be needed to sustain such a significant program.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

The greatest single concern to be addressed in SCC's Student Life program is staffing. With only two full-time staff directly serving a service area of over 400 students, maintaining effective service is a significant challenge. Student Life is an area that is highly expandable based on staff capacity – having more staff available to engage students can directly increase the program's size and service area. The greater Student Life's capacity, the more students that can be engaged, directly leading to improved student retention and outcomes.

In addition to the lack of staffing, there is the issue of how current staffing is funded. Currently, Student Life consists of two full-time classified staff, a Student Life Coordinator and a Student Activities Specialist. The Specialist position is currently funded exclusively by funds taken from the SCCASG's annual operating budget. This severely limits the SCCASG's capacity to fulfill their primary role of engaging and supporting the SCC student body, but was a necessary decision at the time, with the lack of staffing directly interfering in the SCCASG's day-to-day

operations. In addition to harming the SCCASG's ability to provide their primary service role, providing this funding is discouraged by California best accounting practices for K-14 associated student organizations. The funding is also temporary – without either a decision from the SCCASG to renew the funding or from RSCCD to absorb the position, the position's current funding will disappear in January 2022, leaving SLL and the SCCASG in a similar position with insufficient staffing to adequately serve their needs.

Human Resources

Program Review Human Resources - Support Staff : Version by **Casares, Diana** on **12/13/2019 21:19**

The greatest single concern to be addressed in SCC's Student Life program is staffing. With only two full-time staff directly serving a service area of over 400 students, maintaining effective service is a significant challenge. Student Life is an area that is highly expandable based on staff capacity – having more staff available to engage students can directly increase the program's size and service area. The greater Student Life's capacity, the more students that can be engaged, directly leading to improved student retention and outcomes.
In addition to the simple lack of staffing, there is the issue of how current staffing is funded. Currently, Student Life consists of two full-time classified staff, a Student Life Coordinator and a Student Activities Specialist. The Specialist position is currently funded exclusively by funds taken from the SCCASG's annual operating budget. This severely limits the SCCASG's capacity to fulfill their primary role of engaging and supporting the SCC student body, but was a necessary decision at the time, with the lack of staffing directly interfering in the SCCASG's day-to-day operations. In addition to harming the SCCASG's ability to provide their primary service role, providing this funding is discouraged by California best accounting practices for K-14 associated student organizations. The funding is also temporary – without either a decision from the SCCASG to renew the funding or from RSCCD to absorb the position, the position's current funding will disappear in January 2022, leaving SLL and the SCCASG in a similar position with insufficient staffing to adequately serve their needs.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Student Services Coordinator	1	Full-time	12 months	General Funding
Student Activities Specialist	1	Full-time	12 months	Student Leadership Fee also known as Associated Student Government Budget
Student Assistant	1	Part-time	32 weeks	Federal Work Study

Program Review Human Resources : Version by **Casares, Diana** on **12/13/2019 21:19**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?
Program staff are encouraged to participate in District sponsored staff development activities and continuing education programs offered both on-campus and off-campus as well as via electronic methods such as webinars and teleconferences. Due to the imbalance of workload-to-staff ratios, it is often challenging to engage in professional staff development opportunities. The staff spend a considerable amount of time and effort to a large number of student officers that promote student voices through shared governance and provide multiple opportunities for leadership development and involvement.

The Student Services Coordinator participates in the California Community College Student Affairs Association and the Student Senate for California Communtiy Colleges. In June 2019, the Coordinator received the Certificate of Achievement in Social Justice Training Institute.

The Student Activities Specialist participates in the California Community College Student Affairs Association, and was elected to serve as the Director of Legislative Affairs, the Student Senate for California Community Colleges and the American Student Government Association. In June 2019 the Student Activities Specialist received the Certificate of Achievement in Social Justice Training Institute, and is a current member of the SCC Technology Advisory Group.

Student Assistants receive ongoing training in customer service, emergency protocols, and event operations.
How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?
Program staff are encouraged to participate in District sponsored staff development activities and continuing education programs offered both on-campus and off-campus as well as via electronic methods such as webinars and teleconferences. Due to the imbalance of workload-to-staff ratios, it is often challenging to engage in professional staff development opportunities. The staff spend a considerable amount of time and effort to support a large number of student officers that promote student voices through shared governance and provide multiple opportunities for leadership development and involvement.

The Student Activities Specialist now participates in the Santiago Canyon College, Technology Advisory Group. This participation was not reasonable in previous years, as this department functioned upon one full-time staff member. Additional staffing is needed to cover service areas when one is absent to participate in shared governance bodies and leadership activities.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?
The staff spend a considerable amount of time and effort to support a large number of student officers that promote student voices through shared governance and provide opportunities for leadership development and involvement. Therefore it is imperative that the Student Services Division dedicate more full time staffing and supportive services to the Office of Student Life and Leadership so that the office can continue to demonstrate what a progressive student centered program can be. This past year the program experienced a considerable amount of "new" student interest in the programming and services of the Office of Student Life and Leadership and has exponentially increased in student participation.

Varied obstacles were experienced as a result of the imbalance of workload-to-staff ratios. As a guiding principle, it is staunchly recommended that additional permanent staffing be sought in an effort to allay future problems.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?
Adequate and appropriate and professional development opportunities are not available to staff and when one presents itself the SLL staff are often committed to student scheduled events, activities and meetings which require staffing for advisement.
To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?
The Student Services Coodinator and the Dean meet on a weekly basis to discuss highlights of the programs and services.
Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
The staff spend a considerable amount of time and effort to support a large number of student officers that promote student voices through shared governance and provide opportunities for leadership development and involvement. Therefore it is imperative that the Student Services Division dedicate more full time staffing and supportive services to the Office of Student Life and Leadership so that the office can continue to demonstrate what a progressive student centered program can be. This past year the program experienced a considerable amount of

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Internal and External Communication

Program Review Internal & External Communication : Version by **Casares, Diana** on **12/13/2019 21:19**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?
The program/service area's catalog entries are updated at the start of every semester and continue in the same manner every year.
When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?
The Office of Student Life and Leadership updated their Annual Plan within the month of November, 2019. Information was adequately updated to reflect the consistant request for personnel to support the growing needs of the department as well as equipment, technological needs to support growth and development in all areas of programming.
How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?
The coordinator and activities specialist keep the program's website comprehensive and current with the program area's mission and vision clearly stated. Both Student Life and Leadership staff have been given the authority to update the website in this respective department as needed. The contact information for staff is updated as the need arises. Service area outcomes are posted and outcome assessments are posted via the web master within their respective areas.
How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?
New this year, the Student Life & Leadership Office scheduled Advisor Training during Flex Activity Week (week before classes begin, each semester) for all current staff and faculty serving as advisors and those interested in advising a club or organization on campus. Funding for this training is provided by Inter-Club Council. Information is provided regarding campus and district policies and procedures of Administrative Services, Auxiliary Services and Office of Student Life & Leadership expectations and advising suggestions and recommendations.
The Coordinator sends out e-blasts to all staff, faculty, administrators of all upcoming events, activities and updates. Flyers and posters are publiscized on campus bulletin boards and social media. The website is kept current with all necessary information needed to provide information of service area trainings, workshops and related services.
How well do faculty and staff communicate about and coordinate the work of the program/service area?
The Office of Student Life and Leadership meet to discuss the programs and services on a biweekly basis. The Agenda is set by the Student Services Coordinator and offers the Student Activities Specialist the opportunity to add topic areas as needed.
Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next <u>three</u> years?
The staff spend a considerable amount of time and effort to support a large number of student officers that promote student voices through shared governance and provide opportunities for leadership development and involvement. Therefore it is imperative that the Student Services Division dedicate more full time staffing and supportive services to the Office of Student Life and Leadership so that the office can continue to demonstrate what a progressive student centered program can be. This past year the program experienced a considerable amount of "new" student interest in the programming and services of the Office of Student Life and Leadership and has exponentially increased in student participation.

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Planning Agenda

Program Review Planning Agenda : Version by **Casares, Diana** on **12/13/2019 21:19**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Additional Staffing	Nearly 400 students directly served each semester, plus additional interaction with general student population through scheduled activities	Full-time Student Services Specialist and one part-time clerical staff	

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Funding to support upgrading equipment and to provide adequate office supplies		In previous years, the Office of Student Life and Leadership utilize general funds and the diversified funds to support the Student Life programs. The diversified fund received a percentage of its funding from the SCC Bookstore, vending machines and student identification card fees. The balance in this fund progressively declined due to diminished profits at the Bookstore and vending machines. As a result, the Office of Student Life and Leadership introduced new methods in gaining funding through the Associated Student Government and by proposing small grants through the SCC Foundation to support leadership programming. The bleak economy has brought many funding challenges to SCC. More funding will need to be secured to hire additional, permanent staff to provide adequate programming and student advisement in all facets of student life. A variety of activities and events are provided to students offering leadership, social and multicultural development training in many facets. The current budget will eventually perish and it is imperative that a commitment to new sources of funding be secured without delay. The Student Leadership Institute was granted $1,500 from the RSCCD Foundation, and $3,500 from ASG's budget. The program spent all available funding.	$2000 per year
Sub-optimal office space needed to meet program goals and day-to-day operations.	Nearly 400 students directly served each semester, plus additional interaction with general student population through scheduled activities	Office space with adequate storage to meet program goals and day-to-day operations.	

Summary Report

Program Review Summary Report - What is and is not working : Version by **Casares, Diana** on **12/13/2019 21:19**

Briefly describe and explain what is working well in your program/service area.
1. Student Life programs have recently expanded through the additional efforts and attention of SLL staff and SCCASG leaders to engage SCC students, increasing SLL's service area,
2. Recent allocation of an additional private office for SLL staff has improved productivity effectiveness,
3. Student Life staff have high morale and work well together to accomplish program goals through effective division of labor, and
4. SCCASG student leaders have high-level access to information regarding state-level student governance and advocacy through SLL staff's involvement in external partnerships with relevant organizations.

Briefly describe and explain what is not working well or needs attention in your program/service area.
The primary issues that require resolution in SLL are:
1. Lack of necessary staffing,
2. No allocated resources for purchasing or upgrading office supplies and equipment, and
3. Sub-optimal office space that is an impediment to meeting program goals and day-to-day operations.

Program Review Summary Report - Resources : Version by **Casares, Diana** on **12/13/2019 21:19**

Facilities	Technology	Equipment	Personnel

Facilities	Technology	Equipment	Personnel
The Office of Student Life and Leadership is currently located in the A building, room A-206 and shares space with two other programs, but the space will need to increase as enrollment grows. Storage space is greatly needed to store equipment, carts, food, refrigerated perishable foods, t-shirts, files, and program materials. Some storage is currently housed in T-107 however, T-107 is traditionally a "meeting space" where students coalesce for learning, planning, networking and socializing. No date will be specified, as this is a matter of campus facility growth, which includes fiscal implications.	In moving forward with program development and implementation, the goal is to design a system that fosters a service-oriented experience to the students and that emphasizes a student-centered environment for the staff.In moving forward with program development and implementation, the goal is to design a system that fosters a service-oriented experience to the students and that emphasizes a student-centered environment for the staff. To achieve the goal stated above, the automation of program forms and documents needed within each program have streamlined efficiency. Students utilize the online resources to apply for candidacy, application to clubs, authorization of activity and events. Current enhanced automation could create databases needed for fiscal accounting purposes, tracking populations of students, and track program participants, available 24/7. Students would exercise technological skills to communicate and process tasks via the website. Ultimately this technological advancement would prepare students with automation skills beyond the community college. Streamlining the on-line ASG, ICC, SLI, Discover SCC and participatory application process would provide an efficient access to involvement on campus. Students would be experienced at completing and submitting an application on-line, as many organizations are currently practicing and it would be more efficient for the staff of the Office of Student Life and Leadership to have direct access to databases to support this growth.	In order to facilitate the SCCASG and student club's activity programs, SLL maintains a varied supply of specialized equipment and resources. These include:	Staffing is a weakness the program faces as it continues to expand and create quality events and learning opportunities for students. Albeit operationally all activities and events are accomplished with two full-time staff members however, it is with much difficulty that such tasks are completed. It is difficult for staff to address administrative obligations, clerical responsibilities, provide hands-on service at events, engage in shared governance and training opportunities as well. The structure at many other community colleges exits with a director, coordinator, administrative clerk and one part-time employee. Such as structure is recommended for our campus.
		Devices to accommodate food service and distribution at student activities, including napkin holders, food service carts, and a popcorn machine.	It is imperative that the Student Services Division dedicate more full-time staffing and supportive services to the Office of Student Life and Leadership so that the office can continue to demonstrate what a progressive student-centered program can be. This past year has experienced a considerable amount of "new" student interest in the programming and services of the Office of Student Life and Leadership and has exponentially increased in student participation.
		A stockpile of branded SCCASG and ICC canopies to ensure the proper functioning of student activities during seasonal weather conditions, such as rain and harsh sun exposure.	Requests for additional staff have been submitted every year between 2012-Present. No known reason as to why it has been declined.
		A large safe for the purpose of storing and charging the SCCASG's six iPad 7 devices, which are used for many purposes, such as surveying the student population for SCCASG initiatives, allowing student leaders to work on SCCASG business during offsite conferences, and playing music during events.	

Facilities	Technology	Equipment	Personnel
		Two large helium tanks, which are used to fill balloons for events and activities.	
		In order to adequately store this equipment, in addition to all of the SCCASG's office and event supplies, there is a need for adequate storage space.	

Program Review Summary Report - Initiatives and Other Findings : Version by **Casares, Diana** on **12/13/2019 21:19**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

Guided Pathways: The Office of Student Life and Leadership participates in the Guided Pathways Committee

https://www.sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx (https://www.sccollege.edu/CollegialGovernance/GuidedPathways/Pages/default.aspx)

Equity and Student Support Services: https://sccollege.edu/StudentServices/StudentEquitySuccess/Pages/About.aspx (https://sccollege.edu/StudentServices/StudentEquitySuccess/Pages/About.aspx)

The Office of Student Life and Leadership collaborates with Equity and Student Support Services to offer multicultural awareness programming to the campus. Research shows that with a vibrant campus life, students are more likely to be involved and engaged. When students are involved or engaged, they are more likely to be retained and have higher academic success rates. Providing more culturally-responsive programming for students creates a space for students who would not normally be involved in on-campus activities, and thus creating a more inclusive environment for students from disproportionately impacted groups.

Analysis of ASG's surveys determined that Student Life is in need of a dedicated permanent staff member to support program development of the Office of Student Life and Leadership, so as to expand on leadership, diversity training, and professional development and to activities on campus for students in equity groups.

A dedicated permanent, part-time position will develop meaningful multicultural programming and diversity activities and will support the development and leadership opportunities for historically underserved populations. This will increase the likelihood of students becoming more involved and engaged as well as more successful in all areas of academics. Services include outreach, direct student support, planning and coordination, and instructional support activities. All groups identified in all sections of the equity plan will be impacted by hiring staff to support the Office of Student Life and Leadership.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

In moving forward with program development and implementation, the goal is to design leadership programming that fosters a service-oriented experience to the students and that emphasizes a student-centered environment for the staff.

To verify and validate the results an assessment with questions determining conflict resolution, data analysis skills and multicultural awareness will be distributed to students upon completion of identified events. Upon analysis a determination will be reviewed to ascertain the findings.

The Office of Student Life and Leadership (SLL) offers a wide array of programs and events, which provide leadership experiences for students. Not only were students pleased with their experiences, but also their participation in leadership programs helped them to gain leadership skills and multicultural competence. Many of the skills gained in the department programming included soft skills, which could easily be, transferred from student leadership roles to the classroom and beyond. Thus, innumerable Santiago Canyon College community members have indirectly benefited from the training and events provided by SLL.

Various recruitment efforts are necessary to reach as many students as possible. Recruitment efforts will be implemented each semester to reach students to apply for the following semesters. This will provide a positive outcome of attendance and gain the most student participation.

Continued training efforts for students, staff and faculty will be implemented to provide the guidance necessary to advise and implement campus policies, procedures and district regulations.

The Office of Student Life and Leadership is committed to student leadership growth and development through leadership opportunities to demonstrate the proficiency and aptitude necessary in becoming community leaders.

To ensure that the activities and events are incorporated into a classification of: academic success, cultural awareness, and community building/extracurricular enrichment, planning the SLL Calendar of events for the academic year will be implemented during the summer months of June through August. Additionally, the coordinator will recruit volunteers to assist with the program and train said staff during the summer months to build momentum, recruit, connect with presenters and carry out necessary programming efforts prior to the start of the semester. These efforts will be carried out with all programs of the Office of Student Life and Leadership.