

All Fields Report

Program	Student Life
Does this program have a CTE component?	Yes
Academic Year	2016/2017
Review Period	6 Year
Service Areas	

Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Santa Monica College Mission assures a **"safe and inclusive learning environment** that encourages **personal and intellectual exploration**" while it **"challenges and supports students in achieving their educational goals**. Students learn to **contribute to the global community** as they develop an understanding of the **relationship to diverse social, cultural, political . . . and natural environments**."

The Office of Student Life (OSL) is central to the realization of that mission, by (1) providing multiple campus involvement and student leadership opportunities wherein we educate, train and develop effective student government leaders, club members, and campus governance representatives; (2) offering programs, activities, services, and opportunities to develop the whole student; and (3) helping students to understand the important role that community involvement and civic engagement play both within the College’s governance structure and in society at large.

The Office of Student Life is responsible for providing guidance and support as well as a wide variety of extracurricular activities, programs and training opportunities designed to help student leaders develop knowledge and fundamental skills necessary to effectively govern and advocate on behalf of their constituents. Through active participation in student government and other Student Life programs, students learn life-long skills such as, leadership, collaboration, organization, teambuilding, budget management, problem-solving, decision-making, time-management and conflict resolution. These skills can result in the development of practical competencies and self-confidence. Throughout the year, students receive hands-on experience by actively participating in student government, college governance and clubs. Research has proven the benefits of student involvement in college life. Learning and personal development are enhanced when students are more actively engaged in educational and purposeful out-of-class activities. “A more active student government is one way to improve the quality of campus life.” (Carnegie Foundation for the Advancement of Teaching, 1990)

The SMC Associated Students (A.S.) is the officially recognized student government organization, within Student Life. The A.S. is governed by an elected and/or appointed group of students who are formally selected by their constituents to represent their issues, concerns and interests. In advocating for their constituents, student leaders have the opportunity to participate in the college’s governance process by serving on a variety of joint committees where decisions are made that directly affect students such as the Academic Senate Student Affairs and Curriculum Committees, DPAC College Services Subcommittee and Grade Appeals. In this way students gain practical knowledge and practice in public service,

governance, and politics.

The Office of Student Life is also responsible for providing a wide variety of extracurricular activities, programs and training opportunities designed to promote personal and intellectual exploration while simultaneously developing students' communication, leadership, and life skills through campus involvement. The OSL provides support and guidance to the student government Associated Students (A.S.) Board of Directors and Inter Club Council (ICC) leaders to develop the knowledge and fundamental skills necessary to effectively govern and advocate on behalf of their constituents. Additionally, the OSL provides resources and support services to Directors, clubs and club members in the planning, execution and follow-up of campus and club activities, events, and fieldtrips to enhance their overall student life experience.

The Office of Student Life offers educational, social, cultural, and political events and activities to all SMC students through both Associated Students co-sponsored activities and directly through the OSL. These activities, workshops and events are provide a safe place where all views are respected and explored and are designed to advance civic engagement education and to enhance the overall college-life experience for students. Examples of recent activities include Election Debate Watching parties, the Constitution Day celebration, film screenings, and Voter Registration Drive.

The OSL also provides quality academic counseling support and services to members of the Associated Students (A.S.) Board of Directors, commissioners, club officers, and FLVR (Free Lunch Voucher Program) participants as well as any students who access the services through the OSL. The counselors help students to successfully balance their academic and leadership responsibilities, complete and execute their Ed Plans, and provide time management advice.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The overarching goals of the Office of Student life are to:

- 1) Educate, train, and develop student leaders;
- 2) Empower students through various leadership opportunities;
- 3) Provide the tools and processes for developing and establishing student clubs to meet the interests of all student groups;
- 4) Present speakers, activities, and events that support myriad academic programs and institutional goals and initiatives (e.g. Global Citizenship, Women's Empowerment, GRIT, etc);
- 5) Offer community service, volunteer and civic engagement opportunities for all students;
- 6) Provide communication skill and leadership training to students;
- 7) Offer academic counseling tailored to support students engaged in extracurricular and leadership programs.

The Office of Student Life functions and responsibilities vary among the various programs and services provided, such as the OSL at large, the A.S., the ICC, and counseling. The functions and responsibilities of the various Office of Student Life programs and Associated Students governing bodies are listed below. The positions *within* each body and responsibilities of the various individual student leader roles, such as "A.S. President," are described in the A.S. and Inter-Club Council Constitutions which are located on the A.S. website and included as additional files to this program review. (NB: Roberts

Rules of Order & the Brown Act are used in running meetings and making decisions.)

The Office of Student Life

The **Associate Dean** of Student Life is responsible for

- Overseeing the overall operation of the Student Life Office;
- Creating and implementing office policies and procedures;
- Approving all A.S. and ICC activities and expenditures;
- Supervising all A.S. Board of Directors' activities and field trips;
- Developing and implementing programs and activities designed to maximize the students' learning experiences;
- Ensuring that students understand Federal, State, and College policies, and that they act within legal guidelines;
- Ensuring that student leaders understand their responsibility of maintaining professionalism while representing themselves, the college, and the students they serve;
- Serving as the primary advisor to the A.S. Board of Directors, the individual directors of the board, the A.S. Financial and Constitution Committees, and Joint Council.

The Student Life **Counselors** are responsible for

- Assessing student leader eligibility including Directors, Club Officers, Committee Representatives, and Commissioners;
- Providing academic advisement for student leaders (Directors, Committee Reps, Club Officers, Commissioners, and club members);
- Administering and providing counseling for the FLVR program;
- Serving as secondary advisors to the Associate Dean (e.g. provide supervision and oversight for Director activities and fieldtrips as needed);
- Serving as the primary advisors for the Inter-Club Council.

Associated Students

The SMC Associated Students is the officially recognized student government organization, which is housed in the Office of Student Life. The Governing Body of the Associated Students is made up of the Board of Directors, the Inter-Club Council, the Judicial Board, and the Joint Council. Each body services a specific purpose and carries out a unique set of responsibilities, which are detailed in the A.S. and ICC Constitutions (see "Attached Files"). All students who purchase a current A.S. sticker are considered part of the Associated Students. Frequently, the terms "The Associated Students" or "The A.S." are used to refer exclusively to the A.S. Board of Directors. The OSL is working with the A.S. Board to change this practice in favor of the more accurate and specific labels when referring to specific A.S. governing bodies to minimize confusion and to increase student awareness of their inclusion in all things "Associated Students."

The Associated Students and Inter-Club Council (ICC) Constitutions and Bylaws provide structure and guidance from which the organization operates. The California Education Code, Title V Regulations (Sections 7606076067, 76120), SMC Board Policies (Articles 1400, 4100, 4430) and Administrative Regulations (Articles 44054446) establish the legal and institutional guidelines under which the student government organization was established and continues to exist. The Associated Students fee generates the organization's annual revenue.

This organization is governed by an elected and/or appointed group of students who are formally selected by their

constituents to represent their issues, concerns, and interests. Election and appointment procedures to the Boards and Councils are governed by the A.S. and ICC Constitutions. Eligibility for election or appointment is established by AR 4420, Ed Code Sect. 76061, and the A.S. (Article II, Sect. 1.3) and ICC (Article III, Sect 1) Constitutions.

Specific Duties of A.S. Governing Bodies and Special Leadership Positions

A.S. Board of Directors: The Associated Students Board of Directors is a body of 16 formally elected and/or appointed student officials (students are appointed to the Board of Directors by the A.S. Board of Directors when vacancies occur). Each year, the student body elects the members of the Board during the spring semester. The Board positions include, but are not limited to, the President, Vice President, Director of Budget Management, Director of Activities, and ICC Chair. The Student Trustee serves as a non-voting member of the A.S. Board of Directors.

The primary duties and responsibilities of the A.S. Board of Directors are to:

- Carry out the mission of the Associated Students;
- Abide by the A.S. Constitution and its Bylaws;
- Oversee the Associated Students budget and approve all funding proposals, in conjunction with fiscal policy;
- Identify eligible students to serve as A.S. student representatives on college governance joint committees, such as the Global Council, Student Affairs and Curriculum Committees, Honor Council, and DPAC.
- Appoint new Directors when vacancies occur.

A.S. Commissioners: The role of commissioners is to assist directors with their various projects and activities. Individual members of the A.S. Board of Directors are required to appoint at least one commissioner to assist them throughout the year. However, directors may have up to four commissioners. Commissioners are selected through an application and interview process. Students who serve in this position act as apprentices and have the opportunity to learn about student government, the roles of the directors in which they support, and participatory governance. Directors often assign their commissioners to serve on college joint committees. Commissioners will often run for positions on the A.S. Board of Directors or the ICC Executive Board after serving as Commissioners to Directors.

Student Trustee: The Student Trustee is an elected student official who serves as a non-voting member of SMC Board of Trustees. Student Trustee candidates run for this position during the annual A.S. Elections and must abide by the A.S. Election Code. This student leader serves as a liaison between the Board of Trustees and the Associated Students Board of Directors. The Student Trustee is also a non-voting member of the A.S. Board of Directors. The Student Trustee is responsible for attending the monthly Board of Trustees meetings and the weekly A.S. Board of Directors meeting at least once a month. The Santa Monica College Board of Trustees Policy and Bylaws specifically outline the qualifications, rights, responsibilities, term of service, and privileges of the Student Trustee.

Inter-Club Council (ICC) : The ICC is a governing body composed of representatives from officially installed clubs. Its officers include the Chair, Vice Chair and Communication Officer. The ICC Officers are voting members of the A.S. Board of Directors. Each spring semester, ICC elects its officers. The fulltime A.S. Counselor serves as the advisor to this governing body. The purpose of ICC and individual members is to:

- Promote student awareness of and participation in SMC clubs;
- Promote the development of student leadership and service;
- Promote campus and public awareness of Inter-Club Council activities;

- Elect members to serve on the Joint Council and college governance joint committees.

Joint Council: The Joint Council is a governing body that is composed of the A.S. Board of Directors, the ICC officers, and eight representatives elected by the ICC Council. The Associate Dean of Student Life serves as the advisor to this body. The purpose of the Joint Council is to:

- Approve amendments to the A.S. Constitution and Bylaws;
- Approve the changes in student fees not outlined in the California Education Code;
- Confirm nominations to the Judicial Board.

Judicial Board: The Judicial Board is the judicial branch of the Associated Students, which is composed of five justices (three students, one faculty member appointed by the Academic Senate President, and one administrator appointed by the President of the college). The faculty member or the administrator serves as the advisor to this body. The purpose of the Judicial Board is to:

- Rule upon the constitutionality of the actions of the A.S. Board of Directors and ICC, including dereliction of duty, misuse of funds, and abuse of authority;
- Serve A.S. a Board of Appeals to decisions of the A.S. Election Committee;
- Rule upon an impeachment proceeding initiated by the A.S. Board of Directors

A.S. Standing Committees:

Finance Committee –The A.S. Finance Committee is responsible for meeting weekly to review, evaluate, and recommend funding proposals to the A.S. Board of Directors for final approval. Also, the committee is responsible for developing an A.S. annual operating budget for the A.S. Board of Directors to review and approve. The A.S. Fiscal Policy, which was developed by this committee, serves as a guideline for funding proposals and other expenditures. The members of this committee include the A.S. Director of Budget Management (chair), A.S. President, ICC Vice-Chair, and two college administrators who serve as advisors (Associate Dean, Student Life and the Director, Auxiliary Services). The administrators are appointed by the President to serve as the custodians of the A.S. funds, and are therefore given voting rights on this committee only.

Election Committee – The Election Committee is responsible for overseeing the annual A.S. elections, and establishing and enforcing the A.S. Election Code. The A.S. Election Code is a set of rules and regulations for running an election and for campaigning. The A.S. Board of Directors is responsible for approving the Election Code. The Inter-Club Council (ICC) Chairperson chairs this committee, and the fulltime A.S. Counselor serves as the advisor to this committee.

Constitution Committee – The Constitution Committee is responsible for making recommendations for constitutional changes. The A.S. Vice President chairs this committee. The Constitution Committee is composed of appointed members of the A.S. Board of Directors, the Inter-Club Council, and A.S. members-at-large. Constitutional changes are recommended to the A.S. Board of Directors for approval. The board sends the recommendations to the Joint Council and if approved (by a 2/3 vote) the constitutional changes are placed on the ballot and voted on by the students-at-large during the annual general or special election. The Associate Dean, Student Life serves as the advisor.

Clubs : Clubs help to meet the diverse intellectual, social, educational, and cultural needs of students at Santa Monica College. Clubs also allow students the opportunity to develop leadership skills and participate in the college’s governance process. We had over 70 clubs installed this year. Club memberships range from 6 members (i.e. Gaming and Jogging

Clubs) to over 400 members (Alpha Gamma Sigma (AGS), Phi Theta Kappa (PTK), etc.). Each semester, eligible clubs are allocated a budget ranging from approximately \$200.00 to \$700.00. Club budgets are allocated based on the A.S. annual operating budget, the number of installed clubs, and the week within the semester the club was installed. After submitting a written funding proposal, and receiving the approval of the A.S. Board of Directors, clubs may liberally spend their monies, but, within the guidelines of the Student Life Office, the A.S. Constitution/Bylaws, and the A.S. Fiscal Policy. All clubs must have a fulltime SMC faculty or administrator advisor. Depending on the number of students in a club, some clubs will have as many as four advisors such as the Alpha Gamma Sigma and Phi Theta Kappa Honor Societies.

The role and duties of club advisors are A.S. follows:

- Be familiar with the club's constitution/bylaws;
- Have a general knowledge of policies, regulations and laws relevant to SMC clubs;
- Attend club meetings and activities;
- Supervise all on and off campus activities, or appoint another fulltime faculty member or an administrator who is familiar with the policies, regulations and laws relevant to SMC clubs;
- Help club officers to develop effective leadership skills;
- Provide suggestions to club leaders that may lead to positive learning outcomes.

Shared Governance/Joint Committees: In addition the Office of Student Life also ensures assignment of students to the various campus-wide committees that directly affect students such as the Academic Senate Student Affairs and Curriculum Committees, DPAC College Services Subcommittee, and Grade Appeals, to name a few. Per the A.S. By-Laws, the A.S. Vice President "appoints proper student representatives to campus-wide committees, including but not limited to DPAC and Academic Senate Committees." The process involves recruiting students to apply through advertising, announcements, information meetings and classroom visits. Once students apply, they are vetted for eligibility by the Student Life Counseling staff and then appointed by the Vice President and confirmed by the Associate Dean of Student Life. The responsibilities of Committee Representatives are to:

- Attend committee meetings regularly;
- Report on committee activities to the A.S. Board of Directors monthly;
- Provide A.S. input at committee meetings.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Through active participation in student government, clubs, campus-wide committee membership (DPAC, Academic Senate, Grade Appeals, etc.) and other Student Life programs, students learn lifelong skills that serve the College's Institutional Learning Outcomes, such as, self-discipline (ILO #1), competent communication (ILO #2), leadership (ILOs #15), collaboration (ILOs 2, 3, 5), organization (ILOs #1,2), teambuilding (ILOs #2, 3, 4), budget management (ILOs #2, 3), problem solving (ILOs #1, 2, 3), decision-making (ILOs #1, 2, 3), time-management (ILOs #1, 2), sustainable living (SLO #4), and conflict resolution (ILOs #1, 2, 3). These skills can result in the development of practical competencies and self-confidence which in turn assist students with their academic and professional pursuits.

Research has shown the benefits of student involvement in college life. When students actively participate in student leadership programs and opportunities, they build "skills (e.g., decision making abilities), values (e.g., sense of personal ethics), and cognitive understandings (e.g., understanding of leadership theories)" (Cress et al., 2001, p. 17). As Astin notes in his Theory of Involvement, learning takes place not only in the classroom, but students also learn through their

involvement in extracurricular and co-curricular activities noting that student success, persistence and retention are directly correlated with the amount of time students invest in involvement (1984, 1985, 1996). Furthermore, the institution can play an important role in students' development by offering opportunities for interactions with other ideas and people (1984, 1985, 1996).

More specifically, learning and personal development are enhanced when students are more actively engaged in educational and purposeful out-of-class activities. "A more active student government is one way to improve the quality of campus life." (Carnegie Foundation for the Advancement of Teaching, 1990). Personal attributes are developed through extracurricular involvement, particularly in leadership roles through enhancing a student's self-awareness, self-concept, and self-esteem (Cooper et al., 1994; Kuh, 1995, Logue et al., 2005; Cress et al., 2001; Pascarella & Terenzini, 2005). Additionally, leadership roles have been shown to positively influence cognitive development and mastery of multiple subjects, supporting students' academic success through their extracurricular involvement (Cooper et al., 1994; Kuh, 1995, Arminio et al., 2000; Logue et al., 2005; Cress et al., 2001; Pascarella & Terenzini, 2005).

Other studies have shown that through involvement with student government and other student leadership opportunities, students show improved cognitive development, goalsetting, interpersonal communication, networking, and educational persistence, and conflict management (Astin 1984, 1993; Boyer, 1987; Kuh, 1995; Pascarella & Terenzini, 2005; Terenzini, Pascarella, & Blimling, 1996). Similarly, research shows that in addition to improving time management and the increased capacity to balance multiple responsibilities, students also learn how to work with diverse others cooperatively (Cooper et al., 1994; Kuh, 1995, Arminio et al., 2000; Logue et al., 2005; Cress et al., 2001; Pascarella & Terenzini, 2005). In short, through student leadership and involvement, students become engaged citizens in their community, learn to value themselves and those around them (Cooper et al., 1994; Kuh, 1995).

The programs and services offered through SMC's Office of Student Life are precisely of the quality and type in the research outlined here. Our robust student government organization, various leadership opportunities and training, counseling support, civic engagement activities, speakers, film screenings and more provide rich out-of-class activities to support the development of the whole student. To be even more specific, for example, the training for Directors and Commissioners as well as our monthly Leadership Workshops directly address competent communication (ILO #2), leadership (ILOs #15), collaboration (ILOs 2, 3, 5), teambuilding (ILOs #2, 3, 4), problem solving (ILOs #1, 2, 3), decision-making (ILOs #1, 2, 3), time-management (ILOs #1, 2), and conflict resolution (ILOs #1, 2, 3). Budget management (ILOs #2, 3) and sustainable living (SLO #4) considerations are central to all A.S. decisions and are assured through both the A.S. Constitution and the A.S. Fiscal Policy.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Aside from salaries, the Office of Student Life is funded through a small District budget of \$15,752 to cover new Director training, student help, and some supplies. The vast majority (99%) of the Student Life budget is derived from the Associated Students (A.S.) fees. Each term (regular and intersession), every Santa Monica College student is asked to pay the A.S. membership fee of \$19.50, along with a District fee of \$13 to validate and activate their I.D. card. The \$19.50 goes directly into the A.S. budget, while the \$13 goes to the District budget. Students have the right to "opt-out" of both of these fees by visiting the Bursar's Office.

The A.S. Fee-provided-budget totaled approximately (enrollment numbers have not yet been finalized) \$1,365,188 for the 2016/17 fiscal year (July 1, 2016-June 30, 2017). The A.S. Board of Directors has the responsibility of managing the

Associated Students' annual budget and approving all funding proposals that are recommended by the A.S. Finance Committee with oversight from the Associate Dean of Student Life and the Director of Auxiliary Services who serve as the custodians of both the A.S. restricted funds (e.g. Big Blue Bus, Cayton Center, Investment, and New Technology/Student Success accounts) and unrestricted funds (e.g. general operating accounts, ICC, Special Projects, Homecoming, and Conferences).

In addition to complying with all District, local, State and Federal laws governing such expenditures, the Associated Students Finance Committee and Board develop and abide by their own Fiscal Policy. The Fiscal Policy was originally created and is updated regularly by the student leaders on the Finance Committee in coordination with the assigned District representatives, specifically, the Associate Dean of Student Life and the Director of Auxiliary Services.

The SMC Auxiliary Office is responsible for providing students with financial information regarding their budget and actual expenditures for each fiscal year. This office also provides students with official monthly budget reports and processes all A.S. requisitions, purchase orders and checks.

The A.S. funds provide for stipends for each of the 15 voting Directors. The A.S. funds do not fund any other staff positions.

Office of Student Life

2016/17 Budget Sources

Source	Total	Notes
District Discretionary Budget	\$15,752	<ul style="list-style-type: none"> Funds from district are used primarily for the Fall Training of New directors. Remaining funds are used for student help, staff training, and office supplies. <p>NOTE: This budget reflects a nearly 50% decrease from last year (2015/16: \$30,752), primarily in Student Help funding. However, during this time we have increased the office traffic and counseling load significantly to accommodate the FLVR program creating tremendous strain on our front desk staff.</p>
A.S. Restricted Budget	1,002,538	<ul style="list-style-type: none"> Funds are derived from Associated Student Membership fee of \$19.50 per student per semester and intersession. This is an optional "opt out" fee.
A.S. Unrestricted Budget	362,650	

In addition to the A.S. and Budgets, in the Fall of 2017, the Office of Student Life applied for and received a \$10,000 Civic Engagement Grant from the California Community College Foundation. The grant also included five digital tablets with keyboards. The grant was received in October 2016 and runs through June 2017. The funds have been used to support our voter registration and education campaigns, debate and returns watching events for students, Meet the Candidate forums and other Civic Engagement activities.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Area/Discipline Information Pertains To

Student Life

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship,

educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

The Office of Student life manages multiple student activity and leader groups, as well as administers student support programs through which our students are served:

- The Associated Students Board of Directors
- AS Commissioners
- The Inter-Club Council (ICC)
- Club Officers
- Club Members
- Club Advisors
- Campus Committee Representatives
- Counseling Services
- Free Scantrons and Blue Books Program
- Food Security Programs
 - FLVR (Free Lunch Voucher) Program
 - Free Farmer's Market
 - Food Closets

Prior to last year, little data was collected or reviewed on any of the student groups served through this office other than the A.S. Board of Directors. Additionally, no demographic or student success data was included in the 2010 6-Year Program Review or the 2015 Annual Program Review making it difficult to draw more than limited comparisons. Having noted that, this report includes data from last year, information on additional student groups served in the Office of Student Life and provides some year-over-year data on the Directors that will be useful going forward. Having noted that, the Office of Student Life front desk staff also serves between 250 and 500 students from the general student population each day, as well as thousands of students through events and activities. As these students do not provide identifying data, we do not have data on these students to report, but we can safely assume that a large cross section of the student population is served through the Office of Student Life in various capacities

A.S. BOARD OF DIRECTORS

The A.S. Board of Directors largely reflects the members it serves. At any one time, there are up to 16 acting directors that include the nine formal "director" positions, a President, a Vice-President, a Secretary, a Student Trustee, and three ICC officers. However, there are occasional vacancies that are filled by new student leaders throughout the year. For the 2015/16 year, for example, we had a total of 20 directors. Thus far in the 2016/17 year, we have had 19 directors.

At the outset of the fall 2016 semester, there were 14 Director/ICC officer positions of the 16 filled. There were two vacant positions (Director of Instructional Support & the ICC Vice-Chair). The director position was filled through the appointment process outlined in the A.S. Constitution and Bylaws. The ICC Officer was elected according to the process outlined in the ICC Constitution and Bylaws. Making the total number of directors/officers over the course of the Fall 2016 semester, 16.

At the end of the fall semester the Director of Activities stepped down to transfer to a four-year institution. Two other Directors (Student Assistance and Outreach) had to step down for academic reasons. All three were replaced in Spring 2017 through the A.S. appointment process making the total number of directors and ICC officers (hereafter referred to as the Directors) on the Board for the 2016/17 year 19.

Director Demographics (Note: Unless otherwise noted, because data is requested mid-year to complete this report, data for the 2016/17 year only include the 16 Fall Directors and not those appointed in Spring 2016/17.)

The demographics of the Directors in any specific year does not always closely resemble the overall demographics of SMC students in due to the small sample size. For example, in 2015/16, of the 20 Directors, nine were female (45%) and 11 (55%) were male which is nearly the inverse of the SMC general population ratio of 52.8% female to 47.2% male. Conversely, currently for the 2016/17 year, of the 19 Directors, 11 are female (58%) and 8 are male (42%) also variant from the SMC ratio. When combined, however, as in this example, multiple years more closely resemble the SMC female/male distribution at 51.3% to 48.7%.

Gender

Gender	2015 (n=20)	2016 (n=19)	Total (n=29)	SMC Average*
Male	55% (n=11)	42% (n=8)	48.7%	47.2%
Female	45% (n=9)	58% (n=11)	51.3%	52.8%

Similarly, the ethnic and citizen status make-up did not consistently align with campus-wide statistics in either year, but across two years were more consistent, with some notable exceptions that will be discussed in the next section. The remaining year-over-year comparisons between A.S. Directors of the last two years and between A.S. Directors and the SMC Student Population at large are as follows:

Ethnicity/Race: (Data compares all Directors for 2015/16 and 2016/17)

Ethnicity/Race	2015/16 (n=20)	2016/17 (n=19)	Total (n=39)	SMC Average*
Asian	25% (n=5)	20% (n=5)	25.6%	15%
Black:	10% (n=2)	10.5% (n=2)	10.3%	9%
Hispanic:	25% (n=5)	47.4% (n=9)	35.9%	39.9%
White:	35% (n=7)	10.5% (n=2)	23.1%	27.5%
Two or more	5% (n=1)	6.3% (n=1)	5.1%	4.1%
Unreported:	0% (n=0)	5.3% (n=0)	0%	4.4%
Citizen Status				
Student Visa	25% (n=5)	25% (n=4)	23.1%	10.7%
U.S. Citizen	55% (n=11)	57.9% (n=11)	56.4%	78.4%
Permanent Resident	15% (n=3)	6.3% (n=1)	10.3%	6.0%
Other/Unknown	5% (n=1)	10.5% (n=2)	7.7%	4.4%
Refugee	0% (n=0)	6.3% (n=1)	2.6%	0.5%

* Using 2016/17 statistic which is within one percentage of the prior year on any one demographic.

Age breakdown: (Data compares Directors from Fall 2015 to Fall 2016 only)

Age	2015 (n=16)	2016 (n=16)	Total (n=32)	SMC Average*
19 and under	62.5% (n=10)	37.5% (n=6)	50%	31.1%
20 to 24	25% (n=4)	43.75% (n=7)	34.4%	40.3%
25 to 29	6.25% (n=1)	12.5% (n=2)	9.38%	13.3%
30 to 39	6.25% (n=1)	6.25% (n=1)	6.25%	8.8%

40 to 49	% (n=0)	% (n=0)	0%	3.4%
50+	% (n=0)	% (n=0)	0%	3.1%

Enrollment Status and Educational Goals: (Data compares Fall 2015 to Fall 2016)

Enrollment	2015 (n=16)	2016 (n=16)	Total (n=32)	SMC Average*
First Time Student	37.5% (n=6)	0% (n=0)	18.75%	18.9%
Continuing	62.5% (n=10)	100% (n=16)	81.25%	56.4%
Part-Time	43.8% (n=7)	12.5% (n=2)	28.1%	63.3%
Full-Time	56.3% (n=9)	87.5% (n=14)	71.9%	36.7%
Education Goal				
Transfer	87.5% (n=14)	87.5% (n=14)	87.5%	72.4%
2-Year Associates	6.3% (n=1)	6.3% (n=1)	6.25%	2.4%
Vocational	0% (n=0)	0% (n=0)	0% (n=0)	1.5%
Career Advance	0% (n=0)	0% (n=0)	0% (n=0)	5.4%
Educ. Development	0% (n=0)	0% (n=0)	0% (n=0)	4.6%
4-Year Student	0% (n=0)	0% (n=0)	0% (n=0)	3.6%
Unreported	6.3% (n=1)	6.3% (n=1)	6.25%	9.2%

Basic Skills: (Data compares Fall 2015 to Fall 2016)

Basic Skills	2015 (n=16)	2016 (n=16)	Total (n=32)	SMC Average*
Not Basic Skills	87.5% (n=14)	93.8% (n=15)	90.6%	76.1%
Basic Skills	12.5% (n=2)	6.3% (n=1)	9.4%	23.9%

GPA: (Data compares Fall 2015 to Fall 2016)

GPA Group	2015 (n=16)	2016 (n=16)	Total (n=32)	SMC Average*
0.1-0.5	0% (n=0)	0% (n=0)	0%	12.3%
0.6-1.0	18.8% (n=3)	0% (n=0)	9.4%	8.2%
1.1-1.5	6.3% (n=1)	12.5% (n=2)	9.4%	10%
1.6-2.0	12.5% (n=2)	31.3% (n=5)	21.9%	14.2%
2.1-2.5	0% (n=0)	37.5% (n=6)	18.8%	10.6%
2.6-3.0	12.5% (n=2)	12.5% (n=2)	12.5%	14.9%
3.1-3.5	25% (n=4)	0% (n=0)	12.5%	9.9%
3.6-4.0	25% (n=4)	6.3% (n=1)	15.6%	19.8%

A.S. COMMISSIONER

Each Director can have up to four Commissioners to help them manage their work and execute their projects, events, and proposals. That means at any one time, there can be as many as 64 active Commissioners working through our office. However, we rarely have all 64 positions full at one time. Additionally, Commissioners tend to be less persistent in holding their positions throughout the year, so the list of Commissioners tends to change frequently. As some drop off, others come on board.

Last year (2015/17), the Office of Student Life had 50 commissioners, and up to that time, this office did not track or report any demographic or success and retention data on Commissioners. However, beginning in 2016/17, this office has begun tracking, training, and reporting on the many Commissioners that serve and enjoy services through the Student Life Office. Below are the compared and combined demographics of the 22 persistent Commissioners (those that served a full semester) from Fall 2015 and the 49 Commissioners from Fall 2016.

Gender:

	2015 (n=22)	2016 (n=49)	Total (n=71)	SMC Average*
Male	45.5% (10)	38.8% (n=19)	40.8%	46.9%
Female	54.5% (12)	61.2% (n=30)	59.2%	53.1%

Ethnicity/Race:

Ethnicity/Race	2015 (n=22)	2016 (n=49)	Total (n=71)	SMC Average*
Asian	13.6% (n=3)	30.6% (n=15)	25.4%	15%
Black:	0% (n=0)	2.0% (n=1)	1.4%	9%
Hispanic:	63.6% (n=14)	38.8% (n=19)	46.5%	39.9%
White:	13.6% (n=3)	16.3% (n=8)	15.5%	27.5%
Two or more	4.5% (n=1)	6.1% (n=3)	5.6%	4.1%
Unreported:	4.5% % (n=1)	6.1% % (n=3)	5.6%	4.4%
Citizen Status				
Student Visa	9.1% (n=2)	16.3% (n=8)	14.1%	10.7%
U.S. Citizen	68.2% (n=15)	67.3% (n=33)	67.6%	78.4%
Permanent Resident	0% (n=0)	4.1% (n=2)	2.8%	6.0%
Other/Unknown	22.7% (n=5)	12.2% (n=6)	15.5%	4.4%
Refugee	0% (n=0)	0% (n=0)	0%	0.5%

* Using 2016/17 statistic which is within one percentage of the prior year on any one demographic.

Age breakdown:

Age	2015 (n=22)	2016 (n=49)	Total (n=71)	SMC Average*
19 and under	59.1% (n=13)	44.9% (n=22)	49.3%	31.1%
20 to 24	36.4% (n=8)	46.9% (n=23)	43.66%	40.3%
25 to 29	4.5% (n=1)	6.1% (n=3)	5.63%	13.3%
30 to 39	0% (n=0)	0% (n=0)	0%	8.8%
40 to 49	0% (n=0)	2% (n=1)	1.4%	3.4%
50+	0% (n=0)	0% (n=0)	0%	3.1%

Enrollment Status and Educational Goals:

Enrollment	2015 (n=22)	2016 (n=49)	Total (n=71)	SMC Average*
New Student	40.9% (n=9)	30.6% (n=15)	33.8%	18.9%
Continuing	36.4% (n=8)	57.1% (n=28)	50.7%	56.4%
Transfer	13.6% (n=3)	8.2% (n=4)	9.9%	12.1%
Returning	9.1% (n=2)	4.1% (n=2)	5.6%	10.7%
Part/Full Time				
Part-Time	31.8% (n=7)	20.4% (n=10)	23.9%	63.3%
Full-Time	68.2% (n=15)	79.6% (n=39)	76.1%	36.7%
Education Goal				
Transfer	90.9% (n=20)	93.9% (n=46)	93%	72.4%
2-Year Associates	0% (n=0)	0% (n=0)	0%	2.4%
Vocational	0% (n=0)	0% (n=0)	0%	1.5%
Career Advance	0% (n=0)	0% (n=0)	0%	5.4%
Educ. Development	0% (n=0)	0% (n=0)	0%	4.6%
4-Year Student	4.5% (n=1)	4.1% (n=2)	4.2%	3.6%
Unreported	4.5% (n=1)	2% (n=1)	2.8%	9.2%

Basic Skills

Basic Skills	2015 (n=22)	2016 (n=49)	Total (n=71)	SMC Average*
Not Basic Skills	77.3% (n=17)	83.7% (n=41)	81.7%	76.1%
Basic Skills	22.7% (n=5)	16.3% (n=8)	18.3%	23.9%

GPA

GPA Group	2015 (n=22)	2016 (n=48)	Total (n=70)	SMC Average*
0.1-0.5	0% (n=0)	0% (n=0)	0%	12.3%
0.6-1.0	4.5% (n=1)	4.3% (n=2)	4.2%	8.2%
1.1-1.5	4.5% (n=1)	8.3% (n=4)	7.1%	10%
1.6-2.0	0% (n=0)	10.4% (n=5)	7.1%	14.2%
2.1-2.5	18.2% (n=4)	12.5% (n=6)	14.3%	10.6%
2.6-3.0	22.7% (n=5)	18.8% (n=9)	20%	14.9%
3.1-3.5	27.3% (n=6)	8.3% (n=4)	14.3%	9.9%
3.6-4.0	22.7% (n=5)	37.5% (n=18)	32.9%	19.8%

ICC CLUB OFFICERS*

* Some students are officers in more than one club and serve more than one semester. Therefore it can be assumed that an unspecified number of individual students are duplicated one semester over another, so the data of the two semesters examined was not aggregated for club officers.

As noted above, the ICC Officers who sit on the AS Board of Directors also hold the executive leadership positions on the ICC. The data on the ICC Officers is included in the data for Directors. The remainder of the **Inter-Club Council** is made up of two representatives from each club and the ICC Officers. As club membership is fluid throughout the year and club members other than officers are not tracked through this office, specific demographic data on club membership is also not currently available. As our processes are moved from analog to digital records, this may become possible in future years. However, given that clubs represent the complete range of student interests on campus, from the Adelante, Advertising, and Black Collegians clubs to the International Student Forum, Korean Students Association, and Opera Club to the Pre-Health Association, United Nations Association, Urban Media Makers and the Writers Club, (a full list can be found in the attached files section) it is safe to assume that a wide range of student groups, concerns, and needs are well represented. Still, we can get a glimpse of the diversity represented by at least looking at the demographics of the club officers.

Through the Inter-Club Council (ICC), the Office of Student Life boasted a record number of campus clubs last year. With over 70 clubs in each the fall and spring semesters, the ICC installed a total of 94 unique clubs over the course of the year with over 111 advisors (85 full time faculty and managers, 19 part time faculty, and seven classified staff), 560 officers, and well over 1,500 student members. Although we currently do not track the individual club members (clubs range in membership size from a minimum of six to over 400 members), we do keep track of most of the club officers

Gender

	2015 (n=332)	2016 (n=442)	SMC Average*
Male	44.6% (n=148)	47.1% (n=208)	46.9%
Female	55.4% (n=184)	52.9% (n=234)	53.1%

Race/Ethnicity distribution of Club Officers was as follows:

Ethnicity/Race	2015 (n=332)	2016 (n=442)	SMC Average*
Asian	22% (n=73)	21.7% (n=96)	15%
Black:	4.2% (n=14)	5.9% (n=26)	9%
Hispanic:	34.6% (n=115)	30.5% (n=135)	39.9%
White:	29.8% (n=99)	31.2% (n=138)	27.5%
Two or more	4.5% (n=15)	4.5% (n=20)	4.1%
Unreported:	4.8% (n=16)	6.1% (n=27)	4.4%
Citizen Status			
Student Visa	26.3% (n=5)	25% (n=4)	10.7%
U.S. Citizen	57.9%(n=11)	62.5%(n=10)	78.4%
Permanent Resident	15.8% (n=3)	6.3% (n=1)	6.0%
Other/Unknown	0% (n=0)	0% (n=0)	4.4%
Refugee	0% (n=0)	6.3% (n=1)	0.5%

* Using 2016/17 statistic which is within one percentage of the prior year on any one demographic.

Age breakdown: (Data compares Fall 2015 to Fall 2016)

Age	2015 (n=332)	2016 (n=442)	SMC Average*
19 and under	47.6% (n=158)	29.2% (n=129)	31.1%
20 to 24	37.3% (n=124)	51.4% (n=227)	40.3%
25 to 29	9.0% (n=30)	12.7% (n=56)	13.3%
30 to 39	4.8% (n=16)	5.2% (n=23)	8.8%
40 to 49	0.3% (n=1)	0.9% (n=4)	3.4%
50+	0.9% (n=3)	0.7% (n=3)	3.1%

Enrollment Status and Educational Goals:

Enrollment	2015 (n=8)	2016 (n=12)	SMC Average*
New Student	33.4% (n=111)	8.4% (n=37)	18.9%
Continuing	55.7% (n=185)	86.2% (n=381)	56.4%
Transfer	6.9% (n=23)	3.8% (n=17)	12.1%
Returning	3.9% (n=13)	1.6% (n=7)	10.7%
Part/Full time			
Part-Time	70.8% (n=233)	70.8% (n=313)	63.3%
Full-Time	29.2% (n=96)	29.2% (n=129)	36.7%
Education Goal			
Transfer	86.7% (n=288)	87.8% (n=388)	72.4%
2-Year Associates	1.2% (n=4)	1.6% (n=7)	2.4%
Vocational	0.3% (n=1)	0.2% (n=1)	1.5%
Career Advance	0.9% (n=3)	0.5% (n=2)	5.4%
Educ. Development	0.9% (n=3)	1.4% (n=6)	4.6%
4-Year Student	2.4% (n=8)	2.9% (n=13)	3.6%
Unreported	7.5% (n=25)	5.7% (n=25)	9.2%

Basic Skills

Basic Skills	2015 (n=8)	2016 (n=12)	SMC Average*
Not Basic Skills	72% (n=239)	86.4% (n=382)	76.1%
Basic Skills	28% (n=93)	13.6% (n=60)	23.9%

GPA

GPA Group	2015 (n=329)	2016 (n=431)	SMC Average
0.1-0.5	3.6% (n=12)	6.0% (n=26)	12.3%
0.6-1.0	6.1% (n=20)	5.1% (n=22)	8.2%
1.1-1.5	7.0% (n=23)	7.4% (n=32)	10%
1.6-2.0	14% (n=46)	14.4% (n=62)	14.2%
2.1-2.5	16.1% (n=53)	13.2% (n=57)	10.6%
2.6-3.0	14.9% (n=49)	13.9% (n=60)	14.9%

3.1-3.5	12.8% (n=42)	13.9% (n=60)	9.9%
3.6-4.0	25.5% (n=84)	26% (n=112)	19.8%

STUDENT WORKERS

Among the groups who serve and who are served in the Office of Student Life are our Student Workers. Much care is given to support and develop our student workers' educational and leadership skills. All but one is Federal Work Study. As we consider our student workers as part of the student population to serve through our office, we have begun to examine this population as well.

Gender

Gender	2015 (n=8)	2016 (n=12)	Total (n=20)	SMC Average*
Male	37.5% (n=3)	33.3% (n=4)	35%	46.9%
Female	62.5% (n=5)	66.7% (n=8)	65%	53.1%

Race/Ethnicity

Ethnicity/Race	2015 (n=8)	2016 (n=12)	Total (n=20)	SMC Average*
Asian	12.5% (n=1)	8.3% (n=1)	10%	15%
Black:	37.5% (n=3)	33.3% (n=4)	35%	9%
Hispanic:	50% (n=4)	41.7% (n=5)	45%	39.9%
White:	0% (n=0)	16.7% (n=2)	10%	27.5%
Two or more	0% (n=0)	0% (n=0)	0%	4.1%
Unreported:	0% (n=0)	0% (n=0)	0%	4.4%
Citizen Status				
Student Visa	0% (n=0)	0% (n=0)	0%	10.7%
U.S. Citizen	100% (n=8)	91.7% (n=11)	95%	78.4%
Permanent Resident	0% (n=0)	8.3% (n=1)	5%	6.0%
Other/Unknown	0% (n=0)	0% (n=0)	0%	4.4%
Refugee	0% (n=0)	0% (n=0)	0%	0.5%

* Using 2016/17 statistic which is within one percentage of the prior year on any one demographic.

Age breakdown:

Age	2015 (n=8)	2016 (n=12)	Total (n=20)	SMC Average*
19 and under	75% (n=6)	41.7% (n=5)	55%	31.1%
20 to 24	25% (n=2)	58.3% (n=7)	45%	40.3%
25 to 29	0% (n=0)	0% (n=0)	0%	13.3%
30 to 39	0% (n=0)	0% (n=0)	0%	8.8%
40 to 49	0% (n=0)	0% (n=0)	0%	3.4%
50+	0% (n=0)	0% (n=0)	0%	3.1%

Enrollment Status and Educational Goals:

Enrollment	2015 (n=8)	2016 (n=12)	Total (n=20)	SMC Average*
New Student	25% (n=2)	25% (n=3)	25%	18.9%
Continuing	62.5% (n=5)	75% (n=9)	70%	56.4%
Returning	12.5% (n=1)	0% (n=0)	5.0%	10.7%
Part/Full Time				
Part-Time	50% (n=4)	33.3% (n=4)	40%	63.3%
Full-Time	50% (n=4)	66.7% (n=8)	60%	36.7%
Education Goal				SMC Average*
Transfer	100% (n=8)	83.3% (n=10)	90%	72.4%
2-Year Associates	0% (n=0)	8.3% (n=1)	5.0%	2.4%
Vocational	0% (n=0)	0% (n=0)	0%	1.5%
Career Advance	0% (n=0)	0% (n=0)	0%	5.4%
Educ. Development	0% (n=0)	0% (n=0)	0%	4.6%
4-Year Student	0% (n=0)	0% (n=0)	0%	3.6%
Unreported	0% (n=0)	8.3% (n=1)	5.0%	9.2%

Basic Skills

Basic Skills	2015 (n=8)	2016 (n=12)	Total (n=20)	SMC Average*
Not Basic Skills	62.5% (n=5)	58.3% (n=7)	60%	76.1%
Basic Skills	37.5% (n=3)	41.7% (n=5)	40%	23.9%

GPA

GPA Group	2015 (n=8)	2016 (n=12)	Total (n=20)	SMC Average*
0.1-0.5	0% (n=0)	0% (n=0)	0%	12.3%
0.6-1.0	0% (n=0)	0% (n=0)	0%	8.2%
1.1-1.5	12.5% (n=1)	0% (n=0)	5.0%	10%
1.6-2.0	37.5% (n=3)	8.3% (n=1)	20%	14.2%
2.1-2.5	0% (n=0)	8.3% (n=1)	5.0%	10.6%
2.6-3.0	37.5% (n=3)	50% (n=6)	45%	14.9%
3.1-3.5	0% (n=0)	25% (n=3)	15%	9.9%
3.6-4.0	12.5% (n=1)	8.3% (n=1)	10%	19.8%

STUDENT COMMITTEE REPRESENTATIVES

The Office of Student Life with the assistance of the A.S. Vice-President recruits, evaluates, and places **student representatives on a variety of campus-wide committees** in service of SMC's commitment to Shared Governance. This year, over 70 student seats were filled by more than 30 students, many of whom are Directors and Commissioners who sit on multiple committees. Some of the committee assignments are based on Director requirements. For example, the Director of Budget Management sits on the DPAC Budget Committee as a requirement of his position. This is another area in need of better tracking of student data that would also require a disaggregation of Director and non-director student

information. This office will work with Institutional Research on how best to do this in the coming years.

COUNSELING SERVICES

The Office of Student Life has Counseling Services available for students using or visiting the Student Life office. Our three Counselors, one fulltime and two part-time, served 587 students last year (2015/16). The majority of students served last year were Directors, Commissioners, and Club Officers already reported on in this report. However, with the establishment of the FLVR program this fall whereby students are required to see a counselor at least three times per semester. In the Fall of 2016 alone, the counselors served 837 students, and are on track to serve approximately 1700 students this year. The students served through our counseling services represent a reflective cross-section of our student body at large.

One of our goals going forward is to begin tracking our FLVR Program students success and retention. We currently have students fill out an application to be part of the program and collect their student ID number at that time. As this is a very new program and one that would not yet show any meaningful data, we did not include the list of participants in our Institutional Research request for this report. However, we will be including it in our 2017/18 Annual Program Review as we will then have more than two semesters of data to analyze.

STUDENTS AT LARGE

Finally, it is important to add that in addition to the above, the Office of Student Life and the work of the Associated Students and ICC leadership also serve students at large through free hour activities, speaker series, movie screenings, and other programming, such as the FLVR Program (Free Lunch Voucher). All students are invited to participate in any quad, speaking or movie event or program provided by and/or through the Office of Student Life. The numbers of students attending these events is in the thousands and currently untrackable. Although it is safe to assume that the students who are attending these events are primarily daytime attending students who take classes on the main campus and have enough room in their schedules to attend events outside of classes, we have no way of documenting this.

Additional opportunities and programs are also offered exclusively for those who have paid for their A.S. sticker, such the free Scantrons and Blue Books Program (SBB) wherein students can get up to two pieces of testing materials a day for free by showing their current A.S. Sticker. We began tracking the numbers of students served through the Scantron/Blue Book program last Spring (2016). In the first 12 weeks of the semester, we provided 10,932 pieces of testing materials and to over 7,500 students at the front counter. And the program is still growing. During the Fall (2016), the number jumped to 16,862 testing materials to over 8,400 people (NB: these numbers do not include counter help for services and inquiries other than Scantrons and Blue Books). Once the District has identified a card swiping system, the OSL intends to institute a card swiping system at our front counter to better track the numbers and types of students taking advantage of all of our programs and services.

Overall, the Office of Student life serves virtually all students at SMC who are interested in becoming involved in clubs, campus activities, student leadership and service. In the past, we have only tracked data on the 16 Director positions. With the inclusion of the data on Club Leadership this year, we are beginning to get a clearer picture of how well we are serving the SMC student population at large. Still, as noted above, we need to do a better job understanding our Commissioners, Club Members, and Committee Representatives, as well. As such, this will be one of our ongoing goals for upcoming years.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

As noted earlier, the Office of Student life serves virtually all students at SMC who are interested in becoming involved in clubs and student government, attending campus activities, taking advantage of A.S. benefits, and/or performing community service. With the addition of the Food Security programs, we are also expanding our services to low income and homeless students.

In the past, the OSL only tracked data on the 16 Director positions. With the inclusion of the data on Club Leadership, Commissioners, and student workers this year, we are beginning to get a clearer picture of how well we are serving the SMC student population at large. Still, as noted above, we need to do a better job understanding our Club Members, Food Security Program (FLVR, Food Closets, Free Farmers Market), front desk service, and Committee Representatives, as well.

The data suggests that for the groups currently examined, we are doing a relatively good job serving a representative cross section of our student body. Although in some areas one group may be overrepresented, we find that in another area they may be underrepresented. The data provide some clear guidelines for where to focus our efforts going forward with each group to ensure the most reflective representation of all groups across all of our programs and services.

DIRECTORS

Overall, the A.S. Directors seem to adequately reflect the SMC student population in terms of gender over the past two years with 48.7% male and 51.3% female as compared to 47.2% male and 52.8% female. Black students are relatively well represented at 10.3% as compared with 9% college-wide. The A.S. Board has enjoyed an over representation of Asian (25.6% versus 15% College average) students at the same time we are not adequately reflecting our Hispanic/Latino (35.9% versus 39.9% campus-wide) or White (23.1% versus 27.5%) student populations. However, given the very small sample size, it would be premature to assign any definitive trends or reasons for such trends in the representation on the Board. The prudent course of action is to continue to recruit students from across the campus to participate in student government in its many forms to create a pipeline of eligible and-well prepared candidates for the A.S. Board.

One surprising and hopeful statistic revealed that, at least over the past two years, there has been a surge in International Students represented on the A.S. Board with 23.1% of the Directors compared to only 10.7% in the student body at large. Given the large effort to integrate F-1 students into the larger SMC community and SMC's commitment to Global Citizenship, the addition of International Students to student government leadership is welcome.

In terms of education status, 100% of the 32 Directors examined for this report are high school graduates or equivalent and all but four have transfer as their education goal. This is roughly 15% higher than students in general. Additionally, the Full Time proportion of Directors of 71.9% far exceeds the campus average of 36.7%. This year, only three directors (9.4%) were enrolled in basic skills courses. The remaining 29 (90.6%) were not. This is unsurprising as most students involved in student government are well into their SMC careers upon entering student government, meaning, they are already past any basic skills level courses in their program. Directors are self-selected leaders. They tend to be aspirational and achievement oriented. They are highly involved students who must meet academic eligibility requirements to even run for a Director position. Upon being elected, the eligibility requirements include maintaining and completing a minimum of eight units each semester a Director serves (with a noted exception of the Student Trustee who is required only to maintain five units). Directors are also required to meet with the counselors regularly to ensure their continued progress and success. However, the demands of being a Director, the long hours, the extraordinary stress and high visibility of the positions tends to take a toll on their grades despite the support, so even though they usually come into their positions with

better than average grades, their GPAs often tend to slip while in office.

It is important to note that last year the Directors campaigned to have the unit minimum lowered from eight units to five units to be in line with the minimum requirement for the Student Trustee and as provided for in California Education Code 76061 (a). Ed Code goes on to state in 76061 (b), “The student shall meet and maintain the minimum standards of scholarship prescribed for community college students by the community college district.” The Directors believed that the 8-unit minimum was too much for some students to maintain while facing the challenges of student government office. The Academic Senate Student Affairs Committee provides recommendations to the Academic Senate who sets the minimum requirement for the College, and that committee recommended maintaining the eight-unit minimum

COMMISSIONERS

As noted in the last section, each A.S. Director can choose up to four Commissioners to execute their duties. The Commissioners are often the students who later run for the elected A.S. Director positions, so understanding this population and our effectiveness in recruiting, training, and retaining Commissioners is fundamental to reaching our long-term goals of having the student government leaders adequately reflect the student population. As a result, this year we have begun tracking these student leaders as well. In terms of the gender distribution, it seems we are far exceeding the goal of gender equity with 59.2% of Commissioners reported as being female and only 40.8% as male. The ethnic/racial make-up of Commissioners is equally imbalanced with overrepresentation from the 25.4% Asian, 46.5% Hispanic/Latino students, and 14.1% International Students. At the same time we show an alarmingly low 1.4% Black (only one student) representation as well as a lower than College average White representation of 15.5% and no students represented from American Indian/Alaskan Native or Native Hawaiian/Pacific Islander. Clearly we need to redouble our efforts to reach out to a greater diversity of students.

Although we can expect students engaged in student government to tend to be younger, we would still expect to see some representation from a diversity of ages. That is not the case. The age breakdown of our Commissioners is severely skewed young with 92.96% of all Commissioners under the age of 25 and more than half of those under the age of 20 with only one student over the age of 30! This is concerning as 28.6% of students at SMC are over the age of 24. Without representation through A.S. their needs are not only likely to go unmet, they are unlikely to even become known. The OSL will need to increase our efforts to recruit and engage older students as Commissioners and Directors.

ICC CLUB OFFICERS

As the clubs’ represent a wide variety of student interests, the clubs have strong leadership representation from most segments of the student population. For example, the officers of clubs were evenly represented in terms of sex/gender. In each of the fall semesters examined, over half of all club officers were female (55.4% to 44.6% and 52.9% to 47.1% respectively) almost meeting the campus-wide percentage of female to male students (53.1% to 46.9%).

The club leadership does not represent the various ethnicities/races found on campus as well as it could. The White and Asian populations are over represented by 3.7% for white and 6.7% for Asian compared with the campus-wide student populations for those races in the Fall of 2016. Traditionally underrepresented groups are, well, underrepresented, by as much as 4.8% for Black students and 8.4% for Hispanic students. It is important to note that among these student leaders there are higher than average numbers of students who report either multiple races/ethnicities (4.5% versus 4.1%) or did not report at all (6.1% versus 4.4%). This may account for at least a portion of the discrepancies. However, these numbers indicate that greater attention needs to be paid to recruiting, encouraging, and involving students from traditionally marginalized and/or underrepresented groups to seek and accept leadership opportunities.

The ages of club leaders tend to be younger than the campus-wide averages with 80.6% of all club leaders under the age of 25 and 93.3% under 30 in the Fall of 2016! Only 7 students or 1.6% of the 442 student club leaders in the same sample was over the age of 40 compared with 6.5% campus-wide. Further research will need to be conducted to discover if this discrepancy indicates other unmet needs or an opportunity both for the older students and for the clubs. It is possible that similar to the Associated Student leadership opportunities, club leadership opportunities may not meet older student educational development needs or life schedules. To address one such discrepancy in small part, efforts have begun to provide an avenue for the Emeritus students to create their own club through the Office of Student Life that better meets their needs as older, non-credit students.

In terms of other statistics, such as educational goals, enrollment status and residency, the only notable statistic is that 86.2% of student leaders are continuing students (compared to 56.4% campus-wide). This is significant as it indicates that awareness of and involvement in clubs does not tend to happen in the first semester or first year for most students. There is no minimum unit completion to be in, lead or start a club or to be a club officer. Student can be club officers from their first semester. However, it seems most students only become involved over time. Because student involvement is so central to student persistence and student success especially in the first semesters, the Office of Student Life will need to ensure that students become aware of student involvement activities much earlier in their SMC careers. Providing information through special programs and events such as the First Year Experience, Outreach, VIP Welcome Day, and Counseling 20 classes, may help students find club and other involvement opportunities earlier thus providing connection and leadership opportunities.

OTHER STUDENTS SERVED

As noted in the last section, the Office of Student Life actively serves many other student leadership groups and student populations, such as our Student Workers, Student Committee Representatives, FLVR Program Participants, Scantron/Blue Book Program students, and the many more who attend the many activities and events sponsored by A.S. and the Office of Student Life. We are just starting out on gathering and evaluating data on these various groups of students and hope to be able to increase our data gathering processes with the addition of several digital solutions such as swipe-able ID cards, the OrgSync Community Service program, and digital proposal and submission forms that will allow us to capture and organize useful data. In the meantime, we have been increasing our data mining through Institutional Research and will continue to expand our scope and vision of who and what we need to be tracking in order to better align our services with student needs.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Given that no population information was reported on in the last Six Year Program review and little has been collected since then, no significant changes have been noted in our more traditionally assessed student population (i.e. A.S. Directors and ICC). However, anecdotal evidence suggests that diversity overall on the A.S. Board has increased along side the increasing diversity at SMC. Of significant note, is the addition increasing numbers of International Students participating in student government.

With the updates in SLOs and the clarification of the student populations affected by services offered through the OSL, we will increase our focus and efforts on assessing the various leader and non-leader student involvement as discussed in item #2 above.

Finally as noted throughout this report, the expansion of programs offered through the Office of Student Life, such as Civic Engagement efforts, Food Security Programs, and Leadership Training, has provided us many other student populations to track and understand so that we may better tailor our services to all.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Area/Discipline Information Pertains To

Student Life

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Prior to the spring of 2016, the Office of Student Life SLOs were as follows:

1. Students who serve as members of the Associated Students Board of directors will learn and apply the policies of the Associated Students Constitution, student government related college policies, student government related California laws (CA.Ed.Code and Title V Regulations), and the AS Fiscal Policy in governing their organization and managing their fiscal budget.
2. The Associated Students will apply sustainable practices during activities to demonstrate their awareness of their impact on the earth by using only recyclable and compostable materials when food and beverages are being served.

However, upon conducting the 2015/16 annual Program Review, the OSL team reconsidered whether or not these SLOs accurately reflected 1) the totality of students served through the OSL and 2) were consistent with the OSL's mission and goals. Through an analysis of the programs, services, and activities provided by the OSL, conversations with students, faculty and staff that work with the OSL, and through an examination of previous program reviews, the team updated and revised the previous SLOs.

The OSL expanded its understanding of who we serve to include more than just the Associated Students Board of Directors and Clubs. The OSL serves most SMC students through programs, services, activities, and events throughout the year. As such, the new SLOs reflect the learning outcomes for student leaders such as the Directors, Club Officers and members, Commissioners, and Committee Representatives, and students who access OSL programs and services (e.g. Blue Book and Scantrons, FLVR, counseling, etc.) and those that attend OSL and A.S. events (Civic Engagement, Club Row, Women's Empowerment, Homecoming, etc.). The new Office of Student Life SLOs are as follows:

1. Students who serve as members of the Associated Students Board of Directors, Commissioners, Club Officers and members, and Committee Representatives will exhibit critical leadership and communication skills, such as problem solving, decision making, conflict management, collaboration, project planning and implementation, and public speaking.
2. Students involved through any program or service offered through the Office of Student Life will exhibit an ability to identify and access necessary programs, opportunities, and services they may need to support their complete development as a student and a global citizen.
3. Students enjoying any program, service, or activity offered through the Office of Student Life will demonstrate an awareness of their impact on the earth and how to exercise sustainable practices.

At the writing of this program review, we do not currently have any UOs. However, as we serve between 200-500 students per day at the front desk (on average we serve approximately 1,000 students/week just for the Scantron/Blue Book program), we are considering the inclusion of UOs as a way to better evaluate our operational outcomes for those services. At this time, we include the data on front desk service within our assessment of SLOs overall.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

Outcomes are assessed continuously in multiple ways depending on the specific program and outcome in question.

SLO #1: *Students who serve as members of the Associated Students Board of Directors, Commissioners, Club Officers and members, and Committee Representatives will exhibit critical leadership and communication skills, such as problem solving, decision making, conflict management, collaboration, project planning and implementation, and public speaking.*

All official student leaders are assessed using success and retention data received from Institutional Research each year. This data is used to assess how well students balance and manage their dual academic and leadership responsibilities.

Reductions in GPA, increased withdrawals and/or resignation of duties are believed to possibly indicate less than optimal decision-making, time management, and/or planning. To assess more specific leadership skills, such as conflict management, collaboration, and project planning, Directors and Commissioners also complete a pre/post-test to measure their leadership development over the course of their term. The assessment tool was developed in collaboration with Institutional Research over the summer of 2016 and is being used for the first time this academic year (2016/17). At this time, all 16 directors and approximately 50 commissioners have taken the pre-test. It is too early in the year to administer the post-test for this year.

Starting with the Fall 2016 Training Retreat, the OSL introduced a Retreat Evaluation instrument (developed and evaluated by IR) that surveyed (five point Likert Scale) students regarding their learning and experiences in and through the retreat. The survey measured positive learning in all learning areas from the three SLOs (the complete report can be found in the Attached Files section of this report):

Self-Evaluation topic	N	Mean Score		
		Before Retreat	After Retreat	Difference
SLO #1				
Problem Solving	12	2.8	4.3	1.4
Decision Making	11	3.0	4.3	1.3
Conflict Management	11	2.9	4.5	1.6
Collaboration	10	3.1	4.5	1.4
Project Planning and Implementation	8	3.0	4.4	1.4
Public Speaking	10	3.3	3.9	0.6
SLO #2				
Ability to identify and access programs that may support development as a student and as a student leader	11	3.2	4.3	1.1
SLO #3				
Awareness about your impact on the environment	11	2.9	3.9	1.0
Awareness about sustainable practices	12	3.5	3.5	0.6

We also administered a pre-test to all Directors and Commissioners this year and will be doing a post test at the end of the Spring semester. The results of that evaluation will be reported on the 2017/2018 Annual Program review.

Additionally throughout the year, the Associate Dean of Student Life conducts debrief interviews with directors and commissioners who plan and execute events. The questions reviewed in that interview can be found in the attached documents to this report. The purpose of the interview is to help the student critically consider his/her effort, effectiveness, leadership, and success. Through that interview the student also has the opportunity to provide useful suggestions for more effective future project planning. In this way, the student is an active participant and highly aware of his/her leadership development skills. Additionally, the Associate Dean encourages the students to keep their own notes about their process and learning to include in their End of Year report.

At the end of each academic year (or the end of the Directors term if they step down earlier), the Directors submit an End of Year (EOY) self report. The EOY report encourages open-ended responses that serve to both allow the student to reflect on their learning and to provide advice/guidance to the incoming Director of their position. Many of the questions are similar to and/or recall the questions included in the debrief interviews providing the student specific activities and events to consider in their self-evaluation. The EOY is reviewed by the Dean of Student Life who also conducts an exit interview with each Director about his/her learning and future goals based on his/her experience serving in the Associated Students.

One of the most important assessment tools employed in the OSL is the required counseling appointments that each Director, Commissioner, and Club Officer are required to attend throughout the course of each semester. Through these

appointments, the counselors assess and support the students academically by discussing transfer requirements-providing study strategies, strategizing class schedules and writing letters of recommendation.

The counselors support our student leaders and their success in multiple other ways, as well. Among these services, time management coaching to help our student leaders balance their responsibilities, commitments and academics is critical, as is assisting with conflict management strategies. The counselors also provide referrals to other resources, such as scholarship, internship and job information, they help prepare students for important interviews, review personal statements, resumes, and college applications, and they assist in program planning of events and activities.

Outside their inclusion in success and retention data, assessment of the Committee Representatives is less formal and thorough than that of the other student leaders, although it should be noted that the majority of the Committee Representatives also serve as Directors, Commissioners or Club Officers so they are, in large measure, already included in the other forms of assessment.

SLO #2: *Students involved through any program or service offered through the Office of Student Life will exhibit an ability to identify and access necessary programs, opportunities, and services they may need to support their complete development as a student and a global citizen.*

Formal Assessment of SLO #2 is more challenging as the OSL serves thousands of students in a variety of ways. However, in the past 12 months, we not only created this SLO, but we have also begun to develop ways in which to assess it. To identify how many students we are serving in the Blue Book/Scantron program, we began tallying how many testing materials we distribute every day as well as began trying to tally how many students come to the front desk each day. Although inelegant and not very precise, hashtags and manual clickers are being used by the front desk staff and student workers to get a clearer sense of the number of students seeking testing materials on any given day (10,000 were counted in Spring 2016 and nearly 17,000 in Fall 2016). This information over time has allowed us to identify the busiest days and times at the front desk and subsequently scheduling our student workers to more effectively manage the front desk traffic. We do not have an effective tracking mechanism to count the numbers of people accessing this office for other support services and programs.

To actually fulfill the SLO, the staff and student workers have been trained to assist students who come in with questions to find the answers themselves. Staff guide them through the SMC website, show them where to find answers in the catalog and/or assist making an appointment with a counselor. Staff also is trained to offer suggestions of other services and opportunities available to the student through the OSL. At this time, we have not found a satisfactory way to assess the effectiveness of these efforts beyond observations by the Counselors and Associate Dean of front desk staff working well with patrons and resolving their issues.

The FLVR program is another area in which the OSL has begun to monitor and assess in terms of ensuring that students who participate are succeeding in more than just securing a hot meal. After introducing the program in the Spring of 2016, the program evolved from open to all with no requirements or follow-up to a program squarely focused on student success. As of the Fall 2016, program requirements were instituted to ensure academic persistence, success, and improvement--minimum of 6 enrolled units, a 1.5 starting GPA, three required counseling appointments, and an ever-increasing semester-over-semester GPA. This is assessed by the counselors at the start, middle and end of each semester. As we are currently only at the beginning of the second semester of this system, we do not yet have institutional data to analyze. Although, we can report that counselors provide new students with a community resource list from local food pantries. This list allows students to obtain further food supplementation from community resources. Counselors follow up with the returning FLVR students in regards to the usage of the community resource lists.

Finally, our efforts to provide Civic Engagement activities and events directly addresses our goal to create Global Citizens. SMC and the Office of Student Life participated in two State-wide voter education/civic engagement programs this year: The Campus Vote Project and the Civic Impact Program. Our voter registration efforts from the past and currently are obtained through the The National Study of Learning, Voting, and Engagement (NSLVE). Although we do not have the report from this year, we were told by our contact at the Civic Impact Program that SMC was among the top schools in the state in terms of registering new voters. We also measure our civic engagement success through attendance at our Civic Engagement events, such as our debate watching parties, political forums, and the election returns watching party. At the first debate watching party we had approximately 30 people in attendance. By the third debate we had over 80, and the Meet your Political Leaders forum, we had nearly 200 people attend. This is hardly scientific, but as we are just beginning to embark on this effort, we have not yet clearly established how we will assess the effect of this program beyond the NSLVE as of yet.

SLO #3: *Students enjoying any program, service, or activity offered through the Office of Student Life will demonstrate an awareness of their impact on the earth and how to exercise sustainable practices.*

Sustainability awareness is assessed by the numbers and types of proposals that come to the Associated Students that abide by the sustainability policy. When they do not, the proposer, whether student or staff, is counseled on sustainable practices and assisted in making the appropriate changes to meet the sustainable policy. Staff and directors also monitor events sponsored by either the OSL or the A.S. to ensure compliance. When complaints of violations occur, we record the complaint and reach out to the violator to ensure the violation is understood and not repeated.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

One measure that the OSL has begun to examine is the Community College Survey of Student Engagement Report (CCSSE) put out by the Center for Community College Student Engagement. According to their website, CCSSE.org, the CCSSE:

. . . is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students . . . CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention . . . with a . . . broad focus on the student experience.

Examining the results for SMC on the 2012 means report reveals some relevant findings for this office (NB: As participation in this study is extremely costly to the District, SMC only participates intermittently. The next participation year is 2017). Of particular relevance are the questions in sections:

- 4 (4i, 4q, 4t): Activities in which students at SMC are involved;
- 9 (9c, 9d, 9e): Levels of perceived support from College;
- 10 (10c, 10e): Hours engaged in various life and school activities;
- 12 (12k, 12m): College experience contributions to students' knowledge, skill, and personal development;
- 13 (13.1i, 13.2i, 13.3i): Use, satisfaction and importance of College services;
- 14 (14a, 14b, 14c): Issues that would cause withdrawal from College;
- 15: Support of friends;
- 16: Support of immediate family.

For the 2012 report, over 1000 SMC students responded to the survey. The results suggest that as compared to the 2012

cohort of almost 447,000 respondents nationwide and compared to other large Community Colleges, SMC does a better than average in many areas of concern to this office, but still reveals areas for improvement and attention.

For example, the Office of Student Life was charged with establishing a Community Service Program. Upon investigating student interest on campus and through the CCSSE, it became evident that a more comprehensive, campus-wide solution might be in order. Specifically, in terms of student activities and the OSL's desire to provide easier and more trackable access to community service and College sponsored programs, opportunities and activities, the CCSSE found that SMC students are more likely than their counterparts to have:

- “Participated in a community-based project as a part of a regular course.” (4i)
- Spent more hours “Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)” (10c)
- Credited the College with fostering “Understanding people of other racial and ethnic backgrounds.” (12k)
- Credited the College with fostering students desire to contribute “to the welfare of [the] community.” (12m)
- Used the services offered by and through Student Organizations. (13.1i)
- Reported greater satisfaction with their Student Organizations. (13.2j)
- Expressed that Student Organizations are important to the student. (13.3i)

As a result of this investigation, we find that there is an interest and motivation in these programs and services, but that we are often duplicating our efforts across campus. So in collaboration with Career Services, the President's Ambassadors, the Center for Environmental and Urban Studies, and the Alumni Office, the OSL is working on a integrated digital solution for connecting students to volunteer opportunities, Campus events and activities, and other programs and services offered throughout the campus. This solution will not only make available information on a wide variety of opportunities, but it will also provide a means for tracking involvement in these activities, log volunteer hours, and provide an avenue for checking in students at various events allowing the individual programs to track student involvement as well as coordinate with and complement other College programs and services and not to duplicate efforts.

Other information of interest to the OSL, are the students' reports of life stressors and support systems. Knowing that our students are more likely to be working full-time (14a), caring for dependents (14b), and feel academically unprepared (14c) than their counterparts while at the same time feel less supported by friends (15) and family (16) in their academic pursuits informs the types of programs and services the office might support and offer. For example, this information is useful to the A.S. Directors when making decisions about programs and services to fund, such as increasing support of the Counselors' time management workshops, providing more programming for parents and full time workers that fits their busy schedules.

The OSL acknowledges that the 2012 CCSSE does not offer any data in terms of differential performance by groups (ethnicity, gender, age), and is now outdated, but we look forward to updating our research as soon as the 2017 CCSSE report is made available and will continue to seek other measures and data to fully tailor our programs and services to student needs. Still, this first review of the report has revealed myriad new ways to consider the programs and services made available through this office.

D1. Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further

explanation is needed.

Objective:

Establish the Community Service program online through a digital solution that offers tracking and rich data on student involvement.

Status: In Progress

Comments:

With all the transitions and changes during the 2015/16, the Dean of Students had suggested holding off last year. However, this year the Dean suggested that the Associate Dean of Student Life make this a primary goal for 2016/17. While the A.S. Director of Community Relations continues to pursue and provide volunteer opportunities for interested students throughout the year, the Associate Dean determined that, ideally, the Community Service program would 1) integrate the volunteer efforts already taking place all across campus (e.g. Sustainable Works, Service Learning, President's Ambassadors, etc.), and 2) include a digital interface that includes a robust infrastructure that could provide rich data on student engagement. With help from the part-time counselor, Veronica Casillas, we identified just such a digital solution called OrgSync. In collaboration with Career Services, Sustainability, and the Alumni offices, we have secured Board of Trustee Approval to purchase the program and are in the beginning stages development and implementation of the Community Service program. The program is estimated to be functional by the end of the Spring 2017 semester.

Objective:

To move the proposal process from analog/paper process to a integrated digital process that automates much of the signature and approval work flow.

Status: In Progress

Comments:

Although we had been looking forward to completing the initial forms by Fall 2016, beta testing throughout the Fall 2016 semester showed many problems and complications with the convoluted workflow required to make the forms function properly. During the Winter 2017 session, the OSL passed the project on to Network Services to assist completion of the forms. At this time, the forms have been re-worked and are being tested by

<p>the folks in Network Services. The forms are now slated to be functional by the second half of the Spring 2017 semester. Although frustrating, the process revealed some issues we had in our workflow that we are now addressing, such as the large number of signatures required for each proposal. Overall, the process has provided clarification and an improved proposal process, even if we do not yet have the fully digital forms up and running.</p>	
<p><u>Objective:</u></p> <p>To track all students receiving services or serving in leadership positions throughout the Office of Student Life and Associated Student Government organization.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>Better data on students served will aid us in tailoring our services more accurately to student needs. As noted in the discussion of SLOs, the Office of Student Life has made progress in tracking the number of students seeking services, especially Blue Books/Scantrons and the FLVR program, at the front desk of the OSL. We are also actively seeking a system for checking in students at all A.S. and OSL activities and events. One such system might be available through the OrgSync system being purchased for the Community Service program. Further investigation is needed and being conducted for that system, but we are also working with the Dean of Academic Enterprise as he seeks a new ID card that may be useful in this effort.</p>	
<p><u>Objective:</u></p> <p>Create a leadership team who can focus their efforts on the betterment of the students at SMC.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u></p> <p>The leadership team put in place in 2015 which includes the Interim Associate Dean and two new part-time counselors with excellent student success focus added to the remaining full time counselor and staff who committed to serving students.</p>	
<p><u>Objective:</u></p> <p>Set clear guidelines and boundaries with the 2015-2016 AS Board of Directors so that cohesion and team building can occur.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u></p>	

<p>Through the experiences and background of the new Interim Dean of Student Life, the Counselors and the Staff, we were able to provide the support and guidance to the Board to create a productive, cohesive, and respectful team.</p>	
<p><u>Objective:</u></p> <p>In collaboration with Student Health and the Center for Environmental and Urban Studies we will establish a weekly Free Farmers Market to further address student hunger and food insecurity while providing education on healthy food choices and sustainable food practices.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>As this is currently in the pilot stage, we are not sure what kind of data we will need to collect or assess, but will monitor and adjust our assessment goals as the program progresses.</p>	

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Over the past several years, the activities and programs coming out of the Office of Student Life has been almost Associated Students' activities exclusively. So it is with great pride that the OSL has made progress toward growing the non-Associated Students activities and programs over the past two years. Some of our more exciting events and programs include:

- **Director Emails:** Worked with MIS to create persistent, District A.S. Director emails (e.g. as.president@smc.edu) that will stay with the position and not the person. This creates continuity year-over-year and when vacancies occur. It also discourages students from violating Brown Act through email communication and provides a retrievable record of communication in the event of a Freedom of Information Act request or other legal necessities without relying on students to provide us a complete record.
- **Food Closets:** With initial funding from the A.S. and in collaboration with Auxiliary Services, the OSL has set up and stocked four food closets around campus (Black Collegians/Adelante, Athletics, EOP&S, Veterans Resource Center) for food insecure students to be able to access food.
- **Civic Engagement Grant:** Applied for and earned \$10,000 grant plus five tablets and five hotspots to support OSL civic engagement activities.
- **Civic Engagement Activities:** Voter registration and education, get out the vote effort, debate watching parties, returns watching party.
- **NewEgg College Tour:** A Welcome Back event with DJ, snacks, electronics giveaways, and games. Earned \$1000 toward future OSL events.
- **Constitution Day Celebration:** Emeritus Professor Harvey Stromberg spoke on little known facts about the Constitution. A.S. provided pocket Constitutions and cake.
- **Co-sponsored Six Chinese Poets:** Along with Global Council and English Department.
- **Audrie and Daisy Film Screening and Panel Discussion:** Provided two screenings with panel discussions around

this important film that addresses sexual assault and subsequent cyberbullying.

- **Community Service Program:** Re-activated Community Service Program and identified a digital solution for administering the program.
- **Leadership Workshops:** Offered monthly leadership workshops for any interested students on topics ranging from professional communication to interacting with authorities to group dynamics.
- **Digitizing of Forms:** Updated all forms (proposals, applications, club forms, etc.) and moved them to a digital format. Although still in testing, this will provide an easier process for accessing the programs and resources of the OSL as well as provide a searchable database and persistent record of all proposals and applications.
- **Flash Workshops:** Started hosting workshops on a wide range of topics in the Cayton Lounge, such as financial literacy, Title IX, Film Screenings, and Bystander Intervention. This style of workshop brings needed information to where students are instead of advertising to get students to come. This has resulted in even more students hanging out in the Cayton Lounge over all. Students and presenters have reported that they enjoy these presentations and feel that they are a valuable way to get information to students that students might not otherwise seek out.

In addition to the OSL events and activities mentioned above, the Associated Students and ICC always have many events and activities that are worth bragging about. For example:

- **Cayton Renovation:** In 2014, the A.S. tackled a major renovation of the Cayton Center Lounge and Offices. They updated furniture, equipment, and decor to make it more appealing to and comfortable for students. The result is that the Cayton Lounge is always quite full of students studying, playing board games, and socializing.
- **FLVR:** Successfully established a free lunch voucher program (FLVR) in the spring of 2016, that provides up to 15 free lunch vouchers per semester for program participants.
- **Post Election Support:** Immediately following the surprise results of the Fall 2016 election, the A.S. leadership hosted open forums, protest marches, and information sessions to support students concerned about the implications of the new administrations stated goals.
- **Let's Talk:** Instituted a rap session style series that addresses issues and topics of concern to students that allows them to speak out and be heard. Topics have included Black lives matter, Cat calling on the quad, and gender equity.
- **Homecoming:** Working in collaboration with the Office of Campus and Alumni Relations, the Office of Community Relations, and Marketing, the A.S. has concentrated on re-growing excitement for and attendance at Homecoming among students and staff, but more importantly, among the community!
 - The **2015 Homecoming** almost beat the alltime high attendance record for the game, but even before that, the Spirit Week/Homecoming Committee led by our Director of Outreach and Director of Activities created a campuswide collaborative committee that provided a week's long set of activities that engaged folks from all corners of the campus. Among the activities:
 - Monday Night Football and Poster Party
 - Spirit Week Carnival
 - Football Movie Night
 - Throw Back to the Future Club Row
 - The **FIRST EVER Saturday Tailgate Party** attended by hundreds from the community!
 - The **2016 Homecoming**, inspired by the previous year's Tailgate Party, hosted a Homecoming Carnival on the Track before the game where an estimated 700 or more community members came out with their kids to play games, eat and trick-or-treat at Club sponsored booths. Even though falling on Halloween in the evening, the game was even impressively attended, though with fewer attendees than the year before.
- **Sustainability Week:** Annual fall event filled with "green" awareness activities.
 - Students Feeding Students

- Sustainable Food Festival
- Sustainable Transportation Day
- Sustainable foods Debate
- Movie Screenings
- **Earth Week:** Annual spring event filled with "green" awareness activities.
 - Students Feeding Students
 - Earth Week Festival and Student Store
 - Workshops and DIY Day
 - Speaker Panel with notable food rights advocates
 - Movie Screenings
 - EcoFeminism Global Conference
- **Bike Month:** An annual series of events that highlight and support the benefits of bicycling and alternative transportation.
- **Women's Empowerment Month:** An annual series of events that offers powerful speakers, films and events, such as:
 - Anita Sarkeesian
 - Jackson Katz
 - Mara Brock Akil
 - Jes Baker
- **Scantron and Blue Book Program:** This popular give away has grown even larger, with over 10,000 testing materials handed out in the first 3/4 of the Spring 2016 and nearly 17000 during the Fall 2016 semester!
- **Extended Library Hours:** Director of Instructional Support successfully lobbied for and achieved extra library hours for each of the past two semesters with assurances that the library intends to try to make the extended hours for finals a permanent addition.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Recommendation #1: *Expand the collection of year-end reports from a larger population of student leaders and participants in clubs and organizations.*

As of Spring 2017, the Office of Student Life will be collecting End of Year (EOY) reports from Primary Commissioners and Committee Representatives. However, it should be noted that additional training and assessment for these student groups has already been instituted. The additional assessment measures, including the pre/post-test are outlined in the SLO section of this report and again below. The Commissioners receive an orientation and training in the fall that details not only their responsibilities, office processes and policies, but also outlines the SLOs and learning goals we have for them throughout the course of their service. As part of these goals, we encourage the Commissioners to meet with the counselors and the Associate Dean for support of their leadership and academic goals. Anecdotally, the number of requests for letters of recommendations (a signal that the students feel included and supported) from Commissioners has increased dramatically over the last year.

Additionally, more effort is being made to do more assessment of ICC leaders. This has begun with the inclusion of demographic data reported in this Program Review. However, it is not

Recommendation #2: *Expand development and assessment of learning outcomes and the collection of data to better inform planning and decision making.*

As noted in the SLO section of this report, we have updated and expanded the Office of Student Life SLOs and we have instituted multiple means of assessment to the various programs and student groups we serve. Also noted are the additional assessments we are developing and planning to implement in the coming semesters.

Outcomes are assessed continuously in multiple ways depending on the specific program and outcome in question.

SLO #1: *Students who serve as members of the Associated Students Board of Directors, Commissioners, Club Officers and members, and Committee Representatives will exhibit critical leadership and communication skills, such as problem solving, decision making, conflict management, collaboration, project planning and implementation, and public speaking.*

All official student leaders are assessed using success and retention data received from Institutional Research each year. This data is used to assess how well students balance and manage their dual academic and leadership responsibilities. Reductions in GPA, increased withdrawals and/or resignation of duties are believed to possibly indicate less than optimal decision-making, time management, and/or planning. To assess more specific leadership skills, such as conflict management, collaboration, and project planning, Directors and Commissioners also complete a retreat survey and a pre/post-test to measure their leadership skill development over the course of their term.

Starting with the Fall 2016 Training Retreat, the OSL introduced a Retreat Evaluation instrument (developed and evaluated by IR) that surveyed (five point Likert Scale) students regarding their learning and experiences in and through the retreat. The survey measured positive learning in all learning areas from the three SLOs. The full report can be found under the Attached Files at the end of this report.

We also administered a pre-test to all Directors and Commissioners this year and will be doing a post test at the end of the Spring semester. The assessment tool was developed in collaboration with Institutional Research over the summer of 2016 and is being used for the first time this academic year (2016/17). At this time, all 16 directors and approximately 50 commissioners have taken the pre-test. It is too early in the year to administer the post-test for this year. The results of that evaluation will be reported on the 2017/2018 Annual Program review.

Throughout the year, the Associate Dean of Student Life conducts debrief interviews with directors and commissioners who plan and execute events. The questions reviewed in that interview can be found in the attached documents to this report. The purpose of the interview is to help the student critically consider his/her effort, effectiveness, leadership, and success. Through that interview the student also has the opportunity to provide useful suggestions for more effective future project planning. In this way, the student is an active participant and highly aware of his/her leadership development skills. Additionally, the Associate Dean encourages the students to keep their own notes about their process and learning to include in their End of Year report.

At the end of each academic year (or the end of the Directors term if they step down earlier), the Directors submit an End of Year (EOY) self report. The EOY report encourages open-ended responses that serve to both allow the student to reflect on their learning and to provide advice/guidance to the incoming Director of their position. Many of the questions are similar to and/or recall the questions included in the debrief interviews providing the student specific activities and events to consider in their self-evaluation. The EOY is reviewed by the Dean of Student Life who also conducts an exit interview with each Director about his/her learning and future goals based on his/her experience serving in the Associated Students.

One of the most important assessment tools employed in the OSL is the required counseling appointments that each

Director, Commissioner, and Club Officer are required to attend throughout the course of each semester. It is during these counseling appointments that the Counselors individually tailor support and services to specific students. This also provides an avenue for identifying students who may be struggling or in need of extra support or intervention.

Outside their inclusion in success and retention data, assessment of the Committee Representatives is less formal and thorough than that of the other student leaders, although it should be noted that the majority of the Committee Representatives also serve as Directors, Commissioners or Club Officers so they are, in large measure, already included in the other forms of assessment.

SLO #2: *Students involved through any program or service offered through the Office of Student Life will exhibit an ability to identify and access necessary programs, opportunities, and services they may need to support their complete development as a student and a global citizen.*

Formal Assessment of SLO #2 is more challenging as the OSL serves thousands of students in a variety of ways. However, in the past 12 months, we not only created this SLO, but we have also begun to develop ways in which to assess it. To identify how many students we are serving in the Blue Book/Scantron program, we began tallying how many testing materials we distribute every day as well as began trying to tally how many students come to the front desk each day. Although inelegant and not very precise, hashtags and manual clickers are being used by the front desk staff and student workers to get a clearer sense of the number of students seeking testing materials on any given day. This information over time has allowed us to identify the busiest days and times at the front desk and subsequently scheduling our student workers to more effectively manage the front desk traffic.

To actually fulfill the SLO, the staff and student workers have been trained to assist students who come in with questions to find the answers themselves. Staff guide them through the SMC website, show them where to find answers in the catalog and/or assist making an appointment with a counselor. Staff also is trained to offer suggestions of other services and opportunities available to the student through the OSL. At this time, we have not found a satisfactory way to assess the effectiveness of these efforts beyond observations by the Counselors and Associate Dean of front desk staff working well with patrons and resolving their issues.

The FLVR program is another area in which the OSL has begun to monitor and assess in terms of ensuring that students who participate are succeeding in more than just securing a hot meal. After introducing the program in the Spring of 2016, the program evolved from open to all with no requirements or follow-up to a program squarely focused on student success. As of the Fall 2016, program requirements were instituted to ensure academic persistence, success, and improvement--minimum of 6 enrolled units, a 1.5 starting GPA, three required counseling appointments, and an ever-increasing semester-over-semester GPA. This is assessed by the counselors at the start, middle and end of each semester. As we are currently only at the beginning of the second semester of this system, we do not yet have institutional data to analyze. We are looking forward to having that assessment data for the 2016/17 academic year in the fall of 2017.

SLO #3: *Students enjoying any program, service, or activity offered through the Office of Student Life will demonstrate an awareness of their impact on the earth and how to exercise sustainable practices.*

Sustainability awareness is assessed by the numbers and types of proposals that come to the Associated Students that abide by the sustainability policy. When they do not, the proposer, whether student or staff, is counseled on sustainable practices and assisted in making the appropriate changes to meet the sustainable policy. Staff and directors also monitor events

sponsored by either the OSL or the A.S. to ensure compliance. When complaints of violations occur, we record the complaint and reach out to the violator to ensure the violation is understood and not repeated.

We will also be using much more comprehensive data supplied by Institutional Research as evidenced in Section B: Populations Served section of this report. Of particular interest to this Office are the success and retention data of our FLVR program participants. We will begin to collect this data at the end of each year to see if students participating in the FLVR program show improved academic outcomes as well as persist toward their academic goals.

~~**Recommendation #3:** *Develop and assess learning outcomes for the new President's Ambassadors program.*~~ **NO LONGER IN THIS DEPARTMENT**

Recommendation #4: *Identify ways to increase participation of underrepresented groups (African American, Latino) in Student Life.*

As noted in Section B: Populations Served section of this report, the diversity of our student leader population has improved dramatically. This was addressed by working with Campus programs that target underrepresented student groups such as the Veterans' Resource Center, the Black Collegians and Adelante programs, EOP&S, and the Guardian Scholars. The staff have been reaching out through phone calls, emails, and flyers to encourage participation from students participating in these programs as well as recruiting their students to run for the Director positions and to apply for Commissioner positions. This effort has paid off. In the Spring of 2016, two full slates of A.S. Board candidates were made up of students from Adelante and Black Collegians with many of those running winning their seats. We have also seen a sharp increase in the number of Latino and Asian students working as Commissioners for Directors. We need to continue to encourage and recruit Black/African American students.

It is also important to note that in the past, only the 16 Directors were included in any demographic analysis of students served and in any one year, that small sample size does not adequately reveal even that population. Now we are not only collecting data on all student leader populations, but we examine the data both aggregated and disaggregated. This is important as the non-Director leadership positions are often the training ground for would-be directors. Indeed, frequently the Commissioners and Club Officers for one year become the candidates for following years, so knowing if we are attracting and recruiting from all demographic groups for Commissioner, Club Officer, and Committee Representative positions is important in terms of ensuring diversity on the board.

Recommendation #5: *Develop strategies for ensuring that student representatives to college bodies report back regularly to the constituency.*

Thankfully, we have improved not only the reporting, but we have also improved the training of Committee Representatives. Although the responsibility for appointing Committee Representatives to specific committees is that of the A.S. Vice-President, one of our part-time counselors was assigned to oversee these appointments, as well as the training of and reporting by the Committee Representatives. Identifying a staff member to ensure that this is happening has been very useful. This also ensures that Committee Representatives are achieving the SLOs for all our student leaders, especially, public speaking, time management, and communication skills.

Finally, we have made it standard practice to include an agenda item for Committee Reports at each A.S. Board and A.S. Finance meeting improving the reporting back to the Associated Students overall. In that way, the Representative is given an official mechanism for the reporting to the Board. This has been very effective, if not time consuming at Board Meetings. On occasion the reporting section of the agenda has lasted for over an hour to accommodate all the reports.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

In response to a cumbersome, complicated and ineffective "paper and pencil" proposal system that requires countless administrative processing, scanning, and manual input for tracking, we have begun the process of moving our proposal and event approval processes from an analog/paper system to a digital system. This change, once implemented, should provide the OSL with more accurate and meaningful proposal information that is searchable and more resistant to mistakes, loss, and/or fraud.

In response to research on the need and means for establishing a Community Service program through the Office of Student Life, we discovered that not only was there a desire from students to volunteer and serve in the community, but that several other areas on campus were also addressing this need and that much of our efforts were duplicative of each other in terms of resources and systems. So in collaboration with Career Services, the Center for Environmental and Urban Studies, the Ambassador Program and the Alumni Relations Office we have identified and are currently preparing to implement a digital solution that can serve as a hub of all volunteer and service activities on campus and will provide tracking of student involvement in those activities. Although we are in the early stages of this project, we are confident that this will address some of the challenges of connecting students to meaningful service projects for personal and professional growth, class requirements, or club community service hours.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

In 2015/16, we received one-time funding of \$10,000 through the District for Student Help to pay for student workers to administer the new FLVR program. Unfortunately, that money was removed from our 2016/17 District Budget. This is concerning as the program is still in operation and the remainder of our already small Student Help budget was reduced by half, so not only do we not have the additional funding, we are short by half of our regular Student Help budget. We have been addressing this loss by hiring several more Federal Work Study students and trying to automate some of our processes.

We received \$10,000 for a Civic Engagement grant from the California Community College Foundation. This funding gave us the ability to provide several Civic Engagement events including a voter registration and education drive, several debate watching parties, and a civic leader/student engagement event, and other civic engagement activities. Long term this grant provided five tablets for us to use in civic engagement activities and funding for us to buy two custom Civic Engagement canopies that include the Office of Student Life mission statement. These tools will allow us to continue our civic engagement activities going forward. Already, we have had a spring voter registration drive, as well as a get out the vote effort for the local mayoral election.

D2.Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

As noted in C. Program Evaluation, the OSL does not currently have any UOs. However, as we serve between 200-500 students per day at the front desk, we are considering the inclusion of UOs as a way to better evaluate our operational

outcomes for those services. At this time, we include the data on front desk service within our assessment of SLOs overall, more specifically SLO #2: *Students involved through any program or service offered through the Office of Student Life will exhibit an ability to identify and access necessary programs, opportunities, and services they may need to support their complete development as a student and a global citizen.*

As last year (2015/16) was most of the staffs' first year in the Office of Student Life, we spent an inordinate amount of time throughout the year simply learning the processes, systems, laws, regulations, and policies governing this office. Little time was spent gathering data or doing assessments. Our first Fall experience revealed that our most immediate area of concern was our front desk.

The front desk is the primary location wherein we train students how to identify and access programs, information, and services. This is often the first and primary point of contact for students at large to learn about the programs and services offered both through the OSL and across the campus. Students come in asking about financial aid, admissions, counseling, and so much more. The staff is trained to not just answer or direct students, but to spend a minute showing students where they can find this information for themselves and explain what they might experience when they go to whichever office or program they are needing. This takes time!

Throughout the fall semester of 2015, we experienced chronically long lines and our front desk Admin I was consistently failing to complete her other work due to managing so many questions and requests. On one day alone, we had 500 students come to the desk! Therefore, starting in the Spring semester, we did begin to collect data on numbers of students accessing front desk information, the Scantron/Blue Book program and the FLVR program. Through that assessment, we quickly realized that our front desk was severely understaffed.

As noted, the FLVR program also increased traffic and work flow exponentially to the OSL. To address the high demand of the new FLVR program, we submitted a PBAR and were granted additional student helper budget funds specifically to administer the FLVR program. This was extremely helpful, but sadly, short lived as this was a one-time augmentation. In fact, along with most of the rest of campus, we suffered an additional 50% cut in our student help budget for the 2016/17 year creating even more strain on an already strained operation. This has occurred concurrently as the OSL has been increasing its programs and services that our student workers assist in, such as the Free Farmer's Market and filling the Food Closets.

Luckily, as they say, "Necessity is the mother of invention," we began hiring as many workstudy students as we could get! For Fall 2016, we hired over a dozen workstudy students to help with the front desk volume. This has helped tremendously to relieve the stress on our Administrative Assistants and to serve students in a much more timely fashion, but this is not necessarily a sustainable practice as there seems to be high semester-to-semester turnover among student workers. Long term, we need more Administrative support to manage the sheer volume and complexity of the work pouring into the office each day.

Another area of concern we focused on related to SLO #1: *Students who serve as members of the Associated Students Board of Directors, Commissioners, Club Officers and members, and Committee Representatives will exhibit critical leadership and communication skills, such as problem solving, decision making, conflict management, collaboration, project planning and implementation, and public speaking.*

In prior years, the OSL had some challenges complying fully with the Brown Act. Specifically, posting agendas on time, changing agendas after being posted, having inappropriate communication among Board members, and submitting complete and accurate minutes in a timely manner after meetings. To address these issues, starting in 2014, the OSL

worked with campus counsel to establish an affidavit system for posting and distributing both agendas and minutes in compliance with the Brown Act.

Additionally, the Directors receive extensive and ongoing training in the Brown Act starting in the Spring before they take office, again at the Fall retreat (both directly with campus counsel) with refreshers and reminders throughout the year. The entire staff is also trained in the Brown Act and assist in ensuring compliance among the Directors by providing supervision in the office and monitoring of social media (A.S. Facebook, Instagram, and Twitter). Since the implementation of these safeguards, the OSL has reported 100% compliance with posting and has received no complaints of any other Brown Act violations.

Additional assessment of SLO#1 in the form of the Director end of year reports has led to the District assuming training responsibilities entirely for the Fall Retreat. In the past, the Directors paid for and largely planned much of the fall retreat leading to some ineffective and, in at least one instance, erroneous, information being shared. With the District funding the retreat, the staff is responsible for ensuring that the Directors receive accurate and comprehensive training on the Budget, Decision Making, Communication Skills, the Brown Act, Robert's Rules of Order and much more (see Retreat Binder in Attached Files). The Winter retreat is a collaboration between the Directors and the OSL staff to address specific education and goal setting needs identified by students and staff at the end of the fall semester.

Finally, SLO #3: *Students enjoying any program, service, or activity offered through the Office of Student Life will demonstrate an awareness of their impact on the earth and how to exercise sustainable practices* is currently assessed and addressed primarily through the proposal process itself. The OSL requires, but provides environmentally sound products (plates, refillable water bottles, etc.) for all A.S. funded programs, activities and events. Violations to the sustainability requirements can result in loss of funding for future events. The Director of Sustainability investigates any reports of violations. Fortunately, very few have been reported over the past two years as awareness of the policy and access to the products has become more available.

Finally, our monthly all-staff meetings have provided excellent qualitative data for making small adjustments on work delegation, identifying problem areas and student needs that we can then address as a team.

D2. Objectives (Moving Forward)

Objective #1

Objective:

Establish the Community Service program online through a digital solution that offers tracking and rich data on student involvement.

Area/ Discipline/ Function Responsible: Student Life

Assessment Data and Other Observations:

Other data or observed trends
 Data will be provided through the application, but also through student self-reports of volunteer activity.

External Factors:

Timeline and activities to accomplish the objective: The hope is that a beta version will be up and running by the end of

Spring 2017, but our goal is to have it functional by Fall 2017. To reach this goal:

1. Purchasing has to finalize contract with OrgSync program (End of February 2017).
2. OrgSync and Information Services need to install the program (End of March 2017)
3. The Associate Dean and part-time Counselor need to input the various campus groups, sub-groups and volunteer organizations into the webportal/program (End of June 2017).
4. Beta test program (Summer 2017)
5. Launch (Opening Day 2017) with a big effort to promote at VIP Welcome Day.

Describe how objective will be assessed/measured: If the web interface is available and functioning on Opening Day 2017, we will know that we met the launch goal.

Comments: Beyond the launch, we will also need to advertise to students and ensure integration with Career Services, Ambassadors, and Sustainability.

Objective #2

Objective:

To move the proposal process from analog/paper process to a integrated digital process that automates much of the signature and approval work flow.

Area/ Discipline/ Function Responsible: Student Life

Assessment Data and Other Observations:

Other data or observed trends

Other data or observed trends

External Factors:

Other Factors

This was identified as a problematic area by students, staff, and club advisors.

Timeline and activities to accomplish the objective: The digital proposals shall be in place and functioning by the end of Spring 2017.

Describe how objective will be assessed/measured: If the proposals are in place, we have met this objective.

Comments: Beta testing was conducted throughout the Fall 2016 semester, but many problems were identified. The forms have been fixed and are now being tested by Information Services.

Objective #3

Objective:

To track all students receiving services or serving in leadership positions throughout the Office of Student Life and Associated Student Government organization.

Area/ Discipline/ Function Responsible: Student Life

Assessment Data and Other Observations:

External Factors:

Other Factors

In conducting this program review, it became evident that the office serves a much greater number of students than simply the 16 directors who have previously been the only population tracked through this office for program review purposes. We have successfully expanded our tracking and assessing of other student leadership groups through this office, but we still do not effectively track participants of our programs and at our various events.

Timeline and activities to accomplish the objective: Starting in the fall 2016 we began gathering and maintaining records on all students serving in leadership roles throughout the Office of Student Life organization. Their student IDs have been included in the request for student data for this 6 year program review. Additionally, we will develop a more effective way to measure the number students seeking front desk assistance, what assistance they seek, and the disposition of that ask. We hope to have this plan put in place by the end of Spring 2017.

Describe how objective will be assessed/measured: As this is an assessment goal, it will be measured through institutional research similarly to how the directors and club leaders are measured currently

Comments: Better data on students served will aid us in tailoring our services more accurately to student needs.

Objective #4

Objective:

In collaboration with Student Health and the Center for Environmental and Urban Studies we will establish a weekly Free Farmers Market to further address student hunger and food insecurity while providing education on healthy food choices and sustainable food practices.

Area/ Discipline/ Function Responsible: Student Life

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

Food insecurity has become a clear concern at SMC as determined through campus surveys, student self-reporting, and the overwhelming response to the FLVR program. The food closets provide canned and packaged food, but no fresh vegetables and fruits and no education on healthy eating. This program will address those needs.

Timeline and activities to accomplish the objective: Jan 2017: Collaborate with Center for Environmental and Urban Studies and Food Forward to design a program: Completed.

Feb 2017: Identify student and staff leaders to run the program. Completed

Feb 2017: Have student and staff leaders trained in "gleaning" process. Completed

March 2017: Have first pilot Farmer's Market at Organic Learning Garden to test process: Completed.

Spring 2017: Run weekly pilot. In process.

Describe how objective will be assessed/measured: We will keep track of the number of boxes of produce provided and

distributed each week. We will gather student ID #s of each person receiving produce from the garden each week and examine the success and retention data on those students and the student volunteers to see if they are more or less likely to persist and succeed than their non-participating counterparts.

Comments: As this is currently in the pilot stage, we are not sure what kind of data we will need to collect or assess, but will monitor and adjust our assessment goals as the program progresses.

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Office of Student Life works with all departments, constituencies, programs, and events. Specifically, the Associate Dean of Student Life works very closely with Events, Facilities, and Maintenance staff on coordinating campuswide events whether or not they originate in the Office of Student Life. The Associated Students have traditionally provided tables, chairs and canopies for many events across the campus. Unfortunately, that generosity has led to most of the A.S. equipment becoming lost and broken. As of May 2016, the paucity of equipment remaining forced the removal of the tables, chairs and canopies from the Facilities Request Form. Despite this set back, the Office of Student Life still works closely with events on coordinating free hour events throughout the year.

The Associated Students is also a partner in dozens of campuswide activities and events, such as Career Day, Internship Day, SMC Everywhere, the Health Fair, and International Education week. Indeed, any event that the A.S. sponsors is an event open to the entire campus community! Currently, our effort to establish the Community Service program has led to a campus collaboration among Career Services, the President's Ambassadors and Alumni Office, and the Center for Environmental and Urban Studies to coordinate and integrate each of our volunteer programs through one digital infrastructure.

As part of A.S., the ICC works with most of the academic departments through clubs. The departments provide advisors and the A.S. helps them put on activities, support fieldtrips, buy needed equipment and fund exciting speakers. Additionally, the A.S. Directors fund the food for and put on a panel for VIP day and host an information table for the event.

Finally, the OSL staff is very active on campus. For example:

1. Associate Dean of Student Life, Nancy Grass:

- Title IX Deputy
- Global Citizenship Annual Symposium sub-committee member
- Hope in a Suitcase Volunteer member
- VIP Welcome Day Committee member
- SMC Everywhere Committee member
- Homecoming Committee member
- Management Association member
- SMC Associates member and donor
- Alumni Association member and donor
- Debate Team donor

- Relay for Life annual participant
- Original and longest continuous member of the Global Council
- Various SMC Hiring Committees
- Various Probationary Faculty Committees

2. Full Time Counselor, Benny Blaydes:

- Academic Senate Student Affairs Committee
- Office of Student Life and the Counseling Department Departmental Trainings and meetings.
- Black Collegians Brother to Brother program.
- Various SMC Hiring Committees
- A Mentor for the Counseling Department's 4C's internship program.

3. Part-time Counselor, Veronica Casillas:

- Participates in department Flex day for counseling.
- Member of the Latina Youth Conference
- Scholarship interview committees
- VIP Welcome Day committee
- Professional Development Committee participant
- Founded the Free Farmer's Market

4. Part-time Counselor, Jeff Gordon:

- Founding member and member of the SMC Alumni Advisory committee
- Founding member and member of the VIP Welcome day committee
- Launched Welcome center and served on Welcome center steering committee
- Member of the Homecoming Committee Member
- Assistant Advisor of the Election Committee
- Part Time Advisor of the Inter Club Council
- SMC online counseling team 2013-present

5. Amelia Trejo

- Attends professional development workshops

6. Michele Harrison

- Attends professional development workshops (e.g. emergency preparedness, self-defense, Cal Osha Maintenance and Operation Safety, Spanish, etc.)
- Active member of CSEA (attends conferences, Chair of Social and Hospitality Committee and Chair of Ladies of the Garden)
- Takes a variety of SMC Classes for personal development (e.g. energy efficiency, photography, broadcasting, accounting, etc.)
- Attends and supports many on-campus events and activities

- Participated in travel with the Anthropology Department to Belize and Peru.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

In terms of the larger Santa Monica City community, the Office of Student Life has partnered with Food Forward and the Westside Food Bank to provide free fresh produce and food to hungry students.

The Associated Students are also very involved in and engaged with the City. Students have participated in several City events and activities, volunteered to help with the Bond Measure campaign, and have worked with campus and City leaders to create discussions among political leaders and SMC students. Also, the A.S. has begun sponsoring a community event prior to the annual homecoming game, has long been a proud sponsor of SMC's annual Celebrate America event and has provided generous funding for each and every bond measure over the last 30 years.

1. Associate Dean of Student Life, Nancy Grass:

- Member of:
 - The Santa Monica Sister City Advisory Board.
 - UCLA's Hookah Smoking Project Advisory Board.
 - The Association of California Community College Administrators
 - California Community College Student Affairs Association
 - National Communication Association
 - Western States Communication Association
 - American Civil Liberties Union
- Significant Contributor to:
 - GLSN
 - KCRW

2. Full Time Counselor, Benny Blaydes:

- Conducts presentations at local Schools and with community groups about SMC, Financial Aid and other issues related to Higher Education.
- Engages in recruitment activities throughout the year:
 - The Latino Youth Conference
 - Taste of Soul
 - local Churches and community functions
 - the Black College Fair
- A member of the California Community College Student Association (CCCSAA) .
- Attends the A2MEND conference

3. Part-time Counselor, Veronica Casillas:

- Attends meetings of the Pico Neighborhood Partnerships. Committee consists of mental health providers, community agencies, non-profits and city staff to discuss workshops for youth and community resources
- Collaborates with Virginia Park to coordinate college field trips with staff for youth and families (LMU and currently working on Pepperdine)
- Participated in the Santa Monica homeless count

- Attends an annual fundraiser for a local non-profit that serves youth
- Member of the local PTSA and working on creating a collaboration between the AS students and students at John Adams Middle School

4. Part-time Counselor, Jeff Gordon:

- Member California Community College Student Affairs Association (CCCSAA)
- Member Western Association of College Admissions Counselors (WACAC)
- Member California Counseling Association
- Presenter WACAC Conference 2009 Community college options for High School Students of all GPA's
- Attendee WACAC Conferences 2009-2013

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

With two Administrative Assistants, one full time and two part-time Counselors, and one Interim Associate Dean, the Office of Student Life enjoys a small but excellent team. Although in the past this office suffered from some well publicized conflict and controversy, the past two years with a largely new staff has brought about an improved communication climate that is marked by a clear division of labor with a can-do spirit.

Each person on the team has a very well defined and prescribed set of responsibilities and duties (see attached file). The Administrative Assistant I, for example is responsible for the front desk counter service and is the primary AA responsible for processing the Inter-Club Council (ICC) work and assists the full time Counselor with his responsibilities as the Advisor to the ICC. The Administrative Assistant II is responsible for processing the Board of Directors work and assisting the Associate Dean with her responsibilities as the Advisor to the Board. Each of the part-time counselors is also responsible for a specific task within the office that is assigned annually. This division of labor makes it easy to know to whom to direct inquiries, paperwork, or concerns. Considering we have upwards of 500 students coming through our door each day, the Office of Student Life runs remarkably efficiently and with few mistakes and very little conflict.

Increased tension still emerges during high traffic and heavy workload periods of the semester that strains our productivity and our good humor. Research reaching all the way back to 1950* has well established that for a team to be most effective they must balance both the task and social dimensions of the relationship. When focused too much on task at the expense of the social aspects, a group or team is likely to experience increased conflict and decreased productivity. For the OSL, this reveals itself from mid to late semester as the workload becomes constant, coupled with frustrations around the old "paper and pencil" proposal process, there is little time afforded for even a "good morning" on some days! As noted throughout this report, we are making huge efforts to move to digital forms to streamline these processes and reduce these residual tensions. In the meantime, we mitigate those tensions by supporting each others' areas as needed, utilizing low traffic periods to prepare for the high traffic times as well as using the "down" time to be a bit more relaxed and social with each other.

We do have staff meetings, although these are less regular than the monthly meetings we would prefer. On average we have about two to three all staff meetings per semester. Additionally, sub-groups (Associate Dean with Administrative Assistants, Associate Dean with Counselors, Counselors alone) each meet about two to three times per semester. However, we would like to have all staff meetings more frequently as these meetings are highly fruitful and ensure the best support for the large and varied student population we serve. Despite our hectic schedules, the staff in the Office of Student Life enjoys and respects one another and works well as a team.

We collaborate well with other departments as noted earlier in this report. We collaborate on events and programming, promote events and provide community resource lists to departments across campus. For example we have recently been collaborating with departments across campus including Student Health Services, Sustainability, support programs, Auxiliary Services, A.S. and the non-profit organization Food Forward to bring free produce to students.-----

*Bales, R.F. (1950). Interaction process analysis: A method for the study of small groups. Reading: MA: Addison-Wesley.

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Barge, J.K., & Hirokawa, R.Y. (1989). Towards a communication competency model of leadership. Small Group Behavior, 20, 167-189.

Benne, K.D., & Sheats, P. (1948). Functional roles of group members. Journal of Social Issues, 4, 41-49

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

After taking a year to truly assess and evaluate the Office of Student Life and the Associated Student Government organization, it is clear that major reworking of the entire organization would be advised, including all processes, staffing, and budgeting. The organization as it is now established grew over many decades from when SMC and the A.S. were relatively small organizations, serving a relatively homogenous and small population of what we used to consider "traditional" students.

Although the systems have been working to keep up with the growth and diversification of SMC into a world class institution, those same systems have become archaic, cumbersome, inefficient and often ineffective. The systems do not allow for appropriate data collection and assessment, they often require manual input, and are not easily searchable. A better designed Student Life organization would streamline processes, limit liabilities, and save money. Moving to a digital proposal system is a first step, but it is only a bandage for a larger wound. Every paper based process currently in place needs to be replaced by an integrated database system that automates much of the workflow and autofills necessary reports and documentation.

One area of deep concern is the staffing structure of the Office. As noted earlier in this report, we are in need of student help funding to simply manage the walk in traffic of the office. Additionally, with one administrator, one full time counselor and two part time counselors, the number of responsible parties is not the problem. It is the distribution of work and what is not getting done that is! Currently, the primary administrator/advisor for the office is the Associate Dean who is responsible for all aspects of the operation. With well over 100 student leaders (directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and hundreds of other students coming through the door every day, the counselors have become "assistant administrators" in order to ensure

the smooth flow of work and support for all our students.

Currently, the full time Counselor has taken on most of the responsibility for the ICC and the club work, however, in doing so, this limits his availability for supporting our student leaders through counseling, workshops, and other support services. Similarly, each of the two part-time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours

Going forward, the Office of Student Life might be better served, for example, with one truly full-time counselor and one part time counselor to meet the counseling demand and an Assistant Director or Program Coordinator to help manage the administrative advisor responsibilities, such as advising the ICC.

Finally, there seems to be some confusion regarding the collection of A.S. fees and the I.D. Card fees. In total, students pay \$32.50 each semester for the two combined and must pay both of these fees to ride through the Big Blue Bus Any Line Any Time program. Unfortunately this is confusing to students who think they can pay only one or the other. It is time to rethink these student fees and how the Associated Students are budgeted through these fees. One suggestion is to charge a single "Activity Fee" of \$32.50. This might eliminate confusion and then all Big Blue Bus, ID, district funds and other restricted funds can be pulled out and only the A.S. unrestricted budget provided to the A.S. Directors at the beginning of the year. This is only one possibility, but some reimagining of the budget is sorely needed and this Office is open to working with Senior Staff to come up with a workable solution that is fair and clear.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Fortunately, the A.S. budget has funding for the Cayton Center and other capital resources, so no District funds are currently needed for facilities, technology or equipment. Our greatest need from the District is in Human Resources.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As noted above, the Office of Student Life would be better served to have the addition of an Assistant Director to assist with advising and managing the operation. Currently, the primary administrator/advisor for the office is the Associate Dean who is responsible for all aspects of the operation. With a clean 100+ student leaders (directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and hundreds of other students coming through the door, the counselors have become "assistant administrators" in order to ensure the smooth flow of work and support for all our students.

Additionally, the full-time counselor doubles as the advisor for the ICC with help from one of the part-time counselors. The time commitment for this position has increased exponentially with the growth in the numbers of clubs and the expansion of some of the larger clubs/honor societies into the hundreds of students doing countless on and off campus activities. The increased demand from the ICC responsibilities greatly interferes with the much needed counseling requirements of Directors, Club Officers, and FLVR program recipients. Ideally, the counselors would be spending all of their time doing counseling work and offering much needed workshops on time management, conflict resolution, and the like, and the advising work would fall to a full-time assistant advisor to the Associate Dean.

Again we cannot stress enough that the full time Counselor has graciously taken on most of the responsibility for the ICC and the club work, limiting his availability for counseling work and other counseling support, such as conducting

workshops. Similarly, each of the two part-time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours.

Going forward, the Office of Student Life might be better served, for example, with one truly **full-time counselor and one part time counselor** to meet the counseling demand and an **Assistant Director** to help manage the administrative advisor responsibilities, such as advising the ICC.

Finally, as noted funding for student help is needed to manage the front desk traffic. During the spring semester 2016 alone, we have had over 7,500 people come to the front desk for assistance. Without adequate student help, our Administrative Assistants are relegated to the work of receptionists and their more important jobs remain undone. Although we were lucky to find multiple Federal Work Study students this spring we were not so lucky last fall and do not have any degree of assurance that we can find enough student workers to fulfill the need in any given semester. Consistent funding is the only way to ensure continued efficient running of this office as the demand for our services continues to increase.

4. List all current positions assigned to the program.

1 Associate Dean of Student Life

1 Full-time Counselor

2 Part-time Counselors

1 Administrative Assistant I

1 Administrative Assistant II

1 Student help workers

12-14 Federal Work Study student workers

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Community colleges are changing. Student Government organizations are changing. Santa Monica College has changed from a small, homogenous, local-serving college, to a large, heterogenous, international college with a world class reputation. The Office of Student Life has remained largely the same for over 20 years with small updates and fixes to try and keep up along the way. In fact, this office has done remarkably well adapting to the changing landscape despite its archaic systems and processes. Among the key trends facing student government organizations nationwide are increased use of technology, an evolving legal environment and resource challenges (Dunkel, Sohuh, ChrystalGreen, 2014). We face these same challenges.

To address these changes and challenges, the Office of Student Life intends to do the following over the next five years:

1. Move all processes, systems, and forms to a digital format. Although scanning and fillable forms have improved our record keeping, it is still all manually accomplished which is labor intensive and leaves room for error, confusion, lost forms, and multiple copies.
2. Reimagine the organizational structure of the entire Student Life organization, from staff, to A.S. to ICC and the policies and procedures from the ground up. We need to reenvision the organization to serve the current student population size and needs as well as their role in Participatory Governance processes. The current system has developed organically out of a system set up for a different time and place, indeed, a very different college all together. Although it has worked, now is the time to reconsider its efficacy and efficiency.
3. Expand the services to better meet student needs, including more recreational activities. According to a 2014 study released by NIRSA (formerly the National Intramural Recreational Sports Association), participation in campus recreational activities positively affects student, "participation, recruitment, retention, health and wellness and student learning outcomes." Additionally, by providing recreational activities we can draw additional students into the Cayton Center, we are able to provide important messages and incidental training (we offer "flash" workshops that take advantage of the students who happen to be in the Cayton Lounge).

Currently, we offer only foosball and board games. Both are very popular. The foosball table is rarely left idle and one can see two or more board games running at a time when walking through the Cayton lounge. The table tennis program has offered to donate a table, but we currently have no space for it. With the opening of the new fitness center, our goal is to collaborate with Athletics to develop some intramural activities in the short run, but long term, we would like to expand the gaming options available in Cayton itself, as well, by expanding possibly into available space in the Cayton Computer lab and/or the basement of Cayton upon the relocation of KCRW.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- To meet our long term goals above, we will need the following:
1. To create a robust, integrated digital infrastructure, we will need financial support, training and guidance to develop and implement a comprehensive digital solution for our systems. The move to digital forms is a start, but will require ongoing support from MIS to ensure it works with other campus systems in a manner that allows full integration.
 2. It is unknown at this time if we will need any support for this goal.
 3. Whether or not we reorganize our area, we do know that we have outgrown our space already and any plan to add needed programs and services will require the addition of space. One idea is for the Office of Student Life to expand into the space left behind by KCRW when they move next year. The computer lab could be relocated into the basement, along with a proper board room for meetings. Then we can use the Cayton Lounge and former computer room to designate study and meeting areas and add a recreation room with the donated table tennis table, foosball and game tables. In that way, gamers do not disturb study, but we draw in and engage even more students to Student Life. And as noted above, this also provides more opportunities for students to get "flash" training.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

It is unknown at this time what additional staffing will be needed for these goals. Other more urgent staffing needs are

addressed under Current Planning and Recommendations.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

1. More administrator level support is needed in the Office of Student Life to assist with the advising and supervising of students and student activities. As noted earlier in this report, the additional burden for administrative duties has fallen to the Counselors leaving them, in turn, less available to provide counseling services. An Assistant Director would serve this need well.
2. More student help funding is critically needed to maintain services at the front desk without over taxing the Administrative Assistants. Reinstating our student help budget from last year would at least meet the minimum need here, assuming we can get enough Federal Work study students to cover the rest of the need, especially for the FLVR program.
3. Maintaining a budget for training students and professional development training for staff is necessary to keep the students and staff abreast of the changing legal landscape and to address the evolving nature of student government organizations.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

The program review process has been enlightning for understanding the depth and breadth of responsibilities, programs, and services the Office of Student Life manages. Having been dropped into this position nearly one year ago with little advance training, this process has allowed the Interim Associate Dean to spend some time "digging in" to all she has learned and experienced over the last 18 months and to coalesce her thinking around where we need to grow and develop going forward.

The key conclusions from this program review include:

1. We are in dire need of an integrated digital infrastructure that is compatible with programs and departments across the campus.
2. Additional administrator support is needed to support the hundreds of student leaders more fully and effectively. We are missing opportunities to develop and support our many student leaders by having only one officially designated admistrator/advisor on two counts: 1) the advisor cannot attend to all the students alone; 2) therefore, the counselors step in to help but then are less available to provide the much needed counseling services.
3. A reenvisioning of the entire Student Life Office and all of its programs is due so that we can ensure we are serving our students as fully and effectively as possible.
4. Additional space is needed to accommodate the numbers of students eligible and in need of services and to expand what services we offer, especially in terms of recreational activities that bring students in.

6. Please use this field to share any information the program feels is not covered under any other questions.

It is important to note, we have had exceptional support, training, and mentoring from the Dean of Students throughout the year, as well as from the Vice President of Student Affairs. We have been fortunate, too, that with their urging and support, the Interim Associate Dean has been able to attend several conferences and trainings over the past 18 months including an Advisors' Conference and the ACCCA Admin 101 training. Truly, this success of the OSL over the past 18 months would not have been possible without their mentoring, patience, and guidance.

Finally, the Interim Associate Dean would like to acknowledge the staff. The administrative assistants trained her on every process in this department with patience and professionalism and have served thousands of students, faculty, and staff

throughout the year professionally, kindly, and thoughtfully. So too, the Counselors have been amazing, consistently going above and beyond for the office, the administrative assistants, and especially the students.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Although some may think we are crazy, the OSL finds the Program Review process invaluable for program planning. One would rarely choose to take and spend the time necessary to complete a thorough and honest self-evaluation voluntarily as so many other things demand our time and attention. However, when we are "forced" to go through this exercise, we get the chance to really step back and examine what we are doing--for good and for "not-so-much." This program review process was no exception, and probably more than most, was very needed. The OSL has seen three Associate Deans over the past four years. We have replaced two of our three counselors and have ushered through a new A.S. Board in each of those four years all while clinging to processes more suited to a less complicated, smaller student body.

This process (both the annual last spring and this one) has afforded the OSL a chance to consider its processes, programs, services from the 30,000 foot view and has led to some important changes that will better serve our students going forward. Specifically, the updated mission, vision, goals, and SLOs are a point of particular pride for us. We feel that these new guiding principles better reflect our purpose and have helped us re-align our services to meet student need, such as our efforts to move into digital solutions that will not only streamline processes, but also offer invaluable, searchable data to support our future assessment needs while being able to offer even more programs and services to students.

Although it would be too much to thank the committee for the opportunity (probla-tunity?) to conduct this study, we are grateful for what it revealed and look forward to continuing our efforts to improve the Office of Student Life!