

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Department Name:** Student Activities Office

**Division Name:** Student Affairs and Activities Department

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

Name	Department	Position
Thom Shepard Laureen Balducci	Student Affairs & Activities	Acting Dean 2016-17 Interim Dean (Summer/Fall 2017)
Sean Bogle (New as of 12/04/2017/Current)		Current Dean
Daphne Small	Student Affairs & Activities	Student Leadership Director, ASFC Campus Council Advisor
Erin Ortiz	Student Affairs & Activities	Student Activities Specialist, ICC/Activities Advisor
Kamara Tramble	Student Affairs & Activities	Student Accounts, Accountant, ASFC Budget Advisor
Rick Edwards	Student Affairs & Activities	Smart Shop/Design Center, Coordinator

**Number of Full Time Faculty:** 1      **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*  
Student Activities Specialist, Smart Shop/Design Center Office Coordinator, Student Accounts Accountant, Student Affairs Department.

List all departments covered by this review and indicate the appropriate program type.

	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
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	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

**SECTION 1.1: SERVICE AREA DATA**

**1.1A. Service Area Data:**

<b>Number of Students Served</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Full-Time Load (FTEF)</b>			
<b>ASFC Elections (total voted)</b>	<b>547</b>	<b>1008</b>	<b>1436</b>
<b>OwlCard Student ID/Eco Pass</b>	<b>4,208/1,138</b>	<b>4,083/2069</b>	<b>3,981/1,800</b>
<b>New Student Orientation</b>	<b>850</b>	<b>900</b>	<b>966 (see narrative)</b>
<b>Campus Clubs</b>	<b>54 clubs 1,210 members</b>	<b>58 clubs 1,240 members</b>	<b>65 clubs 1,300 members</b>
<b>Heritage &amp; Health Series</b>	<b>5694</b>	<b>6388</b>	<b>6819</b>
<b>Fall Welcome Week/Pep Rally</b>	<b>600</b>	<b>650</b>	<b>700</b>
<b>Thanksgiving Dinner</b>	<b>220</b>	<b>235</b>	<b>255</b>
<b>Foothill Family Festival (new in 2016-17)</b>			<b>400</b>
<b>ASFC Textbook/Calculator Reserve Program</b>	<b>See narrative</b>		
<b>ASFC Emergency Loans</b>	<b>44</b>	<b>78</b>	<b>41</b>
<b>Free Dental Cleanings</b>	<b>225</b>	<b>264</b>	<b>207</b>
<b>Food Bank</b>	<b>See narrative</b>		
<b>Leadership Training, Statewide Advocacy and National Leadership</b>	<b>See narrative</b>		
<b>Civic Engagement/Service</b>	<b>See narrative</b>		
<b>Part-Time Load (FTEF)</b>			

**1.1B. Student Service Trend:**

Students Served (Over Past 3 Years):  Increase    Steady/No Change    Decrease

**ASFC Elections:** The total of number of students who voted in the ASFC spring election over the past three years has increased. 547 students voted in 2015, 1,008 students in 2016 and 1,436 students in 2017. 2017 had the highest number of student votes in the past two voting decades. This increase is representative of an ongoing effort to reach out to the larger student population. Increased marketing efforts implemented both on campus and online in collaboration with the college Marketing Office helped to improve participation rates despite declining enrollment. This is important as it represents a higher number of students being served and represented by the Associated Students of Foothill College, which was one of our primary goals in previous program reviews.

In 2015-16, 50% of the elected officers of student government were resident students as compared to previous years, when there were a higher percentage of international students than resident students. In 2016-17, we had more resident students than international students serving in elected positions. Additionally, in the 2016 spring election, resident student participation increased in terms of the number of resident students who ran for an elected student government position. We had four student athletes, four Extended Opportunity Program & Services (EOPS) students, and two students in the Disabled Student Programs and Services (DSPS) program running for elected positions. Currently, we have more students from underserved populations holding elected or appointed positions in student government, thereby more fully representing the diverse populations we serve. For two consecutive years, the Student Trustee has come from an underserved population, and the ASFC President has been a resident student. Five out of the six elected vice presidents were resident students and three came from underserved backgrounds. These demographics represent new voices being represented on the ASFC student government that more accurately reflect the student populations we serve. The Student Activities Office is directly involved in the recruitment and retention efforts of ASFC and has made significant progress in this aspect of our program.

**OwlCards/Eco Passes:**

3,981 OwlCard student IDs and 1,800 Eco Passes were issued in 2016-17 at the Foothill and Sunnysvale campuses. These numbers are slightly lower than 2015-16 and 2014-15 and could be due to lower enrollment numbers or increases in the number of online students who do not come to campus for an OwlCard. 4,083 OwlCards and 2,069 Eco Passes were issued in 2015-16. In 2014-15, 4,208 OwlCards were issued and 1,138 Eco Passes were issued. The VTA Eco Pass transit program was implemented in 2013 and is now starting its fifth year. The Eco Pass continues to support the college sustainability mission as students are provided unlimited rides throughout the VTA transit system for one low quarterly fee. This academic year the maximum quarterly fee was \$5.00. Please note that the fee increased in the fall of 2017 due to VTA fee structure changes. Additional information on how this might impact numbers will be reflected in future program reviews. Marketing efforts for the OwlCard and Eco Pass benefits have been a priority for the Student Activities program as many of the special services for underrepresented students are funded through student body fees. Increases and decreases are connected to enrollment; therefore, slight decreases in students served are likely due to decreases in college enrollment. We plan to track demographics connected to students who receive an OwlCard/Eco Pass to be reflected in the future. The Office Coordinator for the ASFC Smart Shop/Design Center has the primary responsibility for the issuance of OwlCards/Eco Pass and supervises student employees funded by ASFC. The OwlCard is the primary source of revenue for the ASFC employees who provide services to

students. The overall program is a joint effort between Student Activities staff and student employees funded by the ASFC.

### **New Student Orientation:**

The Fall New Student Orientation program has been consistently successful throughout the years in welcoming new students to campus, building a sense of community and starting students on a path to success. The program traditionally includes a campus tour, student ID photos, student success panel, a keynote speaker on student success, campus involvement, and vital information about Title IX and academic integrity. In 2014, 850 students attended the orientation. Attendance numbers were high in 2015, dropped in 2016 and reached an all time high in 2017. In the fall of 2017, 966 students attended the program. This will be reflected in next year's program review. A change in the committee structure in 2016 and the lack of a permanent Dean of Student Affairs, which led to department and staff responsibility changes, were likely the cause of the drop in numbers in 2016. Please note that in 2017, there was full college support and additional staff time dedicated to increasing attendance and broadening the program. We plan to continue this structure in the coming years. This is a college-sponsored event, coordinated by the Student Activities Office in collaboration with Student Services Division members. Student leaders from ASFC volunteer their time to help support the event. Event surveys have been distributed to all attendees and have yielded valuable information for the program's improvement. Based on feedback from 2016, marketing efforts were increased to broaden and boost attendance. The program was expanded to include an outside keynote speaker focusing on Student Success outside the classroom as well as a Title IX interactive presentation. These changes supported not only higher attendance, but yielded more positive feedback. In general, the outreach efforts yielded higher attendance than previous years in the follow groups: student athletes, Middle College students, students from DSPS, students from EOPS, and the FYE (First Year Experience) program.

### **Heritage & Health Series**

The Heritage and Health Month series is one of the longest standing programs in the Student Activities Office and has grown to include a wider spectrum of our student population. The total number of attendees particularly for underrepresented groups has increased steadily over the past three years. Students from underrepresented groups participate in the planning and work with faculty to build the audience for these month long programs. The programs begin in November and run through June. November is Native American Heritage Month; January is Jewish Heritage Month; February is Black History Month; March is Women's History Month; April is Asian Pacific Heritage Month; May is Latino Heritage Month; and June is LGBTQ Month. In 2015-16 we expanded our collaboration with instructional programs to increase attendance at Heritage Month events.

Classes in Sociology, English, Anthropology, Women's Studies, Middle College, Leadership, History, Photography, Umoja program developers and EOPS Program participated in the 2015-16 programs. Anthropology 55 and Anthropology 12 were intentionally scheduled during college hour (Wednesdays, 12:00 – 1:00 pm) in order to encourage further participation in Heritage Month activities. October and December are health months where we collaborate with Health and Psychological services. The instructional partnerships were identified in terms of our efforts to reach out to more students, particularly from underserved populations and to encourage access to Heritage Month programs that students might not be exposed to if they were not attending with their class. The Native American Heritage Month (November) was added to the series and is now in its third year. The Native American Heritage month program was added when U.S. President Obama declared it a nationally recognized program. The efforts to add this to the series was driven by student interest and demonstrated success in previous years by the student/employee committees that work with Student Activities Office. The

Campus Center Cultural Center, a new office space, is now open, thriving and being utilized to provide programming space for the planning committee and event staging. In 2016-17, a total of 6,819 students participated in at least one program over the course of the six-month long series. In 2015-16 a total of 6,418 participants attended at least one heritage month event during the series, which has increased from 5,855 in 2014-15. Participation is measured by the number of students in the classes that attend the programs that we plan and schedule the events around. Weekly College Hour events continue to provide outreach to all students. Heritage Month programs are coordinated by the Student Activities Office in conjunction with student committees, supported by faculty and staff advisors.

#### \*Clubs

The new ASFC structure renamed the Organizations Board of Directors (OBD) and is now the Inter Club Council (ICC), a more widely known term to students. The ICC acts independently from the ASFC, providing increased autonomy and additional leadership opportunities for clubs. The quarterly Club Day continues to be expanded to two days, the third Wednesday (College Hour) and the added Thursday 12-1 pm to include our Tuesday/Thursday population, increasing the total number of students who participate, which increases access for all students. Average attendance per Club Day is 1,000 students. Adding the extra day, now in its third year, allows us to serve nearly 300 more students with an average of 65 active clubs. More resident students are getting involved with clubs. Only 10% of the active clubs currently have an international student focus, and 90% of the clubs attract resident and non-resident students from all backgrounds and experiences. We currently collect data on club membership through activation petitions, club meeting minutes and club reports. More specific data for club membership is being explored to accurately capture the demographics of students we are attracting through the 65 active clubs on campus. The diversity of the current club offerings provide options for a wide variety of student interests and reaches students from diverse backgrounds and experiences. Resident students, international students, and students from underrepresented backgrounds, all have access to the array of offerings so they can include this on their extracurricular/leadership part of their college applications and volunteer section on their resumes.

#### \*WOW! (Week of Welcome)

Week of Welcome is coordinated by Student Activities Office and ASFC Activities Council and funded by ASFC. Students and staff collaborate to offer this program to welcome student to campus and provide valuable resources. The Student Services Information Fair is a new event and that has become a part of the Week of Welcome. This represents increased collaboration between ASFC and the Student Services Division. Student Services employees, Deans, Vice Presidents as well as student volunteers, and other WOW participants wear welcome t-shirts and pass out maps, snacks and add codes. ASFC continues to provide the weeklong welcome/information booths with snacks, maps, and entertainment on the Foothill campus and on the Sunnyvale campus.

#### \*Annual Thanksgiving Dinner Feast

In 2016-17, this ASFC sponsored event was expanded to reach out to and include food bank food recipients, veterans, EOPS, financial aid students, Psychological Services Office patients/Homeless Summit participants and athletes. 255 students attended. Prior attendance in 2015-16 was 235 students and in 2014-15, attendance was 220. This event previously occurred the week of the Thanksgiving holiday. ASFC student leaders help coordinate the event. This is a long-standing event that began in the early 1990's and targeted student athletes and students away from home. It grew over the years and focused primarily on international and out of state students as it used to be titled Thanksgiving Feast for Students Away From Home. The rationale to broaden the scope of the event stems from a college-driven interest to encourage community service and support to underrepresented students. ASFC

created a fund specifically for holiday support to students in need. All students are invited to attend, but additional outreach efforts have been focused on students in need during the holiday season.

**New Event:**

**Foothill Family Festival:**

In June 2017, the traditional end of the year Activities Council celebration turned into a Foothill Family Festival. 400 attendees including student athletes, passersby, and employees with their families, attended this carnival that included a climbing wall, dunk tank and numerous games!

**Special ASFC funded programs that target underrepresented students:**

\*Textbook/Calculator Reserve Program is funded by ASFC and coordinated in conjunction with the Library and Student Activities. This program serves the highest number of students in financial need. Foothill students with an OwlCard are able to check out high cost textbooks at the library. ASFC funds pay for the cost of the textbooks. ASFC has allocated \$20,000 for the cost of textbooks and the Student Activities staff assists with the marketing efforts.

ASFC funded 18,102 books that were circulated, checked out, and used by students in 2015-16. This number remained steady in 2016-17. According to library records, 85% of that number directly served students and 15,386 students total were served this year by this program. This number represents repeat checkouts by some students who use the program on a regular basis. The books are checked out on a short-term basis, so a student who cannot afford a \$200 textbook can check out the book as needed throughout the quarter. Additionally, the new calculator program was added in 2014-15 and there were initially 20 ASFC-funded calculators available to check out at the library coordinated in conjunction with Student Activities. In 2015-16 that number grew to 50 calculators available and funded by ASFC. Students can check out a calculator or textbook at no cost with their OwlCard.

**\*Emergency Loans:**

This ASFC sponsored and funded program serves students in need, particularly those that have a short-term financial issue that could impact their ability to succeed. Students are able to request a \$400 loan and they have 30 – 60 days to repay the loan. The program is funded by ASFC and is administered by Financial Aid and the Student Accounts office in Student Activities. 41 students were served by the Emergency Loan Program in 2016-17, 78 students were served in 2015-16 and 44 students were served in 2014-15.

\* Laptop Rental Program: the ASFC Senate board created the laptop program in 2014 with a \$20,000 ASFC budget allocation. This program is coordinated in conjunction with the Foothill Bookstore, and targets students who cannot afford to purchase a laptop. ASFC collaborates with the bookstore to offer 26 laptops to students in need, which continue to be available and all have been fully utilized. All 26 laptops have been rented and serve primarily students who are unable to afford a laptop.

\*Free Dental Cleanings: This long-standing ASFC funded program is co-sponsored by the Dental Hygiene Department. Students in the Dental Hygiene club and students in the program reach out to students to provide the free cleanings. In 2016-17, 207 students with OwlCards were able to take advantage of free dental cleanings. 264 students with OwlCards were able to take advantage of the free dental cleanings in 2015-16 as compared to 225 in 2014-15. The slight decrease is likely attributed to fluctuations in

enrollment. This is another program that targets students in need who might not be able to afford dental coverage.

The Food Pantry staffing and support:

This program transitioned to the Student Affairs & Activities Department in Spring/Summer quarter 2016 with staff oversight, and a more defined structure. ASFC and student volunteers previously coordinated this program. The Food Bank is open to all students and targets underserved students. A new partnership with Second Harvest Food Bank will provide a more robust offering to students in need. The Student Affairs office has primary leadership for the program since 2016, however, Student Activities has been actively involved as well. The new structure will allow for more accurate record keeping and extended hours for students going forward. Additional staffing will be needed in the future to meet the ongoing demand and a better tracking system for identifying who is utilizing the food bank services will be implemented. 54 students utilized the service on a regular basis in 2015-16, typically at least once per week. As the new system was just recently implemented, more comprehensive data about demographics will be available in future program reviews.

**\*Civic Engagement, Statewide Advocacy/Leadership, Campus Leadership Training, National Leadership:**

**Civic Engagement:**

Improving Civic Engagement is a college-wide initiative and we are actively working towards collaborating with the campus in this renewed project. In the fall of 2016, we were selected as one of 25 campuses in the country to receive the Civic Impact Grant to increase voter participation and advocacy. Foothill College registered more than 10% of the total voter registrations among the 25 colleges, and sponsored ongoing campus-wide events around the 2016 election to provide voter registration information. 2,386 students participated in these civic engagement programs in the fall of 2016. Our advocacy efforts and strategies are new and different drawing upon the Civic Impact Grant and building alliances with community organizations. The Student Activities/Student Leadership and Service program partnered with the Silicon Valley Leadership Group, UPVote, and the National Civic Impact program. A panel of local politicians addressing community housing and transportation issues was attended by over 300 students this fall and was followed by an equally successful political awareness day event. Our overall advocacy program has expanded whereas we previously focused our efforts on one Political Awareness event in the fall we now have a more comprehensive year-round program with multiple events focused on advocacy. We plan to continue this momentum into the 2017-18 academic year and in the upcoming years, particularly during election years.

\*Political Awareness Day 2014: A voter registration event was held with information about legislative issues that affected community college students along with local legislators, a panel, and speakers on advocacy and political awareness. 250 students attended the event.

\*Political Awareness Day 2015: A panel discussion with Richard Gordon preceded the 2015 Fall Political Awareness Day. This annual event promotes voter registration and provides important information for community college students on local voter issues that affect their success. Informing our students on these issues was crucial for continued state funding and student success. These events set the stage for the 2016 election with increased participation and focus on civic engagement. 260 students attended this fall event. This event is targeted primarily to resident students eligible to vote.

Additionally, we have collaborated with the Institutional Research office and the Institute for Democracy and Higher Education NSLVE project for the past four years to obtain voter registration and behavior data for our students and have used this information to strengthen our efforts and engage more students in voting.

**Statewide Advocacy and Leadership:**

- We consistently support the statewide student association: Student Senate for California Community Colleges (SSCCC). Additionally, our leadership program encourages and trains our students to take on leadership roles at the state level, setting the example for community colleges across the state. For the past three years, the Presidents of the SSCCC were from Foothill College (Courtney Cooper and Dahlia Salem, both women of color). Foothill students have also been consistently involved at the regional level and we send a delegation of students to the fall and spring SSCCC Legislative General Assembly.

Our statewide advocacy efforts continue to strengthen our outreach to resident students as voters and active participants in the legislative process in California. 18 Foothill students attended the Faculty Association for California Community Colleges (FACCC) Advocacy and Policy Conference in March 2016 and collaborated with Foothill-De Anza students and faculty and other colleagues from around the state. The conference included legislative visits at the State Capitol. Foothill students were trained and participated in 47 legislative visits with state representatives. Voter registration initiatives looking towards the Fall 2016 election were a major focus of the conference and training sessions for students. Students apply to attend the various conferences and ASFC supports as many students as their budget allows. The Student Representation Fee supports attendance and ASFC has increased funding to these programs in order to allow for more student participation.

\*6 students attended the National Conference on Race and Ethnicity (NCORE) in San Francisco in 2015 and 4 students attended the conference in 2016.

\*Advocacy Training was provided in February 2016 as part of the Winter Quarter Leadership Course with guest lecturer Evan Hawkins, from the FACCC: a Leadership Education and Advocacy Development Program. 38 students attended the lecture/training in preparation for legislative visits at the State Capitol.

\*Student Activities faculty and staff are actively involved in the CCCSAA, California Community College Student Affairs Association. We presented on the topic of *Creating Vision and Goals for Student Organizations* at the Fall 2016 conference. Additionally, 20 Students Attended the California Community College Student Affairs Association (CCCSAA) Fall Leadership Conference in October of 2014 and in October of 2015. 18 students attended this conference in 2016.

**Campus Leadership:**

A new "Late Start" Leadership course (CNSL 86, 87, 88, 89) is now being offered quarterly and continues to attract enrollment by resident students, student athletes, campus club leaders, EOPS students and returning students. The current offerings are reaching out to a broader scope of students, which reflects the data and needs from previous program reviews. See instructional component for data and demographics.



A revised Community Service/Civic Engagement Course (Social Science 79) was approved and offered in fall 2017. The course provides more comprehensive civic engagement and service opportunities for students and builds on the campus mission around service leadership and community building.

**Community Service events:**

Students in the SOSC 79 course created and engaged the campus in several service projects including creating a “Students in Need Task Force,” and a community service event at the San Jose Family homeless shelter. 70 families in need were served a hot meal. 10 Foothill students who participated in the service event and we plan to continue this effort quarterly.

**Breast Cancer walk a thon:**

In October 2016, the ASFC Activities Council created the first on-campus Breast Cancer Walk in honor of the National Breast Cancer Awareness Month as a part of our Heritage and Health Series, and in honor of our VP of Student Services. 145 people participated, including our walking class, new college president, students and employees. This event is an example of service leadership and community building, which is a college priority.

A new intensive week-long leadership training program was implemented and held in early September 2016 before classes began in the fall. This continued in 2017. In addition to the late summer training and formal leadership courses held during the academic year, we will also offer leadership workshops and trainings throughout the year. Leadership assessment and skills training, team building, parliamentary procedure, shared governance training and advocacy are some of the focus areas of the training. The trainings target elected officers and club leaders. As these trainings are new we will be evaluating and working with student leaders to get feedback and continue to expand and refine as needed.

**1.1C. Student Demographics:** Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Female	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<25 Years Old	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
>25 Years Old	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**1.1D. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

The numbers of disproportionately impacted students that we serve has either stayed steady or increased over the last three years. Additionally, we have successfully served foster youth and students with disabilities who have been active in student government and also served in student leadership roles on campus and at the state level. We also coordinate a book loan program for veterans funded by ASFC in the amount of \$8,000 from 2014 – 2016.

**1.1E. Service Area:** How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

Our SAO's have been revised to more accurately reflect our current offerings, goals and outcomes. Leadership, Community and Communication are our three major SAO's. We have revised the leadership-training program to reach a broader spectrum of students through classes, workshops and trainings. We now offer a community service course open to all students. We have been working towards broadening service and civic engagement activities through national and statewide initiatives and increased funding and grants. In the fall of 2016, voter registration was a major program focus as we were selected to receive the Civic Impact Grant in order to further fund these initiatives. We provide ongoing opportunities to refine and perfect student communication skills through campus events, campus clubs and heritage month programs. As the college initiatives around Service Leadership expand we have focused our SAO's around broadening our Leadership and Community Service initiatives. Campus Clubs, the ASFC Senate Board and related courses have begun to roll out community service and civic engagement projects.

**1.1E. SA-SLOs:** If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

Program SA-SLOS's are being met

**SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT**

If your program has an instructional component, please complete Section 1.2.  
 If your program does not have an instructional component, please skip to Section 2.

**1.2A. Transcriptable Program Data:** Data will be posted on Institutional Research’s website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016

**1.2B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2014-15	2015-16	2016-17
CNSL 86, 87, 88, 89 Leadership courses	No classes offered	24	26

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

The Leadership development courses are a vital part of the Student Activities program as students gain the valuable skills needed to apply their learning to leadership roles on campus, in the community, and in future careers. 100% of enrolled students succeeded in completing the courses in 2015-16 and 2016-17. The classes were not offered in 2014-15, as the Director of Student Activities was reassigned to counseling for the instructional component of the position. Students who complete four courses in the series receive a certificate. Future curriculum development includes revisiting a transcriptable Leadership/Service Certificate of Achievement. This certificate, which includes leadership and community service courses combined with general education courses, was offered until 2011 when state requirements for Certificates of Achievement changed.

**1.2C. Department Level Data:**

	2014-15	2015-16	2016-17
<b>Enrollment</b>	no classes offered	82	79
<b>Productivity</b>		417	410
<b>Course Success</b>		95%	92%
<b>Full-Time Load (FTEF)</b>		100%	100%
<b>Part-Time Load (FTEF)</b>		NA	NA

**1.2D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):

Increase  Steady/No Change

**1.2E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

This data (attached) is based on course demographics over the last 2 years.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level

Female:  Above Level  At Level  Below Level

<25 Years Old:  Above Level  At Level  Below Level

>25 Years Old:  Above Level  At Level  Below Level

**1.2G. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

**Leadership Courses and Development:**

There were increases in enrollment for disproportionately impacted students in all sections of the 1-unit Leadership Courses (CNSL 86, 87, 88, 89). For example, 10 % of the students enrolled in leadership courses for the 2015-16 year were African American, which is an increase as compared to prior program reviews and that number was steady for the following year. In 2016-17, 22% of students came from Latino backgrounds, which is an increase over the prior year. The courses are now reaching a higher number of resident students and students from disproportionately impacted groups. (See attached profiles for enrollment trends and demographics) Additionally, 16% of the students in 2016-17 are aged 25 and older reaching out beyond the traditional 18 - 22-year-old student. In terms of student success rates, 100% of students enrolled in all sections succeeded in completing the course(s). Disproportionately impacted students make up 30% of the students who have succeeded in completing the four sequence series.

**1.1H Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

We have addressed prior enrollment issues by offering late start courses, which allows for more students to become aware of the leadership program. It also allows us to recruit more students to our program during the first two weeks of the quarter when new students are just learning about our offerings. Enrollment has been steady since we began the late start classes in 2016.

**1.1I. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase x  Steady/No Change  Decrease  
 Program Productivity (Compared to College Goal):  Above Goal x  At Goal  Below Goal

Please discuss what factors may be affecting your program's productivity.

We continue to remain steady in productivity despite a lack of administrative secretarial support in the Student Activities front office. This hampers our efforts to promote and recruit new students to the leadership program. The CNSL 86, 87, 88, 89 courses are currently stand-alone courses and this can impact enrollment. CNLS 61 (4 – unit, Exploring Leadership) has been approved for UC transfer and the course number will change to CNSL 6. Enrollment is expected to increase, as we will be able to retain and attract more UC bound transfer students to this new leadership course.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

NA

**1.1J. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: x  Above Standard  At Standard  Below Standard  
 Targeted Student Course Completion: x  Above Standard  At Standard  Below Standard  
 Online Student Course Completion:  Above Standard  At Standard  Below Standard  
 In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**1.1K. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: x  Above Goal  At Goal  Below Goal  
 Targeted Student Course Completion: x  Above Goal  At Goal  Below Goal  
 Online Student Course Completion:  Above Goal  At Goal  Below Goal  
 In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Students who enroll in the leadership courses have strong success rates as the course assignments are interactive and address multiple learning styles and levels. Students from all

backgrounds and experiences gain valuable leadership skills that they can apply to future careers to facilitate confidence and student success. This will continue to be the case as the program broadens.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

NA

**1.1L. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Faculty Meetings

Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

NA

**1.1M. Course-Level:** How has assessment and reflection of CL-SLOs led to course-level changes?

The focus of the SLO's are still primarily focused on leadership skills development. Additional leadership skills assessments (Gallop Strengths-finder) have been added to the course so that students can fully develop their own unique leadership style and apply it to leadership roles on campus and in the community. These assessments also help students meet the student learning outcomes expected in the course.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

NA

## SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. Past Program Objectives/Outcomes:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Continue to offer late start Leadership Courses to meet the demand and increase enrollment.	Year: 2016-17	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Offer SOSOC 79 - Intro to Community Service/Civic Engagement	Year: 2017	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Revise Course Outline CNSL 61	Year: 2017	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Approved for UC transfer in Jan. 2018 and will be offered in the fall of 2018 with a new course number CNSL 6, Exploring Leadership	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

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	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Articulation for CNSL 61 (CNSL 6) transfer to UC's has been a slow process but we will finally be offering the course in fall of 2018.

Please provide rationale behind any objectives that are no longer a priority for the program.

The course offerings are still a priority for our program.

**2B. New Program Objectives:** Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Reduce Wait Time for Counselors</i>	<i>Winter 2016 Term</i>	<i>Student Surveys</i>
Continue to expand our Leadership Programs and courses and increase enrollment in order to build a sense of community and contribute to student success consistent with the college mission.	Fall 2018	CNSL 6 – New UC transferrable course enrollment CNSL 86, 87, 88, 89 enrollment
Work with the college to grow Civic Engagement and Volunteer Service Programs. Increase enrollment in SOSC 79 (Intro to Community/Civic Engagement). These programs strengthen community and reach out to underserved students.	Fall 2019	Student initiatives, Club Service Projects Community/Civic Engagement course SOSC 79 enrollment
Promote our programs and services that target underserved students and facilitate student success: Food Pantry, ASFC Textbook Reserve, ASFC Emergency loans, ASFC Lap Top Rental	2018-19	Increased college marketing collaboration, email blasts, website
Advise and support ASFC Budget team to teach good stewardship of student resources and encourage allocation of funds that support underserved students.	2018-19	ASFC Budget Booklet

**2C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

**Create a culture of equity that promotes student success, particularly for underserved students.**

As mentioned previously, the Student Activities Program in conjunction with ASFC sponsors a number of programs that directly support underserved students and facilitate student success:

**Textbook/Calculator Reserve Program:** Funded by ASFC and coordinated in conjunction with the Library and Student Activities. This program serves the highest number of students in financial need at the main campus and at the Sunnyvale campus.

**Emergency Loans:** This ASFC sponsored and funded program serves students in need, particularly those that have a short-term financial issue that could impact their ability to succeed. Students are able to request a \$400 loan and they have 30 – 60 days to repay the loan.

**Laptop Rental Program:** The ASFC Senate board created the laptop program in 2014 with a \$20,000 ASFC budget allocation. This program is coordinated in conjunction with the Foothill Bookstore, and targets students who cannot afford to purchase a laptop.

**Free Dental Cleanings:** This long-standing ASFC funded program is co-sponsored by the Dental Hygiene Department. Students in the Dental Hygiene club and students in the program reach out to students to provide the free cleanings.

**Food Pantry:** ASFC and student volunteers previously initiated and coordinated this program. The Student Affairs office has had primary leadership for the program since 2016, however, Student Activities has been actively involved as well since its inception. The Food Pantry is open to all students and targets underserved students. A new partnership with Second Harvest Food Bank will provide a more robust offering to students in need.

**Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.**

The Leadership Program, campus clubs, heritage months, student government services and programs all contribute to a sense of community and contribute to student success consistent with the college mission. These programs allow students to feel connected to the college and contribute to retention.

The growing civic engagement and volunteer service opportunities mentioned previously, strengthen community and reach out to underserved students.

ASFC appoints student representatives to serve on shared governance committees and promotes student involvement in the shared governance process. Student Activities faculty train and facilitate ongoing participation and support ASFC by the advocating the student voice in the shared governance process. Student leaders are actively involved in the college accreditation process, the governance summit and college governance redesign.



**Recognize and support a campus culture that values ongoing improvement and stewardship of resources.**

Student Activities faculty and staff advise and support ASFC Budget team to teach good stewardship of student resources and encourage allocation of funds that support underserved students. The annual ASFC budget development process provides a transparent and open opportunity for students and the campus community to request resources that support student leadership and student success.

**2D. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Student Activities Administrative Assistant	75,000	Administrative support for the entire Student Activities program, which has been lacking since staffing cuts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer Service/Civic Engagement Program Assistant	50,000	Program Objective 2. In order to expand Civic Engagement and Volunteer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

NA

**2F. Review:** Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

NA

**SECTION 3: PROGRAM SUMMARY**

**3A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
<p>Previous recommendations include broadening our programs and services to more closely reflect the college demographic, (i.e. more resident students and disproportionately impacted students).</p>	<p>Over the past three years we have made strides in increasing outreach efforts and participation rates to more closely align with college demographics. Our previous program participation was heavily focused on international students who have been very involved in Student Activities. Although we still reach out to and have a strong presence of international students who participate, we have increased the number of domestic students and our demographic data represents higher percentages of African American, Latino and DSPS students participating in the programs and events, enrolling in leadership courses and serving in elected and appointed ASFC student government positions.</p>

**3B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

<p>As the college initiatives around Service Leadership expand we have focused on broadening our Student Activities program Leadership and Community Service initiatives. Campus Clubs, the ASFC Senate Board and related Leadership and Service courses have begun to roll out community service and civic engagement projects.</p> <p>Our advocacy efforts and strategies are new and different drawing upon the Civic Impact Grant received in the fall of 2016, which builds alliances with community organizations and increases student participation in voter registration.</p> <p>The rationale to broaden the scope of our events stems from a college-driven interest to encourage community service and support to underrepresented students. ASFC created several funds specifically for supporting these initiatives working closely with Student Activities staff.</p> <p>The revised Community Service/Civic Engagement Course (Social Science 79) was approved in 2016 and offered in Fall 2017. The course provides more comprehensive civic engagement and service opportunities for students and builds on the campus mission around service leadership and community building.</p> <p><b>Community Service event:</b> Breast Cancer Walk-a-Thon: In October 2016, the ASFC Activities Council created the first on-campus Breast Cancer Walk in honor of the National Breast Cancer Awareness Month as a part of our Heritage and Health Series, and in honor of our VP of Student Services. 145 people participated, including our walking class, new college president, students and employees. This event is an example of service leadership and community</p>
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building, which is a college priority.

Students in the SOSC 79 course created and engaged the campus in several service projects including creating a “students in need task force” and a community service event at the San Jose Family homeless shelter. 70 families in need were served a hot meal. We plan to continue this effort and other similar service projects quarterly.

We are proud of our active campus clubs that have been highly engaged in community service initiatives: Student Activities staff continues to encourage and support these efforts to engage the campus in community service. ASFC has partnered with the college president to recognize and reward clubs who engage in service leadership. A number of clubs have embarked on service experience and opportunities both locally and abroad. ASFC has provided funding for these service experiences and we hope to continue to expand and support these types of service leadership opportunities for clubs and students at large.

The Student Activities Program has a long-standing mission to support underserved students and contribute to a sense of community and retention. Our focus and objectives remain strong, despite limited resources. We look forward to continued growth in building upon and encouraging service leadership and promoting student success.

#### SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

**4A. Attach 2015-2016 Service-Area Outcomes:** Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**4B. Attach 2015-2016 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

## SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

**5A. Strengths and successes of the program as evidenced by the data and analysis:**

The program celebrates diversity and encapsulates the spirit of service leadership—a hallmark of Foothill College’s initiatives.

**5B. Areas of concern, if any:**

The growth of this area largely depends on the ability to grow full-time staff positions to supports service leadership, the food pantry management, and high-student touch for programmatic initiatives.

**5C. Recommendations for improvement:**

A full-time staff position to support evening and weekend student programs and Sunnyvale Center.

**5D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

**5E. Strengths and successes of the program as evidenced by the data and analysis:**

The Student Activities Program in conjunction with ASFC continues to make an enormous impact on creating a sense of community and belonging for our students. Their holistic approach to inclusion through student government, leadership classes, campus activities and community outreach are commendable. I applaud the efforts to obtain UC transferrable credit for student leadership programs and appreciate Student Activities’ efforts to support service leadership.

**5F. Areas of concern, if any:**

None

**5G. Recommendations for improvement:**

None

**5H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Denise Swett, Vice President, Student Services 2/14/18

*Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*