

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Student Services

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy
2012 – 2013**

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Student Life

Name of Division

Student Services

Name of Person Preparing this Report

Carolyn Lindsey

Extension

8282

Names of Department Members Consulted

Justine Plemmons

Name of Reviewers

Stacy Meyer and Yon Che

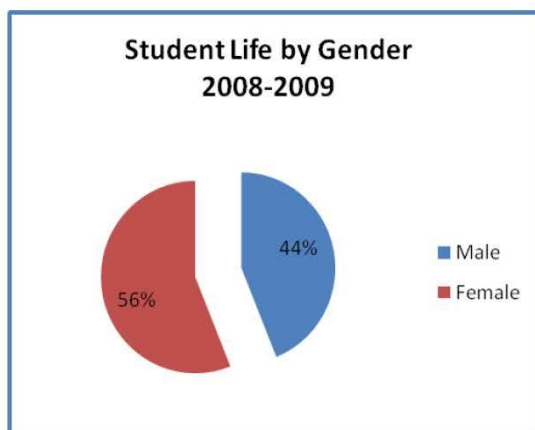
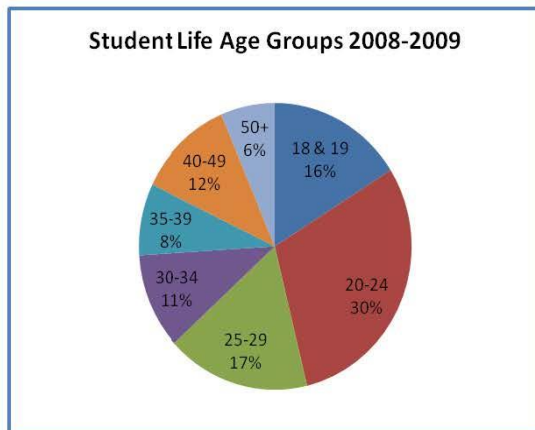
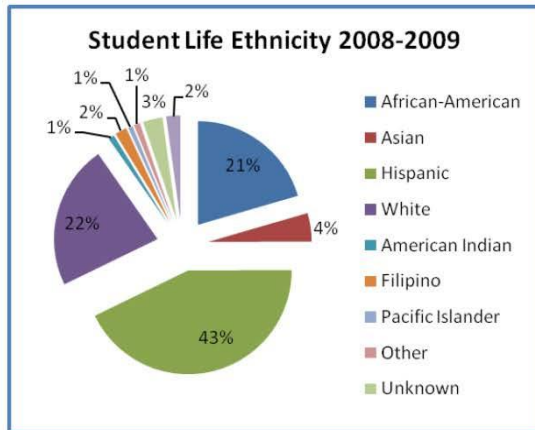
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	3/13/25	
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1	0	0
Faculty	0	0	0
Classified Staff	2	0	0
Total	3	0	0

Office of Student Life



Description:

The Office of Student Life assumes a leadership role in creating a campus environment that integrates learning experiences in leadership, the development and enhancement of interpersonal skills, and personal growth to complement the academic curriculum.

Assessment:

- Space utilization - overall attendance in events and programs
 - 7,069 students served at Week of Welcome Events.
 - 37 registered clubs, a 14% increase from 2008-2009. Of the 37 clubs, 6 re-registered after a long period of inactivity (Business Club, International Students Club, Muslim Student's Association, National Broadcasting Society, Parent Advisory Council, and Hip Hop Culture) and 3 clubs are new to SBVC (Tumaini, Jewish Student Union and Voices for Success).
 - 5,001 IDs issued, representing a 29% increase over 2008-2009 (as reported through November).
- User satisfaction surveys – both event and daily within OSL spaces
 - In-office survey results indicate that 98% agreed that a friendly and helpful staff member in Student Life greeted [them], 97% agreed that a Student Life member was able to assist [them] and address [their] concerns, 98% agreed that [they were] assisted courteously and in a timely manner, and 95% [were] satisfied with the activities and programs that Student Life offers.
 - Conducted the 6th bi-annual Dive into Leadership Workshop, covering: networking, volunteerism, time management, and True Colors. 22 students representing 10 different student organizations on campus attended. Of the 15 students that completed a survey following the event, 93% had a better understanding of the dimensions of leadership needed by his/her organization/club, 93% had a better understanding of core leadership skills both on campus and off, 100% had a better understanding of what kinds of leaders they want to follow, and 93% had a better understanding of how they wanted to lead.

Program Goals:

- Increase access and visibility for the Office of Student Life, its programs and services.
- Develop and identify leadership opportunities for students.
- Advance student's understanding and sense of self to live healthie lives.

Challenges and Opportunities:

- Filling the vacant Director of Student Life position.

Action Plan:

- Broad campus-wide programming based on student need and request
- Strengthen and broaden internal partnerships
- Create and pilot online Club Registration Sessions
- Mentorship of student leaders
- Broad campus-wide marketing of programs and services

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Student Life	Demographics Fall 2009 – Fall 2012	Campus
6.2%	Asian	6.2%
20.3%	African-American	20.3%
48.6%	Hispanic	48.6%
1.0%	Native American	1.0%
0.7%	Pacific Islander	0.7%
21.0%	White	21.0%
2.1%	Other/Unknown	2.1%
54.6%	Female	54.6%
45.2%	Male	45.2%
5.4%	Disability	5.4%
Min: 15	Age	Min: 15
Max: 88		Max: 88
Avg: 29.47		Avg: 29.47

*Program's demographics are the campus' demographics.

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The demographic data for the campus reflects the demographics of the Office of Student Life because this office serves all students. Recently the SARS system was installed in the cyber lounge to record the numbers of individuals who use these computers on a daily basis and for what purposes. Numbers are also captured in the computer connected to photo ID Machine, but it only captures numbers, not gender, age or ethnicity. The same is true of every event that the student government host for students on campus only the number count is done by sign-in sheet. The office has been without a permanent director for the past 5 years therefore very little data of any kind has been collected. A request will be made of the DCS assist with adjusting the SARS system to not only collect numbers and type of service given, but possibly cross reference in some manner by student ID number age, gender and ethnicity as captured in the campus data system.

A survey instrument is being revised to collect student feedback about the service that is received when they contact the office.

Although no demographic data has been officially collected observation of student participation at every event appears to reflect a racial or ethnic balance quite similar to the overall campus. The average age of student participants in social events appears to be between the age of 22 to 32 years; however program services expands through the ages of 15 years of age to 60+ years of age.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The general office hours for the Department of Student Life are Monday thru Friday 8:00am to 5:00pm, however evening and weekend hours are common for some of the areas that are overseen by the Department. Weekends and extended day and evening hours accommodate student travel to conferences and meetings. This department not only serves our student population but members of the community as well. The Office of Student Life currently oversees the following programs and services: Cyber Lounge, Student Lounge, Associate Student Government Office, Student Club Workroom, Veterans Resource Center, Foster/ Kinship services and Independent Living Program for former foster youth.

Student Identification Cards and the Associate Student Government Discount stickers that can be used at local businesses are distributed through this office. The first three weeks of each semester the hours of the office are extended to 7:00PM to assist those students who would benefit from the services that are offered and who have classes that are in the evening.

Announcements, Student Body election ballots and templates for club constitutions are either placed on the website or distributed through student email.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

Provides students the opportunity to develop leadership skills or enhance the skills that they may already possess. They learn team building, consensus and collaboration skills. Those students who are a part the Associate Student Government learn how to incorporate their academic skills with their social skills to assist them with their preparation for future career goals. Student government members learn how to conduct official meetings in accordance with guidelines and regulations applicable to governing bodies.

Student clubs and events teach organizational skills, money management and the development of budgets. At the inception of each club, it's officers are required to register the club, develop a constitution and attend an orientation that consist of training on how to properly conduct a meeting. When and if the need arrives training in conflict resolution is provided.

At the conclusion of the Fall 2012 semester Student Center Assistant conducted a budget training session for the members of the Interclub Council to develop their budget for the remainder of the school year. Student Senators

attended a national conference Spring 2013 where they collaborated with college students from across the nation concerning issues that affect their college progress or the lack there of. At this conference which was held in Washington DC they met with their state legislature and presented their concerns and some suggestion for solutions to the problems.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The Associated Student Government just on this year alone has contributed \$10,000 to the college library to add to the book reserve. They provided \$6000 for book rental and book purchase to the Student Assistance Program to provide text books to students who were unable to buy text book. They were able to provide books to 98 % of the 200 students that applied for test book assistance. \$10,000 was given to the transfer center to take prospective transfer students to UC Santa Clara and UC. Berkley for a campus visit. One Hundred-ten (110) students went to Sacramento to voice their concerns about cuts in funding for community colleges. Student Social consciousness was demonstrated through a student sponsored anti-bullying event. Mental health and stress relief concerns for students were demonstrated during mid-term and final exam times with the offering of stress relief packages and relaxation areas during those times.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.

<p>Relevance, Currency, Articulation</p>	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>
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Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

Office of Student Life Mission: To contribute to the quality of student education by providing experiences outside the classroom that supports classroom learning.

How does this purpose relate to the college mission?

It promotes learning by doing through the practice of utilizing organizational skills, collaboration, consensus building and conflict resolution

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Student participation in student leadership during the past three years has not been consistent due partly to consistency in the leadership of the Office of Student Life, however the 2012-2013 school year has been a year of consistency in the student leaders. The student board of directors has only lost 2 directors both of which were immediately replaced. One director

transferred to a 4 year college which really cannot be considered a lost. The number of clubs had dropped from 30 to approximately 25 but the introduction of 6 new clubs now has that number at 31 with constitutions now being written to introduce at least one or two more new clubs before the end of this academic year. There is immediate response to request and/or complaints 98% of the time. Request or complaints generally relate to replacement of ID cards, refunds for unwanted discount cards or simply general information about location of other departments on campus all of which are handled as needed in the office. The lack of complaints regarding service by staff in the office is a clear indicator that our customers generally are satisfied although a customer satisfaction has not been conducted in the past three years. This will be rectified by the development of a customer service survey that can be completed in paper form as well as online by our students or potential students. With the assistance of DCS there will be greater use of internet interaction with the student population.

Relevance and Currency, Articulation of Curriculu

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Local workshops include the mid-year interclub council budget development training; Associate Student Government Directors and a small group of students who were diverse in age, ethnicity and interest attended the American Community College Student Association National conference in Washington DC; Members of the same group will attend the General Assembly of Associate Student Government students of California in San Francisco and 110 students all ages, all ethnicities both genders attended the March in March in Sacramento to voice their concerns with the lack of support for Education in the state.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
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N/A	N/A	N/A

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The increase of on-line classes contributes to the decline of the number of students on campus. The Office of Student Life along with the Associate Student Body Officers may have to re-define the role of its' officers. If on-line classes begin to contribute to a decline in students on campus the maintaining personal interaction with members of the overall student population may decline. We must begin now determining how the role of student government may change in the future.

Mental health issues are increasing among students which contributes to the number of discipline cases that come to the office of student life. The awareness of these problems and the services provided on campus must be increased. Student Life is partnering with health services to offer workshops, one-on one services and emergency services to at risk or students who have been identified as possible high risk for mental health problems.

All staff members in the Office of Student Life need adequate and proper training in student health and discipline.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Positive visibility of the Student Senators of the Associated Student Government has increased 100% with their many new activities for students. There are monthly bingo games with prize giveaways. During football season they combine with athletes and begin the revision of pep rallies prior to major games. There is a schedule dinner this spring to honor club advisors. New furnishings are being purchase for the Student Lounge to beautify the facility and make it more appealing and comfortable for student to relax between classes. The Associate Student Body office has relocated and new furnishings have been brought to add a look of professionalism. There are individual offices for the executive staff and the justices. It is place that will be reflect the professional job they do representing the student body of SBVC.

Recommendations will be put in place to assure that the newly elected Student Body Officers elected for the 2013-2014 school years and years to come receive initial training during the summer to prepare them for the job for which they have been elected.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Staffing is still a challenge. There has not been consistency in the position of Director of Student Life since 2008. Although the program has sustained its' level of operation and in some respects has increased its' offerings there are area that supper: planning, data collection and analysis and program expansion. Currently there are meetings with members of the athletic department to promote school and team spirit and support on campus, but with inconsistencies in leadership it takes an extreme amount of time to develop and complete any plan. There has been one constant in the department for a year and that is the position of the Campus Center Student Activities Specialist who has maintained club growth. Associate Student Director with the assistance of an interim director has increased activities and assistance to clubs on campus. This office needs a consistent director and a strong support staff. There are too many facets to this department and too little support. If the campus want to promote activity there either needs a strong secretary II or a full-time strong secretary I and a half-time secretary.

The Commencement budget of the college is not adequate with the ever increasing price of food, decorations and labor. The Associate Student Government has offered to undergird some of the expenses and will reflect this continual in its' developmental budget for 2013-2014 to hopefully maintain that continual financial assistance for commencement. This year's budget provided by the college was \$29,000 with expenses of more than \$40,000.

The development of the budget by this years' Associate Student Government Directors will reflect the designation of funds to maintain new projects that were implemented this year. The constitution is being re-written to strengthen the requirement for accountability for student directors.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The program has revived the number of clubs on campus regaining 15 % of that which was lost in the past 5 years. All of these are new clubs, not revisions. The increase of vendor listings for use of the ASB discount has increased 200%. There is continual support of the Cesar Chavez commemoration dinner, Black History month events, Women of Color Women History Month dinner sponsored by Tumiani, Raku Dinner by the art club, visit to the Simon Art museum and promotion of understanding of those with disabilities. The campus is diverse in culture, ethnicity, age, gender and thought. We are fortunate that we have clubs that represent every group.

The Office of Student Life has its' own website and with the assistance of DCS it will be upgraded this year. The cyber lounge now has the SARS program that will record usage by students of the computers in the cyber lounge. A Printer has been installed in the cyber lounge that will permit students to print their various documents for a minimal cost.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

Demographic data was a weakness of the program and yet remains a weakness. The lack of consistency in the director position has not allowed for stability in reviewing program weakness and/or to develop a complete a plan to rectify the problem the Week of Welcome, Club Rush and Club Wars. Although numbers have been collected it has been inconsistent so a determination of progress of lack thereof would be at best an estimate. The increase in clubs, vendors for the ASB discounts and number of ID's issued are the only numbers collected consistently. The number of active clubs have been recovered 15% having dropped to 25 clubs and established 6 new clubs for a total of 31 clubs. The number of vendors who accept the SBVC ASB sticker for discounts is now 25 up 240% percent from the previous number of 7 vendors. Distribution of Student ID's remains constant or consistent averaging 3600 new ID's issue each academic year.