

**Program Efficacy Report  
Spring 2013**

**Name of Department:** Student Life

**Efficacy Team:** Stacy Meyer and Yon Che

**Overall Recommendation (include rationale):** Conditional

The Student Life is an indispensable program for San Bernardino Valley College. They provide opportunities for our students to explore different activities on and off Campus. In addition, they oversee countless programs and services to our students. Also, every year, the program prepares for the Commencement ceremony, which is the biggest celebration of the SBVC.

However, the Efficacy document does not adequately reflect the efficiency of the program largely due to a lack of current data and their analysis. The EMP summary must be updated as it is from 2008/2009 academic year. There have been no studies or surveys completed over the last 2.5 years. The program was challenged with the collection of demographic data since the last Program Review; however, no improvements have been made. Due to a lack of data, the program was not able to make stronger case in Student Success and Productivity. The Planning section was vague in its explanation of how the program plans to address their strengths, achievements and challenges in the future.

The rationale for the probationary ruling was due to the following areas that received "Does not meet" rating:

- Access
- Student success
- SAOs
- Productivity
- Trends
- Accomplishments and strengths
- Challenges
- Previous *Does not meet* categories

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
	<b>Part I: Access</b>	
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>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.</i>

**Efficacy Team Analysis and Feedback: Does not meet**

The document states that the program has not been able to collect the internal demographic data due to constant changes in the director position during the last five years. The document addresses plans to collect data through the SARS system. However, it is noted that these data may not accurately represent the demographics serviced by the program as they will only reflect the students who use the computers in the Cyber Lounge. The evaluation committee feels that the program needs to develop additional survey instruments that will collect more complete demographic data of the program.

When the Spring 2014 semester began the program developed a written survey that was/ is randomly being given to students or potential students when they come to the Office of Student Life. Students are asked the purpose of their visit, if their questions were answered to their satisfaction or if they received the service (s) they wanted and whether or not it was satisfactory. Students were also asked how many times in a given month did they visit the office and lastly how was the service.

To date 161 surveys have been distributed. The majority responses have been favorable. 90% completed the survey in its entirety. 86% visited the office only once in this period, 6% twice, 3% three times and 5% seven times. 86% were extremely satisfied with the service they received, 6% satisfied .05% dissatisfied and 7% did not answer the question. 75% were extremely satisfied with the interaction with the staff, 28 % were satisfied with the interaction with the staff and there was no response from 7%. 60% of the students were Hispanic, 25% White (Non-Hispanic), 11% African American, 4% did not identify.

During the Fall semester: 1739 New ID Cards were issued which included 1559 Associated Student Government discount stickers and 859 Replacement cards for a total of 4157.

As anticipated the Spring semester number of New ID Cards is only 891 slightly less than 50% of the Fall semester, however that number may increase, if the number of new students increases with late start classes. However the difference in the number of ASG discount sticker purchased so far for the Spring semester is slightly less than 18%. This can be contributed not only to the number of new students, but also students who may not have bought the sticker in the Fall but decide to make the purchase in the Spring. These students did not receive new cards just added the discount sticker.

The Office of Student Life is responsible for the new information kiosk on campus. Initially hours for the two kiosk station was 8:00am-5:00pm Monday thru Friday. Based on the data that has been collected from the 4,065 individuals who have visited the kiosk, hours of operation have been changed to 8:00am-5:00pm Monday thru Thursday. Friday hours are 8:00am-2:30pm for the kiosk located near the administration buildings. The kiosk placed in front of the Greek Theatre is 8:00am-12:00 noon.

<b>Pattern of Service</b>	<i>The program's pattern of service is not related to the needs of students.</i>	<i>The program provides evidence 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.</i>
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**Efficacy Team Analysis and Feedback: Meets**

The program responds to the needs of students and the community through their service pattern. The office is open Monday through Friday all day. Weekend and extended day and evening hours are also available. The program oversees several programs and services on campus. In addition, they assist the students with the Student Identification Cards and the Associate Student Government Discount stickers. The program also provides assistance with Announcements, Student Body election ballots and templates for club constitutions.

**Part II: Student Success**

<b>Data demonstrating achievement of instructional or service success</b>	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.</i>
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**Efficacy Team Analysis and Feedback : Does not meet**

The program goals are identified in the EMP summary (2008/2009), however, the document does not provide any data to support that these goals are advancing. In addition, it is noted that the document addresses only one of the three program goals. The other two goals are not addressed at all. Furthermore, the evaluators would like to know the linkage between the activities described in the document (such as budget training sessions and participation in a national conference) and the program goals stated in the EMP summary.

**9 students attended the National Student Advocacy Conference, November 2012 in Washington DC where they attended workshops conducted by professional lobbyist, legislative assistants and even the legislator themselves. They obtained information about bills that affect funding sources for education, Assembly Bills that may have adverse effect on the rights of young people who through no fault of their own are found to be illegal residents of the only country they have ever known and how to voice their concern in these matters. The result of this experience help prepare them to be more effective in preparing for the annual March in March event to the State Capital of California in Sacramento. These 9 students were able to conduct workshops for 143 of their peers on campus to not only instruct them how to obtain appointments with their State Representatives, but also how to present questions about bills and initiatives that they believe to be of importance, as well as ask for support for the same.**

**This experience has carried over into Fall and Spring of 2013-2014. Associated Student Government sponsored a San Bernardino City Mayoral Candidacy form on campus that attracted 250 students to hear from candidates who were running for office before the primary election. Three months later 85 students met with mayoral finalist to question them about the problems they see in the city and to hear these candidates plans for solving the problems. Prior to this meeting 18 students from Student Government visited with the mayor of what appears to be a progressive city in the area to question him about how he has worked with his constituents to advance his community.**

**Prior to the beginning of the semester and throughout the semester the members of Student Government have had training sessions on how to read their budgets, how to create Purchase Requisitions and Purchase Orders and how to pay their bills. As a result they are beginning to understand the spending process and can determine what percentage of their budget has been spent thus allowing them to know how to plan for future events.**

*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*

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**Student Learning Outcomes and/or Student Achievement Outcomes**

**Efficacy Team Analysis and Feedback : Does not meet**

The document provides a list of financial contributions made by the program to the entities of SBVC in addition to the events they participated on and off Campus (the document does not indicate when these events took place). However, it is not clear how these examples demonstrate that the program has made progress on SAO's.

The financial contributions that are made to the students and the college by the Associated Student government assist with the broadening of educational opportunity and awareness through exposure to some of the leading colleges in California, assistance with books for students who do not qualify for financial aid; numbers of books placed on reserve in the college library, employment opportunities for students, athletic equipment and new and more sanitary drinking fountains (six) on campus.

To date \$30,000 has been contributed to the campus library to increase the book reserve. \$12,000 was given to the Transfer Center to send 35 students and two chaperones to visit UC Berkeley and UC Santa Cruz and attend one cultural event while in route to the colleges. Three students applied, were accepted and currently attend UC Berkeley. This will be repeated Spring 2014 with students attending different colleges. \$72,000 contributed to athletics assisted with purchase of much needed equipment for classes and intermural sports competition .Participation in athletic programs not only teaches a student a sport, but promotes team building, decision making skills and physical fitness.

What was once the SAP or Student Assistance Program has been adopted by the Associated Student Government. The end result 180 students have been able to borrow books for the semester to use for their classes.

<b>Mission and Purpose</b>	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
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**Efficacy Team Analysis and Feedback: meets**

The mission of the program correlates with that of SBVC in that they believe in the value of diverse experiences outside the classroom and that such experiences will lead to the quality education.

<b>Productivity</b>	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
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**Efficacy Team Analysis and Feedback: Does not meet**

The document states that the program has been productive in the following areas:

- Consistent student leadership during the 2012/2013 school year
- Increase in the numbers of the clubs from 30 to 32
- Immediate response to request and complaints 98% of the time
- Customer service in general

Although the program claims that they have been productive in these areas, there is no data to support the claim. The program addresses their plans to develop a customer satisfaction survey to collect data. However, the evaluation committee feels that there is a lack of specifics in the description of these plans.

**95% of the Student Senators remained active through the end of the school years. 50% of those who did not transfer or graduate were re-elected to office and have made some significant contributions to the college community.**

Surveys distributed through the Office of Student Life showed customer satisfaction 90% of the time. Visitors to the office were asked to rate response time to their service request, satisfaction with service; if they had a complaint the immediacy of response to the complaint and were their needs or request met. They were asked to do a rating on a scale from 1 to 5 with 1 least satisfactory, 2 somewhat satisfactory, 3 satisfied, 4 greatly satisfied, 5 no comment.

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

**Efficacy Team Analysis and Feedback: Meets**

The document provides a list of diverse activities the program participated on and off campus. The evaluation committee would like to know when these events took place and their purpose.

The Content Review Summary is not applicable for this program.

**Part IV: Planning**

**Trends**

*The program does not identify major trends, or the plans are not supported by the data and information provided.*

*The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

**Efficacy Team Analysis and Feedback: Does not Meet**

According to the program, there are two major trends: 1) a decrease on the number of students on campus due to an increase of on-line classes, 2) an increase on the number of discipline cases among students with mental health issues.

The major trends in the field are identified; however, the document does not provide data or research to support their statement. The program addresses that the role of Student Government may change in the future due to the trend #1. However, they do not discuss plans to address this change. While the document describes how the program is coping with the trend #2, further discussions must be provided on how this trend will be incorporated into planning.

**More and more Student Government has been utilizing social network media to contact and converse with students all, students who are on campus and those who attend on line. Student Government and the various clubs are taking advantage of twitter and facebook to inform students of services and events that occur on campus.**

**There is a website for clubs and Student Government. Access to this site cannot be given to multiple numbers of students (club leaders, individual government members), therefore the Campus Center Specialist and 2 to 3 trained student workers will be responsible for updating the website. Only information that has been review and approved by the Campus Center Specialist will go live on the website.**

**Student Board Meeting times, agendas and locations will be placed on the ASG website in the future so that all students on campus will have access to this information. Just as agendas are placed on campus 72 hours prior to a Board meeting the same will be done on the website.**

**What appears to be a rise in student discipline problems was not presented correctly. To make a blanket statement that these are student with mental health issues is incorrect. It should have been stated that students more and more appear to be living stress filled lives. There appears to be more displays of disruptive behavior in class rooms and throughout the campus. There has been a 10% increase of such behavior reported to the Office of Student Life, which also handles discipline. One attempt at correcting this behavior is a referral to anger management classes. Students must provide documentation that such classes have been attended. If the behavior persist the student is suspended for a designated amount of time.**

**Accomplishments**

*The program does not incorporate accomplishments and strengths into planning.*

*The program incorporates substantial accomplishments and strengths into planning.*

### **Efficacy Team Analysis and Feedback: Does not Meet**

The program must update the EMP summary as it provides information for 2008-2009 academic year only.

Although the program identifies their achievements based on the goals stated in the EMP summary (assuming that the goals remain the same for 2012-2013), the evaluators feel that it is still vague how some of these accomplishments are being incorporated into planning.

The document addresses their accomplishments on the positive visibility of the Office of Student Life (such as relocation of the Associate Student Body to a newly furnished facility, upgrading the Student Lounge with new furnishings and providing individual offices for executive offices and justices). The evaluators would like to see how these newly furnished facilities will be used to promote student success in the upcoming years.

The document states that the visibility of the Student Senators has increased 100% due to newly introduced activities such as bingo games, and pep rallies. While the evaluators agree that these events are strengths of the program, there must be further discussions on how they will be incorporated into planning.

The document discusses the training opportunities that might be available to the newly elected Student Body Officers for the 2013/2014 school year. These opportunities will help the students to develop and identify leadership, which is one of the goals stated in the EMP summary.

**The relocation of the Student Senators has allowed them to operate more independently. Student Workers have been hired to provide office support service so that there is someone available throughout the day to answer student's questions specifically pertaining to the role of the Student Senators. Students go directly to this office to either meet with the senator who is responsible for their area of concern or they can make an appointment to see their senator. This independent office has allowed student government the flexibility to work in their office after the Office of Student Life has closed. This gives them a designated location to work on planning events, making banners, flyers, etc. for publicizing events and sometimes just brainstorming sessions about the development of new programs. In that designated area they have created a textbook library to loan books to students who need textbooks. This activity is being incorporated into their bylaws for consistency. Part of their plan is to incorporate a means of providing a food program to give a hungry student a small meal. The intent is to replace the SAP or Student Assistance Program. This program has been re-named Student Resource Services. This program will be adopted in to the Student Government by-laws of the constitution and a Trust Account will be established to that this program can remain after this group of senators have moved on.**

<b>Weaknesses/challenges</b>	<i>The program does not incorporate weaknesses and challenges into planning.</i>	<i>The program incorporates weaknesses and challenges into planning.</i>
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**Efficacy Team Analysis and Feedback: Does not meet**

The document provides an analysis of the weaknesses and challenges that the program is facing. The inconsistency in the position of Director of Student Life and the lack of strong supporting staff are the main factors that contributed to the failures in data collection and their analysis, planning and expansion of the program. While the evaluation committee understands these challenges, the program must address how they will cope with these obstacles in the upcoming years.

The insufficient budget of the College for the Commencement is an additional challenge. The evaluators appreciate the discussion on the concrete plans to remedy this challenge.

**Some consistency for the program was maintained by having the same director for a full year. As a result some surveys have been developed and distributed. They are now been refined because we are finding there is more information needed and wanted. There has been a discovery that the ID Card equipment can collect for the department more than just the number of cards issued, but it can be programmed to collect gender, age and ethnicity can be captured by cross referencing with ID numbers. As we explore and discuss more and more the capability of the college technology the office will be able to develop the means by which to collect data about students who never or rarely visit the campus. Thus we will gain insight on how to connect with these students and engage them in truly being a part of the campus**

**Part V: Technology, Partnerships & Campus Climate**

<i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i>	<i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i>
<i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i>	<i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i>

**Efficacy Team Analysis and Feedback: Meets**

The program actively promotes clubs which represent the diverse College population. These clubs offer diverse cultural experiences to other students. There are numerous events held by the program all year. The events include Cesar Chavez commemoration dinner, Black history month, Women of color and Women's History month dinner and Raku dinner as well as field trips to the Simon Art Museum. The program also promotes understanding of people with disabilities.

The program runs its own website which will be upgraded this year. The Cyber Lounge has computers and a printer for the convenience of the students. The implementation of the SARS program on the computers not only records usage by students but also it will be used to collect demographic data in the future.

**Part VI: Previous Does Not Meets Categories**

<i>Program does not show that previous deficiencies have been adequately remedied.</i>	<i>Program describes how previous deficiencies have been adequately remedied.</i>
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**Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Does not meet**

The document states that the demographic data was a weakness and still remains a weakness. In addition, there has not been any development of the plans to rectify the deficiencies in the Week of Welcome, Club Rush and Club Wars. The committee remains unclear how much remedy has been made to the previous deficiencies as there is no information available for comparison.

The program discusses the improvements made on the number of active clubs (from 25 to 31), the number of vendors who accept SBVC ASB sticker for discounts (from 7 to 25 stores). Also, they maintained the number of ID cards issued.

**Although the events Week of Welcome, Club Rush and Club Wars were being held there appeared to be either very little data collected or minimal participation by students.**

**~~Week of Welcome has become not just a week of saying welcome but a week of soliciting information and providing information. Day one a student survey was conducted by ASG asking students what they would like to see happen on their campus. A little incentive, some school supplies, were handed out to get students to complete the survey. Eight hundred students responded. Day two students were educated about Sun Safety and preventive measures to take to prevent Skin Cancer. Again an incentive for participation was given, Sun Screen was given away to 519 students. Day three which was the last day information was shared about protecting the environment. Once again students were given an incentive a water bottle and a green canvas bag with wording inscribed with words about protecting the environment. Until overall campus spirit is re-built the attraction to get student participation seems to be a give away.~~**