Cañada College

Program Review for

Student Activities

Submitted June 2, 2009

Program Review Team Members and Approvals

Program Review Team Chair:

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Aja Butler

Approvals:

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Vice President of Student Services

Section I: The Unit Overview

Mission

The Office of Student Activities creates a learning environment outside of the classroom by:

- Providing services, activities, and information that promote leader development;
- Encouraging student participation in campus life (i.e. clubs, student government, volunteer activities, events, etc); and
- Supporting student success in leadership roles and processes.

Historical Background

Historically Student Activities departments have been responsible for providing a variety of programs and services, including cultural events, leadership development, campus entertainment, off campus trips, as well as advising student clubs and student government.

Activities and services are designed to support learning outside the classroom by presenting a variety of ways for students to engage in co-curricular activities.

The Office of Student Activities oversees the club registration process, provides support for student clubs, advises the Associated Students of Canada College, presents campus events, provides leadership training, organizes community service events, distributes student body identification cards, and develops the Student Handbook.

Department Strengths

- Multicultural programming
- Assessing activities and trainings
- Implementation of policies, procedures, and processes for clubs and organizations
- Awareness of current trends and research in leadership development
- Relationship with the Associated Students of Canada College
- Leadership development and training for student government leaders
- Interacting with different departments, faculty, and programs
- Organizing community service activities
- Management of the Student ID program
- Department handbook for employees
- Student Organization Handbook

Current Opportunities

Currently the Office of Student Activities is implementing new ideas that use technology as a tool to connect with students, train club officers, collect information, and complete assessments.

- Online Club Orientation—Web Access
- Wufoo (online form generating program)—Many forms club officers need to manage a club are now available online. This provides students with continuous access to forms.
- Office of Student Activities Listserv

- Online event calendar using Google Apps
- ASCC SharePoint site
- Office of Student Activities DVD

Challenges

- Communicating with club officers and advisors
- Presenting events for various student populations (e.g., student parents, international students, etc)
- Providing leadership development for club officers
- Programming for commuter students

Section II: Review Report

Staffing and Organizational Structure

Coordinator of Student Activities

The Coordinator is responsible for overseeing department operations, supervising staff, developing and implementing programs and activities, approving various requests, advising the ASCC, implementing policies and procedures, developing documents, publications, handbooks, and assisting clubs and organizations.

Student Assistants

Student Assistants are responsible for general office duties, posting flyers, assisting with department programs and events, scheduling off campus vendors, providing vending machine refunds, updating department bulletin boards, distributing Student I.D. cards, and contributing to the organization of the office.

Staffing Challenges

Currently the Coordinator of Student Activities is the primary staff member in the department. The lack of additional staff support limits department goals in three main areas:

1. Outreach to clubs/organizations and advisors
2. Leadership development for club officers
3. Development of new programs and/or comprehensive programs

The addition of an office assistant would help to increase the effectiveness of the department. For the 07-08 academic year the department acquired an office assistant. The presence of the office assistant allowed for increased consistency in department office hours, providing students additional opportunities to access services and information; the development of a discount card program; generation and dissemination of department information in a timely manner; improved service and satisfaction to students, faculty, staff, and community guest.

Programs and Services

The OSA presents activities that address four main areas: multiculturalism, community, civic responsibility, and leadership. For a complete list of activities see appendix A.

Multiculturalism

Activities and programs are presented that increase students' intercultural competence; invite exploration of values, beliefs, and attitudes towards others; exposes students to different customs, cultural heritages, lifestyles, and perspectives; promotes respect and appreciation of differences; encourages and practices empathy; and recognizes systems of oppression.

- LGBT Awareness Week
- Rosh Hashanah Display
- Black History Month

Community

Social, cultural, and educational activities are presented that increase student interactions with each other and College staff; values the contributions of others; and maintains community standards of respect, civility, collaboration, and citizenship.

- Club Day
- Spring Concert Series
- ASCC Faculty Staff Luncheon

Civic Responsibility

Volunteer and service learning activities are presented that allow students to address and/or explore local and national issues; promote social justice; take responsibility for their communities; and work collaboratively with others to create change.

- Habitat for Humanity
- Glide Memorial Church
- 2nd Harvest Food Bank

Leadership Development

A combination of traditional and emerging leadership theories and practices are used to develop leadership training activities for student government leaders. Through retreats, in-service trainings, and a leadership skills course students participate in activities, discuss leadership theories, and reflect on personal leadership qualities and skills. Students also attend conferences and leadership trainings off-site. In the summer of 2007 two student government leaders participated in LeaderShape.

- ASCC Leadership Retreats
- Leadership Skills course
- Ropes Course
- General Assembly
- LeaderShape

The OSA uses a variety of presentation methods, including:

- Lectures
- Experiential activities

- Workshops
- PowerPoint presentations
- Podcasts
- Musical & Theatrical performances
- Art
- Displays

Support for the College mission and goals

Activities and programs provided by the OSA support the College mission in that they foster students' personal development and academic success. Through multicultural programs, social activities, volunteer opportunities, and leadership trainings students gain life and personal skills, learn about other cultures, create positive change in their communities, and develop their leader identity. Activities also support the creation of a co-curricular environment that contributes to personal growth and success.

Assessment

The following methods are used to assess activities and leadership trainings:

- Student learning outcomes
- Pre and Post assessments
- What, So What, Now What reflections
- Journal Reflections
- Activity Evaluations
- Survey—Survey Monkey
- Graphic Recording
- Pictures

See appendix B for samples

Strengths and Weaknesses

Areas of strength in programming include: multicultural programming, assessment, leadership development training for student government, community service activities, and interacting with faculty, staff, and departments.

Areas of weakness include: communication with clubs/organizations, educating advisors on policies and procedures related to clubs/organizations, promoting activities and clubs, and leadership development for clubs/organizations.

The following changes would help the OSA address the above listed areas of weakness.

- Development of an intern program that use graduate students to perform basic office duties and work with the Coordinator to develop workshops for student leaders,
- Advisor handbook and online training modules,
- Creation of a comprehensive training/development program for club officers that incorporates distance learning methods and podcast,
- Development of Marketing materials (brochures, video podcast, etc), and
- Improved website that allows for more interaction among users.

Student/Constituency Satisfaction

For a majority of the activities offered by and/or in collaboration with the Office of Student Activities, program evaluations are distributed to attendees as a way of gaining feedback from participants. Members of the ASCC also complete evaluations regarding retreats, advisor performance, and in-service activities. In the spring of 2008 the Canada College student body was invited to complete a survey on Student Involvement at Cañada College.

Program Evaluation: Lecture by Renee Saucedo "Immigrants Fighting For Their Rights"

This event was offered as part of a series of activities for Cesar Chavez Day during spring 2007. Participants were given a program evaluation that included the following questions:

1. Please list 1-2 things that you learned and will use from this activity
2. One thing you would change about this activity
3. Please rate the items a-d using the scale below:
   a. Content matched program description
   b. Presenter was knowledgeable
   c. Presentation style was effective
   d. Activity materials were useful
      *The scale was 4-1, agree to disagree

Overall participant responses were positive:

- 89% of the participants that answered question 3. a., felt the content discussed during the lecture matched the program description. This information is important because it lets the Office of Student Activities know that the program was appropriately marketed to the campus and that the information shared during the lecture met attendees' expectations.
- 93% of the participants that answered question 3. b., found the speaker to be knowledgeable. This information is useful because it informs the Office of Student Activities that the speaker is considered a credible source on the topic of immigrant rights and immigrant labor laws. For future events exploring similar topics this speaker would be a good resource.
- An estimated 5% of participants that answered question (3. c.), did not find the presentation style effective. Similar to question (b), these results support the perception that the guest lecture is an effective speaker and presents information in a manner that 83% of participants found effective.

ASCC Retreat Evaluations

Before every retreat goals and objectives are identified and used to structure retreat activities and sessions. For the 2009 Winter Retreat, each senator was given an ASCC Winter Retreat Pre-Assessment. Senators were asked the following questions:

1. ASCC really needs to work on…
2. I would like to gain more information about…
3. I am looking forward to…at the retreat.
4. Something I absolutely do not want to do at the retreat is…
5. I really hope the retreat helps the group…

From the responses a mission statement and learning outcomes were established. Activities were designed to support both the mission and learning outcomes.

Retreat Mission Statement

The purpose of the ASCC winter retreat is to build trust, improve communication, practice community building, and plan for the spring semester. Retreat activities will also focus on promoting citizenship among senators.

Learning outcomes

1. Senators will be able to name something new they learned about a fellow senator
2. Senators will express trust toward another senator.
3. Senators will identify themselves as citizens of Canada College.
4. Senators will be to create and implement group expectations.
5. Senators will be able to work in teams to solve problems and complete tasks.

During the retreat pictures were taken to document activities where students expressed trust, community building, planning, and decision making. Senators also responded to a survey that included the following questions:

1. Did the retreat meet your expectations? Why or why not?
2. Please rate the following activities and/or presentations as (useful, somewhat useful, not useful, or did not participate):
   a. ASCC Orientation
   b. Session on the Brown Act
   c. Parliamentary Procedures
   d. Life Make activity
   e. Community tree
   f. Discussion on citizenship
   g. Brainstorming student concerns
   h. Ropes course
3. Using the following scale (A=excellent, B=Good, C=Satisfactory, and D=Poor) to rate the retreat location:
   a. Food
   b. Facilities
   c. Location
   d. Ropes Course
4. What additional areas do you think ASCC needs to work on?

Brief Summary of Results

- Of the eight students that completed the survey, six answered the first question. All those that responded felt the retreat met their expectations.
- Example response: "Yes! I got to know everyone, had fun, and learned more about ASCC."
- For the second question:
   o All eight students responded. All eight students found the ASCC orientation to be useful. This occurrence reveals how important it is for students (new and returning) to be continually reminded of the ASCC mission, structure, constitution, and history.
   o Students also enjoyed the Community tree activity; seven responded that the activity was useful. Again this occurrence shows how important it is for the students to feel connected to one another and build community within the ASCC.
   o The life map activity received the lowest number of responses (three) for usefulness. Four students found the activity to be somewhat useful. I find this to be surprising since it was an activity that allowed students to share their personal history with each other; especially since students expressed that they wanted to learn more about each other.

o   Students were also able to provide comments under this section. Suggestions from this question included: more icebreakers and hands on activities, and more time during the ropes course. For future retreats I would incorporate more interactive activities and other activities that allow students to learn about each other in a fun and interactive way.

Feedback from the survey will be used to improve future trainings and retreats.

Survey of Student Involvement

For the spring 2008 term the Office of Student Activities administered a survey using surveymonkey.com to assess student participation in clubs and campus activities. The survey was also conducted with the purpose of:

1. Identifying barriers to students participating in campus activities and student organizations
2. Identifying student interests and needs around campus activities
3. Developing a plan to increase student involvement in OSA events and student organizations

Email addresses for students that have completed 18 units or more at Cañada College were acquired from the Office of Instruction. Students were sent an email announcement about the purpose of the survey and a link to the survey. A total of 2,719 email messages were sent out. Of the 2,719 email messages 105 "bounced back", bringing the total number of sent messages to 2,614. The survey was available for students to complete from April 30, 2008 until May 23, 2008. Two reminder messages were sent to students in addition to the first initial message. Nearly 11% (n=297) of the surveys were returned.

The following includes a summary of the survey results. A complete report of the survey results can be found in the appendix.

Brief summary of results

- 76.6% of students are unaware of the services provided by the office of student activities.
- 33.3% of students know the office of student activities is located in building 5.
- 50.4% of students think the office of student activities is located in building 9.
- 71.1% of students participate in campus activities 0-1 times a semester.
- The top three factors that prevent students from attending campus activities are: work schedule, family responsibilities, and homework.
- Students are 78.6% more likely to attend an event if their instructor offers extra credit. Compared to 56.4% of students that said they were more likely to attend an event if free food was offered.
- 61.7% of students would most enjoy attending a concert on campus. Other types of events students would like to see on campus include: flea markets, internship fairs, family oriented events, and dances
- 6.1% said the Office of Student Activities is a useful way to receive information on campus activities. The most useful ways to get information to students about campus events include: Email announcements (71.2%), Class announcements (69.3%), and posters, fliers, and table tents (60.6%).

From the survey results the following goals were develop:

1. Increase the visibility of the student activities office,
2. Collaborate with faculty to identify activities and lecture topics that support their curriculum,
3. Increase use of technological tools (e.g., listservs, email addresses, facebook, etc) to inform students of events and activities.

D. Facilities, Technical Infrastructure, and Resources

<u>Facilities</u>

Currently the office of student activities is located in building 5 across from the cafeteria. Although the location is "visible" from the cafeteria, the office lacks distinction and cohesiveness. Many students don't know they are in building 5. It is not uncommon for a student to come into my office wondering where they can find building 5. The signage used to identify the student activities office is located on the opposite end of the main door and hangs on a small sign from the ceiling. Additionally the office number is labeled in small white letters that are barely visible on the door. The poor signage used to identify building 5 combined with the poor signage used to identify the student activities office makes it difficult for students to know the office location.

If students are unaware of the location of the student activities, then they will be less likely to access the office and/or have knowledge of the office. This occurrence greatly impedes my ability to fulfill the mission of the student activities office because students do not access the student activities office or view it as a resource for campus activities and leadership development because they may not know that it exists.

The size and design of the space is also a barrier. In addition to offering campus events and leadership training for students, the office of student activities is responsible for overseeing clubs and organizations and the Associated Students of Canada College. The current design of the office lacks cohesion, because space for clubs and offices are spread out throughout building 5. A single office space for clubs, the ASCC, the Coordinator of Student Activities, and student activities staff would improve the success of the office of student activities because it would provide for a specific location where students could find information about campus activities, clubs, interact with ASCC, hold meetings, plan for events, and participate in leadership workshops.

<u>Technology</u>

Technology currently being used by the office of student activities include: a website, online forms, listserv, and a department email address. Although these resources help the department promote activities and opportunities among the student body, the tools lack the sophistication and features, that technological savvy users are becoming accustomed to using. The website is very basic, lacking the ability for interaction with users and flexibility with the design and presentation of information in a way that is interesting to students (i.e., animation, videos, blogs, etc).

The website is a critical component to increasing students' knowledge and awareness of department services and activities. However, if students are not accessing the website or do not consider it a useful way to acquire information, then it is of no use and it does not contribute to the success of the office mission. Another concern is the absence of a link on the main college website for student life. I think this occurrence further reduces students' knowledge and awareness of the department, making it even more difficult to fulfill the department mission.

<u>Financial Resources</u>

E. Outreach and Collaboration

Over the past four years the Office of Student Activities has worked with a variety of departments, programs, and faculty members on such activities as: class presentations, lectures, field trips, workshops, community service activities, and various multicultural events.

Partnering departments and programs include:

- The First Year Experience, Counseling,
- Crossing Borders
- Transfer Center,
- Learning Center,
- Library,
- Outreach Office,
- TRIO Student Support Services,
- Upward Bound

Some faculty partnerships and supporters include:

- Anna Budd, Drama Department: Tough Guise Presentation
- Elizabeth Terzakis, English: Presentation on the Death Penalty
- Chuck Carlson, History: Lectures for Black History Month and a Lecture on Sweatshops
- Yolanda Valenzuela, English: Dia de los Muertos activities
- Lezlee Ware, Political Science
- David Clay, English

Partnerships with faculty and various campus programs and departments are extremely important to the success of the department, because they allow for greater outreach and participation by the student body. In addition to offering experiences and information that compliment faculty curriculum, collaborations with faculty allow teachers an opportunity to present on special topics that they may not be able to discuss in class because of time constraints and/or course description limitations.

Strengths

- Working relationship with faculty, departments, and programs
- Communication with the campus community about events and activities
- Support (financial, in-kind donations, attendance, etc) for department and program activities

Weaknesses

- Advance (i.e., a semester in advance) planning with faculty to determine activities that support course curriculum
- Having general information about the department early in the semester for departments and faculty
- Interaction with science, business, and art faculty

Some changes that would help increase the effectiveness of the department with regard to outreach and collaboration include:

- Reaching out to faculty a semester in advance to plan events
- Developing and distributing a basic brochure or handout on the Office of Student Activities for departments and faculty
- Identifying areas of collaboration with science, business, and/or art faculty

Section III: Needs Assessment

A. Human Resource Needs:

- A part-time office assistant
- Funding for overtime expenses and professional development for the Coordinator of Student Activities

B. Instructional/Service Needs:

- Funding for resources (books, training programs, subscriptions, etc) on college student development, leadership development theory

D. Technical Equipment and other Resource Needs

- New website design
- Increased visibility on the Cañada College main page
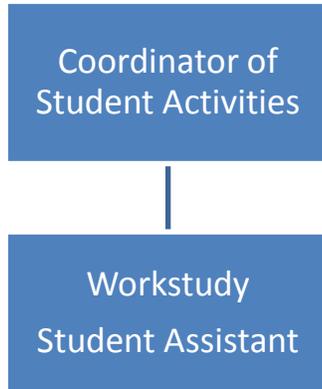
E. Facilities Needs

- More effective signage identifying the department location
- Centralized location that includes space for student clubs, the ASCC, meeting rooms, student ID cards, private office for the Coordinator, and reception desk and area

F. Marketing and Outreach

- Funding for printing brochures
- Logo design
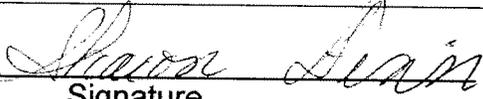
Section IV: Appendices

A. Unit Organization Chart

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┌─────────────────────┐
│    Coordinator of   │
│  Student Activities │
└─────────────────────┘
           │
┌─────────────────────┐
│     Workstudy       │
│  Student Assistant  │
└─────────────────────┘
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B. Five Year Program Staffing Profile

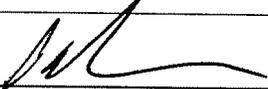| Position	2005	2006	2007	2008	2009	% Change from Year 1 to Year 5
Administration	0	0	0	0	0	0%
Bargaining Classified Staff FT	0	0	0	0	0	0%
Bargaining Classified Staff PT	0	0	0	0	0	0%
Non-Bargaining Classified Staff FT	1	1	1	1	1	0%
Non-Bargaining Classified Staff PT	0	0	1	0	0	1%
Student Workers	3	2	2	1	1	
Faculty FT	0	0	0	0	0	0
Faculty PT	0	0	0	0	0	0

CAÑADA COLLEGE

PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: **Student Activities**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean
_____ Signature
Comments:

#2. Curriculum Committee Chair Sharon Finn
_____ Signature
Comments:

#3. College Vice President   Peter Barbatis
_____ Signature
Comments: