

Student Services Comprehensive Program Review: Comprehensive Student Life Program Review- 2023/2024

Main

Program Review Year

2024

Division

Student Service Area

Department

Student Life

Subject

Overview

Department/Program Name Comprehensive Student Life Program Review- 2023/2024**Year of Last Comprehensive Review** Fall 2018**Year of Last Mini Review, if applicable****Preparer's Name** Johnson, Raniyah**Area Dean** Howard Willis

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Willis, Howard

Overview of the Department/Program

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

The Mission of the Office of Student Life (OSL) is to provide and support quality student life services through a DEI lens by empowering students to achieve their academic, career, and personal goals. Through the promotion of opportunities and experiences beyond the classroom that encourage learning and student success on campus, the Office of Student Life provides a link between students' classroom experiences to activities outside of the classroom:

- To provide learning experiences that stimulates and encourages social, cultural, intellectual and recreational interactions.
- To encourage services, programs, and events to educate, advocate, entertain and challenge our students understanding of the world around them.
- To provide students the necessary tools and resources for their individual and student organization success as well as supports student advocacy efforts.

The Office of Student Life exists to create a unique student-life experience exclusive to Evergreen Valley College. The Office of Student Life works to have all EVC students understand their power to transform their lives and communities. We strive to provide a welcoming campus environment that supports student recruitment, retention, and the achievement of academic and career goals. We oversee and assist in developing activities, events, and programs designed for the social, cultural, educational, and leadership development of students, basic needs resources that support the retention of students, student's rights and resources through the student grievance process and Title IX, and opportunities for restorative justice through the Student Code of Conduct Process.

The Office of Student Life's program's development continues to be shaped by existing legislation and the students' and community's cultural and personal needs. The Office of Student Life encompasses several areas on campus: Basic Needs, Campus Safety and Title IX, Student Rights and Grievance oversight, Student Misconduct, Diversity and Equity Initiatives, LGBTQ+ Support and Resources, EVC Associated Student Government, student organizations, campus activity scheduling and coordination, freedom of expression campus liaison, leadership development program, civic engagement opportunities, community partnerships, and outreach and retention.

Program Goals

The goals of the Office of Student Life are as follows:

- Develop student leadership programs on EVC's Campus
 - Develop services and educational experiences that promote student success and development.
 - Build a strong and equitable campus community.
 - Establish and support student organizations.
 - Provide cultural, multicultural, recreational, social, and civic engagement programs and resources
- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Three goals were set during the last comprehensive program review:

Goal 1: Develop services and educational experiences that promote student success and development. OSL develops services and educational experiences that promote student success and development. Over the past three years, OSL worked to increase opportunities for co-curricular programs, activities, and services to promote student learning and success. Through these efforts, OSL has emphasized skill development, created inclusive environments where students can explore their identities and celebrate diversity, and prepare for future endeavors. OSL completed the following opportunities to develop critical thinking skills throughout the student leadership experience.

Team Building and Training

Student Leaders improve cooperation and communication skills, while developing critical thinking skills in the following training:

- Solving problems and making decisions.
- Student Representation and Committee Training. Students Gain knowledge about committee system and structure, understand the multiple layers and nuances of serving on committees, acquire skills related to meeting etiquette, learn about the variety of meeting structures and how a room set up, location, or personal style can impact the outcomes of a committee, and gain knowledge about how to report committee actions and work back to their campus-based governance system.
- ASG training and developing an understanding the history of the body and its creation, basic function, and responsibilities.

Empowerment

- Hosting voter registration drives.
- Organizing and participating in lobby efforts at the state capitol through the Student Senate of California Community Colleges.

- Serving on college and district-wide committees and taskforces (75% of the 9 identified campus/district-wide committees and taskforces have had at least one student representative). This assists in preparing students to become civically responsible global citizens.

Service Learning and Civic Engagement Projects

A combination of experiential and hands-on learning is utilized to furnish students with knowledge that will help them better understand their communities, their future careers, and the world around them.

Structured activities, including volunteerism, community service, and internships, provide a practical environment for experiential learning.

Examples of completed projects include:

- Volunteer efforts with Second Harvest Food Bank, Bill Wilson Center, Habitat for Humanity, and local schools in the East Side Union Unified School District.
- Incentivized Club Service-Learning Opportunity. Each campus club must complete one service-learning project a semester in order to receive funding and charter rights from ASG. Campus based clubs can accumulate. This unique approach empowers campus clubs to plan and implement service projects, increase their fiscal responsibility through managing a larger budget, and develop funding proposal and project management skills.
- Mandatory Volunteer service work for ASG Student Leaders, as part of their leadership positions.

Goal 2: Build a strong campus community

The Office of Student Life has worked to build a strong campus community. Building community on EVC has been done through a variety of such as:

- Have a variety and balance of multicultural, educational, recreational, social, academic, and program-based campus clubs and district organizations to support students, help them find belonging at EVC, and retain their educational status.
- Promote sustainable practices and ongoing program services and develop partnerships with food services on green practices (i.e. community farmers market).

Supporting College Diversity Initiatives and Cultural and Campus Climate Awareness

- The execution of a variety of diversity and multicultural events on campus to educate and celebrated their community.
- Providing safe spaces for groups to meet and have dialogue on campus.

Goal 3: Support of student organizations.

(Strategic Initiative 1)

Support for student organizations include the following:

District Club Initiatives:

Providing various opportunities to student organizations and clubs through collaborative initiatives across the district to further leadership development in areas of servant leadership, cultural competency, and fellowship.

Campus Wide Initiatives:

Created online training modules that assist student clubs and organizations with understanding the process, procedures, and mechanics of being a student club and organization. Information includes, but is not limited to:

- Getting started with clubs
- How to write a constitution
- Club funding
- Event planning 101
- Leadership opportunities

Develop College and Life Navigation Skills

- Provide student leaders with a developmental opportunity to gain educational experiences that promote student success and development by implementing workshops on how to do a career plan, with emphasis on the following: how to use social media, how to write a resume, and how to interview for a job.
 - Mandated student leaders to meet with counselors once a year to establish an academic plan to ensure academic success.
- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

The Office of Student Life is proud of the collaborative work that has occurred across the campus to focus on equity and diversity in serving students. One highlight and accomplishment is the Office of Student Life's focus on eliminating equity gaps and time to completion for Black Students. This focus was developed as a result of USC Race and Ethnic data that revealed that 75% of participating Black students lacked a sense of belonging at EVC. The Office of Student Life partnered with the Student Equity Committee and Associated Student Government to host focus groups with Black Students on campus to understand their experience and eliminate barriers to success. The focus group allowed for the training and leadership development of two Black students, as one co-led the focus group questions and another co-wrote the EVC Black Student Success Resolution.

As a result of the resolution and focus group, the Office of Student Life collaborated to create:

1. A new logo that can be utilized in advertising and promotional materials within the Black community
2. Multiple campus photoshoots to ensure that Black students appear in EVC marketing material and the EVC website
3. A outreach guide/enrollment brochure that is centered on the Black EVC Student Experience
4. The creation of diversity weeks that allows, among other groups, Black students to be in community with each other and campus employees
5. The creation of a mentorship and leadership program primarily for students of color

As a result of these dedicated efforts, EVC has seen a steady increase of Black Student Enrollment, retention, and degree completion.

A challenge that existed for the program in terms of campus engagement was negatively impacted by the pandemic, as students were often overwhelmed with other constraints that resulted in a decline in student activities and student organizations.

- **4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

Goal 1: Develop services and educational experiences that promote student success and development for LGBTQ students.

(Strategic Initiative 1)

The Office of Student Life serves as the hub for providing resources, education, and community for and about LGBTQ students on campus. OSL would like to see the following opportunities available to develop to support this underserved student population in order to increase student success rates.

- Ensure the sustainability of LGBTQ+ student support efforts
- Build-out critical service delivery infrastructures that address the unique needs of LGBTQ+ students Acknowledge the intersectional identities of students and actively leverage other funding sources (e.g., basic needs, mental health, and appropriate categorical programs) to support LGBTQ+ students holistically
- Develop an online training simulation through Kognito that will help build a community of respect, inclusion, and support for LGBTQ students.
- Work with Academic Affairs in the development of LGBTQ Courses and Certificates and/or Degrees
- Development of Pride Learning Community
- Development of a student Facing Campus Resource Guide for LGBTQ students

These program goals support the existing EMP for student success by assisting in:

- Successful Enrollment & Retention of Self-Identified LGBTQ+ Students in each academic year.
- Identified LGBTQ+ Students will report high levels of campus sense of belonging & support.
- LGBTQ+ Students will be represented, supported, and active in campus life including, but not limited to, student organizations & shared governance committees.

Goal 2: Expand Upon Diversity and Inclusion Opportunities and Celebrations

(Strategic Initiative 1 & 3)

The Office of Student Life serves as the hub for diversity events and campus opportunities for a sense of belonging and development for students and employees alike. In addition to institutionalizing Heritage Month celebrations and Diversity Weeks at the beginning of each academic semester that allows underserved populations to be in the community through Employee/Student Mixers, the program has the goal of increasing:

- Student Support Services:
 - a. Expand support services that cater to the needs of diverse student populations, such as mentorship programs, leadership programs, and academic resources.
 - b. Foster a sense of belonging through student organizations and initiatives that celebrate diversity.

- Accessible Resources:
 - a. Invest in technology and tools that promote inclusivity, such as captioning for videos and materials compatible with assistive technologies.
- Cultural Competency Training:
 - a. Implement mandatory cultural competency training for student leaders to promote understanding and respect for different cultures and backgrounds.

Goal 3: Expand Upon Support for Parenting Students

(Strategic Initiative 1)

As the basic needs program continues to expand at EVC and new legislation is introduced, the Office of Student Life has the following goals:

- The establishment of Parenting Hubs on Campus
- The expansion of support for parenting students includes emergency childcare vouchers, social support groups for parents, assistance with parenting rights, and access to baby food, diapers, and clothing to assist with the retention and success of parenting students.
- A Parenting Student Cohort or Learning Community Model

Dedicated Adjunct Counselor that can support parenting students.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Full time faculty 0

Part-time faculty 0

full time Classified 2

Part-time Classified (permanent) 0

Part-time Classified (hourly) 0

Administrators 1

Student workers 10

Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.

Due to the requirements of statewide mandates, a large amount of energy within the program has been invested into building out the basic needs program at EVC. Annually, since 2019, the Basic Needs Program publishes a report detailing the impact of the program's services offering to the students and the campus. This includes examining and comparing the demographic usage data, the equity impact of the program, the retention, completion, and success rates of students utilizing the program in comparison to the general student population.

The program has allowed for expanded partnerships that continue to increase service offerings to students and the campus. The EVC FRESH Market has successfully grown its community partnerships. One such partnership that has continued to expand is with New Seasons Market through three key areas. First, through the Hunger Partner Program. This program is centered on customer monetary donations collected at the register and in-store fundraisers. As a result of the collected monetary donations, the EVC Emergency Funds account has received quarterly payments

that assist in providing emergency funds to students facing a financial crisis. To date, we have received over \$15,000 towards this fund as a result of the Hunger Partner Program. Secondly, in early 2021, The EVC FRESH Market Pantry, became one of three community recipients for the New Seasons Market's Neighbor Rewards Bag it Forward Program. Through the Neighbor Rewards Bag It Forward Program, each time a customer brings in a reusable bag, a 5-cent bag refund is provided to the EVC FRESH Market Pantry. These funds are used to further support the sustainability of the EVC Fresh Market Pantry. To date over \$700 has been received. Lastly, as one of the nearest grocery stores to campus, New Seasons Market has established a daily student discount for students who show their EVC Student ID at checkout. Students receive a 10% discount at checkout for their items. EVC FRESH Market added three additional community partnerships in the 2021-2022 academic year including; DoorDash, Amigos de Guadalupe, and Dress for Success. All three of these partnerships allow for the expansion of existing services on campus. For example, the partnership with DoorDash allows for items from the Farmer's Market and Food Distribution to be delivered to students who either have class/work during the distributions, utilize public transportation and cannot carry items from the distribution, or are unable to carry items physically. We expect that this will increase access to services for parenting students, elder students, and/or students with physical disabilities.

As a results of such partnerships, the Basic Needs program is able to serve larger amounts of students. At a time when community colleges throughout the state of California have seen a decrease in enrollment, the impact of basic needs initiatives and services on student retention remains evident. In the Fall 2020 semester, 81% of students who received basic needs services were persisted into the Spring 2021 semester, compared to 71% of students who did not receive basic needs services. For the Spring 2021 semester, 76% of students who received basic needs services persisted into the Fall 2021 semester, compared to 62% of students who did not receive basic needs services. Data supports that the wrap-around services provided through the basic needs initiatives, not only contribute to the academic success of EVC students but help to ensure students remain at EVC. Through an equity lens, on average 75% Latinx students who received services through the basic needs program successfully passed their courses compared to 68% of Latinx students within the general student population. 77% of Latinx student who received services through the basic needs program persisted into the next major term, compared to 64% of the Latinx students within the general student population. For Black students, 75% of students who received services through the basic needs program successfully passed their courses compared to 68% of Black students within the general student population who did not utilize services. 73% of Black students who received services through the basic needs program persisted into the next major term, compared to 58% of Black students who did not utilize the program's services. Data such as this has shown that the program continues to have an impact on eliminating campus equity gaps.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

Recent changes to California legislation have impacted changes to Basic Needs support and services to students. Two major changes have been enacted within this comprehensive program review period including, AB2875 (Lactation Accommodations) and AB132 (Basic Needs Center).

AB2875, requires California Community Colleges to provide reasonable accommodations to a lactating student on their respective campuses to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding, as specified. The bill also requires that a lactating student on a college or university campus be given a reasonable amount of time to accommodate the need to express breast milk or breast-feed an infant child, and that the accommodation be available whenever a student is required to be on campus. The bill prohibits students from incurring an

academic penalty as a result of their use of these reasonable accommodations. The bill authorizes a complaint of noncompliance with the requirements of the bill to be filed in accordance with specified procedures, and, if the complaint is found to have merit, requires the respective campus or appellate body to provide a remedy to the affected student. This bill required that these accommodations be implemented no later than January 1, 2020.

Section 4 of AB132, is a large basic needs mandate that has had a significant impact to available services to students. AB132 (4) requires each campus of the California Community Colleges, no later than July 1, 2022, to establish the position of Basic Needs Coordinator and designate a staff person as the Basic Needs Coordinator. The bill requires a basic needs coordinator to act as a broker in identifying, supporting, and linking students to on- and off-campus housing, food, mental health, and other basic needs services and resources, among other responsibilities. The bill also require each campus, no later than July 1, 2022, to establish a Basic Needs Center, which would be a central location on campus where basic needs services, resources, and staff would be made available to students, as specified. The bill requires each Basic Needs Center, among other duties, to help students to have the information needed to enroll in CalFresh and other relevant government benefit programs.

This bill further requires each campus, no later than February 1, 2022, to develop a document to be made available to students online that clearly lists all on- and off-campus basic needs services and resources, as specified. This document must be provided to students as a part of campus orientations in either electronic format or paper form, and to provide to faculty, and encourage the faculty to include in their syllabi, the online link to the electronic format of the document, the location of the Basic Needs Center once established, and the contact information for the coordinator once designated. Lastly, the bill also requires each campus, no later than February 1, 2022, to streamline the application and intake process for on-campus basic needs services and resources, to develop and implement a plan to identify and provide outreach to students who have basic needs insecurity, and to develop a student basic needs tab that is clearly visible and easily accessible from a drop-down menu on the home page of the internet website of the campus, as specified.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

AB 132 (Postsecondary Education Trailer Bill) legislated a series of Basic Needs requirements that each California community college must implement within a certain timeframe. AB 132(4) requires, as of:

February 1, 2022, campuses must develop a document to be made available to students online that clearly lists all on- and off-campus basic needs services, and resources. EVC has created and distributed the FRESH resource guide to students and employees at the beginning of every semester since the Fall of 2017. However, changes were made to ensure the FRESH resource guide was provided to employees at the Spring Professional Development Day and was published on the EVC Basic Needs Resources Website Page as of January 14, 2022.

February 1, 2022, campuses must streamline the application and intake process for on-campus basic needs services and resources, and develop a student basic needs tab that is clearly visible and easily accessible from a drop-down menu on the home page of the internet website of the campus. EVC has been utilizing the Maxient System for Basic Needs Intake since the Fall of 2021. The system allows students to easily submit a form requesting assistance and allows the campus to track trends and access data needed for reports quickly. The EVC Basic Needs Resources Website Page went live on

January 14, 2022, in time for the Spring Semester. In addition to information for students, this page includes a Faculty/Staff Resource page with guidance for how employees can implement basic needs services into their classrooms and departments, including example of syllabus statements.

July 1, 2022, that campuses have a Basic Needs Coordinator and Basic Needs Centers. The EVC Basic Needs Coordinator was hired and began working within the FRESH Assistance Center (located in AR-120) in July of 2022. Some of the first projects the Basic Needs Coordinator created were a new Basic Needs Instagram and TikTok page, a new logo, and the hiring of additional Basic Needs Student Ambassadors.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**
 - a. Tracking and improvement in the number of educational plans completed for ASG students and club executive members.
 - b. Tracking and improvement of self-reflected surveys of Associated Student Government Members
 - c. Tracking and completion of attempted credit hours of Associated Student Government Members and club executive members
 - d. Climate Survey responses from students
 - e. Tracking course completion rates of students receiving Basic Needs services
 - f. Tracking persistence/retention rates of students receiving Basic Needs services
 - g. Tracking course success rates of students receiving Basic Needs services
 - h. Tracking and completion of attempted credit hours, course completion, success rates, persistence/retention rates of students serviced through Student Code of Conduct and/or Title IX support.
- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

Program information relating to generic information about Title IX, student conduct, Basic Needs, and student life is provided within the catalog. As this information is generic, the information is accurate. The Director of Student Development approves each section before the catalog is published.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

All currently enrolled students at EVC are eligible for program offerings through the Office of Student Life. The Office of Student Life addresses the needs of the diverse student body through numerous opportunities offered in a variety of delivery methods including:

Personal Needs

- Associated Student Government Emergency Student Grant (a one-time grant up to \$500 that supports students facing crisis)
- Clothing Pantry
- Hygiene and Toiletries
- Connection to campus and community resources for Title IX, homelessness, mental illness, career services, and financial literacy (appointments available via Zoom for distance education students)

Leadership Development Needs

- Opportunities to participate in the Associated Student Government
- Opportunities to participate on campus wide committees, taskforces, and screening committees
- Opportunities to participate in student organizations
- Opportunities to participate in leadership development trainings
- Opportunities to explore career fields through field trips and speaker series

Diversity Needs

- Hispanic Heritage Month Events
- Day of the Dead Event
- Hispanic Film Celebration Series
- Diwali
- Native American History Month Events
- Black History Month Events
- Black Film Celebration Series
- Asian Pacific Islander Heritage Month Events
- LGBTQ Awareness Month Events

Civic Responsibility Needs

- Title IX Training
- Bystander Intervention Training
- Domestic Violence and Healthy Relationship Training
- Volunteer Opportunities

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

The Office of Student Life is open to the entire student body. Communication with students is widely conducted using the SlickText texting service, social media, and email. Students receive text messages and email blasts of upcoming important events and opportunities. The Office of Student

Life has three established social media accounts: Instagram, TikTok, and Facebook that allow students to directly with the program.

Communication with other departments, including Academic Affairs is largely conducted via email or the Maxient reporting system, dependent on the specific need or service within the Office of Student Life. Having generic emails such as studentlife@evc.edu, pride@evc.edu (<mailto:pride@evc.edu>), and fresh@evc.edu (<mailto:fresh@evc.edu>) allows for quicker emails between students and faculty alike, as multiple staff members within the program can provide a response instead of emails going directly to only the Director of Student Development.

Communication between Academic Affairs and Student Life can be improved upon in terms of understanding of what the Office of Student Life oversees, and what support services are offered. It is often assumed by faculty members that this office only oversees campus events and activities, rather than the other critical services such as Title IX, students' rights and grievances, and student misconduct. Particularly, as it relates to student conduct and classroom behavior, communication between these departments is essential to ensuring that faculty members and students alike are aware of procedures, rights, and remedies available to them.

Program Access

Student Demographic: Gender

- **Female: 4783 - 55.940%**
Program Headcount
2048.000
Program Percentage of Total
70.000
- **Male: 3741 - 43.640%**
Program Headcount
853.000
Program Percentage of Total
29.000

Student Demographic: Age

- **17 & Below: 547 - 6.390%**
Program Headcount
17.000
Program Percentage of Total
0.050
- **18-24: 5148 - 60.070%**
Program Headcount
1045.000
Program Percentage of Total
36.000

- **25-39: 1986 - 23.290%**
Program Headcount
1141.000
Program Percentage of Total
39.000
- **40 & Over: 874 - 10.220%**
Program Headcount
703.000
Program Percentage of Total
24.000
- **Unknown: 4 - 0.050%**
Program Headcount
0.000
Program Percentage of Total
0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 26 - 0.300%**
Program Headcount
17.000
Program Percentage of Total
0.050
- **Asian: 3587 - 41.910%**
Program Headcount
1425.000
Program Percentage of Total
49.000
- **Black or African American: 197 - 2.320%**
Program Headcount
87.000
Program Percentage of Total
0.030
- **Hawaiian/Pacific Islander: 30 - 0.350%**
Program Headcount
9.000
Program Percentage of Total
0.030
- **Latinx: 3494 - 40.870%**
Program Headcount

1054.000

Program Percentage of Total

36.000

- **Two or More Races: 240 - 2.830%**

Program Headcount

85.000

Program Percentage of Total

0.300

- **Unknown: 435 - 5.000%**

Program Headcount

125.000

Program Percentage of Total

0.040

- **White: 548 - 6.410%**

Program Headcount

104.000

Program Percentage of Total

0.040

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

The three main services provided by the Office of Student Life (with traceable data) are provided below:

1. Basic Needs (2,657 members)
2. Student Organizations (186 executive club members only)
3. Associated Student Government (65 members)

Total students served: 2,908

Due to privacy rights of students who received services through LGBTQ support, Title IX, and/or Student Conduct, were not included within this demographic data. However, Maxient data from 2019-2022 reveal that the total number of students served for these three areas totaled 192 cases served.

The program is growing in all areas served within the program including: basic needs services, Associated Student Government, student organizations (with the exception of the pandemic year of 2020-2021), student conduct cases, and student grievance cases. There has been a decrease in cases related to Title IX. There is a multitude of attributes to these changes including the pandemic which doubled the students accessing and receiving support through the basic needs program, the promotion and knowledge of the Maxient reporting system among students, and the return to in-person services (relating to the increase of student organization and campus event participation).

As a result of these changes, the program has continued to find innovative ways to reach students to inform them of opportunities available within the department.

- **b. Are there any gaps in the students served compared to the college demographics?**

As before, a gap in age for student participation within the Associated Student Government and Student Organization participation continues to exist for students aged 25 and older.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

The Office of Student Life can assist in closing this gap through the encouragement of students, to establish student organizations that might cater more to this age group, offering more opportunities for engagement virtually, as well as actively recruiting students for the Associated Student Government through special programs that historically serve older student populations.

Curriculum- If applicable

Service Area Outcomes and Assessment

Related Assessments

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

Core Activity or Target Service Population		Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...
EVC	Latinx students	Latinx Students will readily have access to Database services addressing basic needs, such as food distribution and gift cards. Percentage of usage will increase by 5% from 2019-2020 usage.	Tracking/Usage Statistics
Food Distribution/Basic Needs			

EVC Basic Needs	Faculty and Staff	Faculty and Staff will be given opportunities to actively participate in Basic Needs Activities and initiatives on campus in accordance with EVC's Strategic Initiatives (priority 2). Faculty and Staff participation will increase by 15% from 2019-2020 academic year.	Database Tracking
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EVC Student Organizations	EVC Students	Office of Student Life will support and increase the number of cultural student organizations by 5% from 2019-2020 by Spring 2022 in accordance with EVC's Strategic Initiatives (priority 2).	Usage Statistics
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EVC Associated Student Government	Associated Students Members	A.S. officers will demonstrate leadership through campus participation and actions (i.e., minimum of one student representative on every campus committee & organizing events) in accordance with ILO #1 Communication and ILO #4 Social Responsibility	Observation
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- 2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

Program SAO assessments have largely been centered on the following:

Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...
Diversity Awareness Programs	Evergreen Student Population, Associated Students, Club Officers and Members	Students will demonstrate knowledge of various cultural backgrounds different than groups their own and properly examine the relationship of cultural experiences and educational attainment. ILO #4 Social Responsibility	Survey and focus

Student Governance	Associated Students and Club Officers	Student leaders will display leadership with an understanding of group dynamics including conflict resolution and group decision making processes.	Survey and Pre-Post Test
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ILO #1 Communication

Personal/ Leadership Development Trainings	Associated Students and Club Officers/ Members	Students will recognize growth in leadership skills and a sense of individual expression and empowerment.	Pre-Post Test
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ILO #5 Personal Development

Event Planning	Associated Students and Club Officers/ Members	Student leaders will successfully develop and manage annual organizational budgets and events.	Database Tracked
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ILO #2 Inquiry and Reasoning

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Although a pre/post surveys were only assessed during three diversity events, in the 2019-2020 academic year, before the pandemic hit, the results highlighted the importance of having continuous speaker series on campus to promote understanding of various cultural backgrounds and to properly examine the relationship of cultural experiences and educational attainment. It would be beneficial to also examine the lasting effects of such gained knowledge.

The above plans for improvement can also be applied to assessment of personal leadership/development trainings. Every year, ASG Members completed a pre/post self-assessment to examine growth in leadership skills and a sense of individual expression and empowerment utilizing a Student Leadership Development Model from St. Cloud State University. ASG Members provided self-assessment on areas of: Self-Awareness, Leadership Foundations, Teamwork, Communication, Problem Solving and Conflict Management, Inclusion and Engagement with Diverse Communities and Connection to Community. The scale included: Competent, Polishing, Practicing, Exploring, and Yet to Discover. Consistently, for all areas, student leaders moved up one scale, during post-assessment. This aligns with EVC's mission empowerment of students from diverse backgrounds. As a result of the success of using this assessment within ASG, this assessment is also used for the executive leaders of student organizations, as well. The impact of assessment demonstrates the important role student life programs have in ensuring students are able to responsible members of the community, but more importantly, that our students are gaining a sense of self that will empower them to succeed beyond the classrooms and halls of EVC.

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

The Office of Student Life is comprised of one administrator: the Director of Student Development and Activities. The Director of Student Development & Activities supervises staff and ensures all functions of the office are operational.

The Director of Student Development & Activities has expertise in the following:

1. Title IX
2. Student Conduct
3. Diversity, Equity, and Inclusion Initiatives
4. Student Leadership
5. Event Programming
6. Basic Needs
7. Judicial Affairs and Legislative knowledge
8. Mediation
9. Budget and Fiscal Responsibility

The Office of Student Life is comprised of two full-time classified employees: the Basic Needs Coordinator and the Office of Student Life Program Specialist.

The Basic Needs Coordinator has expertise in the following:

1. Basic Needs
2. Community Partnerships

The Student Life Program Specialist has expertise in the following:

1. Event Programming
2. Student Leadership
3. Budget and Fiscal Responsibility

The Office of Student Life is comprised of 10 student workers, paid through existing basic needs and CalFresh funding. The student workers contribute to the success of the program by serving as basic needs ambassadors between academic programs and the general student population. Ambassadors work at various campus events and within the food pantry and clothing closet on campus

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

The Office of Student Life currently has one full-time Administrator. This administrator is annually certified through the Association of Title IX Administrators to stay abreast of updates in regulations and processes surrounding Title IX.

In addition, the Office of Student Life Administrator served on the Executive Board of the California Community College Student Affairs Association in 2019-2020 and 2021-222 and actively participates within the state regarding updates in regulations and best practices within the student affairs field.

The Program Specialist completed Advisor Level I Certification through The California Community College Student Affairs Association (CCCSAA) and American Student Association of Community Colleges (ASACC) in 2022.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

The only Fund 10 budget the Administrator within the Office of Student of Student Life oversees is the Diversity Funds and Student Activities Funds.

The Diversity Fund is grossly inadequate. EVC's mission states, "With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens", and yet only between \$3,000- \$5,000 is currently allocated to host over 12 heritage month/diversity events. Lack of funding limits the ability to have ongoing programming, guest speakers, and promotional materials that both highlights and promotes the importance of diversity within community.

The Student Activities budget is inadequate. The annual budget has been between \$5,000-\$8,000 which does not support growing the student life program, professional development, required certification trainings, or required membership and services fees to Maxient and ATIXA.

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**
 1. Basic Needs Allocation (one-time funding and funding for Basic Needs Coordinator salary)- \$526,666
 2. Student Equity Allocation- \$25,000
 3. LGBTQ Funding Allocation- \$65,000

Technology and Equipment

Part F: Technology and Equipment

- **1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.**

Since the last program review, the Office of Student Life has invested in the SlickText text message service through funding from the Basic Needs Allocation from CCCCO. This service has allowed for a more streamlined and effective process in publicizing events and communicating information to

students.

In addition, television monitors were placed inside of the Gullo Student Lounge and Cafeteria area that allows for additional communication. Lastly, technology located inside of the ASG Board Room was upgraded to allow for ASG to host effective shared governance meetings.

Technology equipment needed includes systems such as OrgSync, which creates an online community for campus that helps departments, programs, and all member-based organizations streamline processes and drive engagement. The platform reflects the unique structure of an institution and helps connect and engage with the populations served, improves information sharing, minimizes paper usage, tracks co-curricular involvement, and allows the generation of reports on all data collected for annual reports and accreditation. An iPad or laptop would assist with presentations during ASG meetings, record keeping of event attendees during large campus diversity events, while also encouraging the program to remain ecofriendly. Lastly, printers both inside the Office of Student Life and the Student Lounge are outdated and dysfunctional. In addition a color printer and poster maker would assist the program in creating promotional flyers and materials in house, reducing the cost of having these printed externally.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File

1.17.24 Edits Student Services Comprehensive Program Review Template.pdf
(/Form/Module/_DownloadFile/5266/43800?fileId=439)

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin