

Annual Student Services Program Review Template for 2011-2012
Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Student Service Program Name: Student Affairs & Activities

Student Service Program Mission:

Student Affairs and Activities provides experiences beyond the classroom that reinforce classroom instruction and complement academic learning, promote appreciation of cultural diversity, improve the quality of campus life, protect relevant rights of students, and contribute to building a sense of community on campus.

Program Review Team:

Name	Department	Position
Patricia Hyland	Student Affairs & Activities	Dean
William Frankeberger	Student Affairs & Activities	Administrative Assistant
Daphne Small	Student Affairs & Activities	Director
Sirisha Pingali	Student Affairs & Activities	Accountant
Erin Ortiz	Student Affairs & Activities	Student Activities Specialist
Trisha Davoren	Student Affairs & Activities	Secretary
Steve Mitchell	Student Affairs & Activities	Program Coordinator

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	15,736	16,129	15,270
Full-time FTEF	1	1	1
Part-time FTEF	0	0	0
Full-time Staff	5	5	5
Part-time Staff	0	0	0

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

The Student Affairs & Activities program impacts every student attending Foothill College. The students are served through an array of supported services, activities and course opportunities. The number of students participating in Leadership and Community Service courses has continued to grow despite the economic downturn in the global economy.

The demographics of student participation in activities closely mirrors college enrollment but is only tracked anecdotally as students are not required to submit ethnic data to participate in events. It is interesting to note that participation in student leadership has recently included

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war veterans, as this population is a relatively new and fast-growing group on campus. A success has been the recruitment of disabled students to leadership roles.

Staffing for the Student Affairs & Activities department is meeting the needs of the students but it is crucial to note that the student budget has recently absorbed staffing expenses for two members of the team. Without the support of the students the program would be seriously impacted.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year’s Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

SA - Student Affairs & Activities

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Student Affairs & Activities - 1 - Communication Skills - Communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Following the activities, the committees meet to reflect on the success of the programs and learning that took place by the students involved. Assessment Method Type: Presentation/Performance Target: Enhance student learning through direct participation in Cultural Heritage Month Planning.	10/14/2011 - Through planning and implementation of club activities and participation in club events, students gained an appreciation for campus life and leadership. Though participation in Cultural Heritage Month planning committees, students perfected their communication skills and learned about the diversity of our campus and the surrounding community. More than \$30,000 from the Associated Students' budget is dedicated to supporting the six heritage months: Jewish Heritage Month, Black History Month, Women's History Month, Asian Pacific Heritage Month, Latino Heritage Month and Gay, Lesbian Heritage Month. Close to 400 students per month attend these college-wide month long diversity celebrations. Result: Target Met Year This Assessment Occurred: 2010-2011	10/14/2011 - Following the activities, the committees meet to reflect on the success of the programs and learning that took place by the students involved.
SA - Student Affairs & Activities - 2 - Leadership - Provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes. Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Each student prepares a written reflection, and presentation, which provides testimony on the learning that took place during each event, conference or weekly meeting. Assessment Method Type: Essay/Journal Target: Increase student understanding of group dynamics and conflict resolution skills.	10/14/2011 - Students involved in student leadership practiced group dynamics in their weekly meetings and events and took part in team building activities and state-wide leadership conferences to learn about group dynamics and practice conflict resolution. Result: Target Met Year This Assessment Occurred: 2010-2011	10/14/2011 - Each student prepares a written reflection, and presentation, which provides testimony on the learning that took place during each event, conference or weekly meeting.
SA - Student Affairs & Activities - 3 - Budgets - Develop and manage annual organizational budgets and events.		10/14/2011 - The Associated Students of Foothill College developed the 2011-12 Budget with	

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active		operating expenses of \$650,000. More than 30 Foothill College programs requested funding and the budget team was able to fund most of the requests. The ASFC Budget team rehearsed and presented the 2011-12 ASFC budget to the FHDA District Board of Trustees. The budget was approved by the board on May 2, 2011. Result: Target Not Met Year This Assessment Occurred: 2010-2011	
SA - Student Affairs & Activities - 4 - Community - Demonstrate an awareness of one's community, and the role and responsibility that he or she plays within the community. Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Following these events, students reflect on their experience in a required leadership/service journal. Assessment Method Type: Essay/Journal Target: Increase students awareness of how they fit into society by involvement.	10/14/2011 - Students participated in the bi-annual campus volunteer fair and interacted with many different community agencies to explore volunteer opportunities in the surrounding community. Student leaders became active in community service activities like the American Cancer Society Relay for Life and raised funds for the Help Japan relief fund for Earthquake/Tsunami. Students also participated in statewide advocacy events. In March, Foothill College students joined with thousands of other students around the state to march and rally at the state capitol against further budget cuts to community colleges. Result: Target Met Year This Assessment Occurred: 2010-2011	10/14/2011 - Following these events, students reflect on their experience in a required leadership/service journal.

2.3 Please provide observations and reflections below.

2.3.a Service Area Student Learning Outcomes

What findings can be gathered from the SA-SLOs assessments?

It appears that our program and related SA-SLOs are on the right track because more students are enrolling and transferring to highly competitive schools. Their participation is integral to their activeness to those universities.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

No

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

Definitely

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

Students who are involved tend to be more connected to the campus and as a result they take advantage of more of the services offered on campus. These students are also more successful in their other academic courses than the general population.

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2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SA-SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Students use communication skills through oral presentations, group facilitation, meeting management and written summary	Communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community.	All	By participating in these activities the students will gain the skills necessary to succeed in all other areas
Through weekly meetings students learn the skills necessary for effective decision-making	Provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes	All	The students who participate in these meetings have the tools effectively evaluate options and make informed decisions

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Students who participate in the student activities program leave the program with a greatly enhanced set of personal skills and characteristics that prepare them for transfer and the world of work.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Revise course outlines and curriculum to meet state standards for certificate purposes	Fall 2011	All courses have been revised and entered in C3MS	In curriculum review
Apply for certificate approval at state level	Winter 2012	Forms reviewed and partially completed	In progress

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Re-establish campus funding for positions absorbed by ASFC	2012-2013		Students previously supported/funded myriad of programs and services on campus. Many of those programs and services were direct services to students to support learning and achievement. Having resources returned to the students would allow things like tutoring, additional legal counseling and library textbook reserve to return to previous levels.
Seek approval for Leadership Certificate through State Chancellor's Office	2012-2013		Having a recognized certificate program will encourage students to participate in the entire range of offerings in the Student Leadership area. Completion of these courses will greatly enhance a student's personal competencies and work readiness.

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Section 4: Program Resources and Support

4.1 Using the tables below to summarize your program's resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Program Coordinator	\$112,753	Re-establish funding from campus	Unknown
Secretary	\$ 79,594	Re-establish funding from campus	Unknown

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

Program:

Updated:

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	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	The leadership and activities program offers students an education that is not available solely within the classroom. The activities program reaches a diverse audience.	Foothill has an acclaimed student leadership program known through the state. Our students go on to hold leadership positions at universities throughout the nation
Weaknesses	Despite targeted outreach, the course enrollment patterns do not mirror college enrollment patterns.	The fact that our courses are not degree applicable could potentially impact how our leaders are evaluated in transfer comparisons.
Opportunities	Opportunities exist for additional course development	Working with community colleges state-wide to develop the leadership certificate as a model for other colleges
Threats	Should the attempt to secure a recognized Certificate for the Leadership program fail, enrollment could suffer as students are forced to choose degree applicable courses.	State funding continues to threaten student leadership

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The 2012-2013 academic year will bring additional budget challenges that have potential to impact the number and quality of offerings. In anticipation, the students and Student Affairs & Activities staff are meeting to identify core offerings and activities that will maintain the central themes of diversity and leadership

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The recent inclusion of staffing in the student budget had negatively impacted their ability to enhance existing worthy campus programs and services. It severely reduces their ability to consider new or innovative options.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Foothill continues to serve as a statewide model for leadership development. Our Heritage Month series is one of the only ones in the state that has existed and maintained its rich offerings to the school and community. Student participation in shared governance and statewide advocacy continues to flourish.

Program:

Updated:

Section 6: Feedback and Follow Up
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This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Foothill student activities program appeals to and engages a segment of our student population. The leadership courses continue to fill despite the lack of transferable credit. The activities offered are many and varied.

6.2 Areas of concern, if any:

The population represented in the student leadership offices is not representative of the campus population. This concern is very difficult to address, as many community college students do not have the time or the inclination to participate in student government.

6.3 Recommendations for improvement:

The Activities program should increase recruitment of under-represented populations to assume leadership roles.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review