STUDENT SVCS COMPREHENSIVE CYCLE (2021-2022) (Student Activities) Latest Version

Comprehensive Program Reviews for Student Services:
CalWORKs, Financial Aid, LLRC (Library Learning Resource Center), Student Activities, Veteran Resource Center

SSCT 1.0 Instructions

SSCT 1.0 Instructions

SSCT 2.0 Program Description

SSCT 2.0.1 Program Description : Version by **Magenau, Keller** on **11/30/2021 19:34**

2.1 DESCRIPTION
Please provide a brief description of your program. Identify your program's strengths. Explain how it supports the Oxnard College mission, vision, and guiding principles.
The Student Activities Office is the foundation of the Associated Student Government. The office supports student government leaders and students through social and cultural activities, creating and administering programs of their own, teaching self-reliance, ethical leadership skills, and responsible action. The Associated Student Government building houses the student leaders' offices and provides a workspace from 8 AM to 6PM Monday through Thursday and until noon on Fridays. The building also has a student lounge, a workroom, a kitchenette, club office shared space, the student snack pantry, Cory's Closet and the Dream Resource Center (a safe space for undocumented students and their families).

We support the mission, vision, and guiding principles in the following ways:

When students first enroll in college and subsequent enrolled semesters there after, students have the opportunity to purchase a printed student ID card. This interaction is utilized to share many resources for the overall well being of the students. We share opportunities for student discounts, free transportation throughout Ventura County with their Student ID, and share events and activities supporting their personal and professional development, such as OC Live, transfer and career center workshops as well as promote club led activities. Besides the sharing of resources, we make sure to spread awareness of opportunities and resources our Health office has as well as our food pantry, daily snacks available from the snack pantry and "Corey's Closet" which provides free clothing and or other basic needs care packages.

The Student Activities Office is instrumental in creating, promoting and funding events celebrating social justice and equity. Some of the many examples of us doing this work revolves around our Multicultural Week celebration in April, a virtual pride celebration in June 2020, our undocumented student week of action in October and presentations by both Cornel West and Angela Davis.

Associated Student Government exemplifies collaborative and transparent leadership through open meetings and advocating student participation in the participatory governance process.

SSCT 2.0.2 Program Description : Version by **Fulkerson, Marcia** on **11/30/2021 20:43**

2.2 REVIEWER'S COMMENTS ON SECTION 2.1

The description is thorough and clear. The program supports the mission by providing multiple services and opportunities for students to be involved in leadership and personal growth.
This is a good, detailed description and it supports the mission, vision, and guiding principles.

SSCT 3.0 Equity

SSCT 3.0.1 Equity : Version by **Medina, Amparo** on **11/23/2021 23:42**

3.1 EQUITY GAPS
How does your program contribute to closing equity gaps among the students you serve? Please provide examples.
The purpose of the Associated Student Government is to advocate for students interest. Everything we do is about identifying gaps and opportunities and closing the gaps. The Student Activities office conducts several listening campaigns throughout the year. Even while working remotely, we conducted 6-8 campaigns during the 2020-2021 academic year. Listening campaigns included gathering student input on food insecurities, housing insecurities, technology needs, remote learning and treatment of students with disabilities. We partnered with the Anti-Racism Workgroup to have a community raising of the LGBTQIA+ Progress Flag.

Through the efforts of our office, we have also hosted events in support of Undocumented Student Week of Action and free virtual legal aid virtually to undocumented students and their families.

SSCT 3.0.2 Equity : Version by **Fulkerson, Marcia** on **11/30/2021 20:45**

3.2 REVIEWER'S COMMENTS ON SECTION 3.1
The office supports a climate of social justice, inclusion and equity through programs and services, and by elevating the student voice across campus.
Good, specific action steps to close equity gaps.

SSCT 4.0 Guided Pathways

SSCT 4.0.1 Guided Pathways : Version by **Magenau, Keller** on **11/30/2021 19:34**

4.1 CLARIFY THE PATH (Create clear pathways to employment and further education.)
When students come in to get their student ID, we make sure students are well aware of the various opportunities and workshops going on throughout campus. We especially share the career center workshops that happen on a regular basis, and we let students know where the health, transfer center, and campus police are located and the many services they offer. We

have a display case full of up-to-date information in the building as well as 6 "Student Spaces" in which our students make rounds two times a week to ensure we have updates and flyers as it relates to student success

4.2 ENTER THE PATH (Help students choose and enter their pathway.)

The Student Activities Office collaborates with various departments across the college to help introduce students to the various academic and career programs. We also partner with Outreach to do OC Fridays and Condorfest to assist with enrollment and onboarding,

4.3 STAY ON THE PATH (Help students stay on their path to achieve a degree, certificate or transfer to a university.)

This Guided Pathways pillar is the one that our Student Activities Office is mostly supporting. Prior to Covid, each and every activity conducted on campus as well as field trips are created with student success at the forefront of what we do. One of the main activities we do is an overnight university trip to Northern or Southern California alternating every year between northern and southern CA. In said university tour, a selection panel reviews student applications and selects a group of 4-45 students to participate in this university exposure tour. We focus on sharing student majors, financial aid, and program representatives to meet with our potential transfer students to share resources for first-generation and transfer students. Out of everything we do with over 30 programmed activities throughout the year to over 22 clubs on campus, the thing we do best is build community. Research shows that students that are involved are more likely to succeed. We work to keep students on the path by providing experiential opportunities for growth.

4.4 ENSURE LEARNING (Follow through with students to ensure improved student results.)

Through listening campaigns, we can help identify what is working in terms of student resources and what changes are needed from a student perspective to help ensure improved student results.

SSCT 4.0.2 Guided Pathways : Version by **Fulkerson, Marcia** on **11/30/2021 20:57**

4.5 REVIEWER'S COMMENTS ON SECTIONS 4.1 THRU 4.4

The Student Activities Office has a clearly articulated function in each of the guided pathways pillars. Their purpose is particularly aligned to pillar three, and the office provides multiple activities, services and programs in service to that pillar.

Specify more examples in Enter the Path. Would some of the clubs and activities mentioned in 4.3 fit as action steps in 4.2?

SSCT 5.0 Program Success, Part A: Service Unity Outcomes - SUO(s)

SSCT 5.0.1 Program Success, Part A: Service Unit Outcomes - SUO(s) : Version by **Medina, Amparo** on **11/23/2021 23:45**

5.1 PRIOR YEAR SUO(s)

What were your SUO(s) for the prior year?

Our prior year SOUs were to evaluate the progress and leadership development of the Student leaders and surpass our establish goal of 72% in the following areas of student government participants (ASG officers). This was a 2% increase to the previous year established goals.

a) Increase students' understanding of who they are and what they are capable of doing.

b) Increase their ability to identify and maintain healthy work relationships with teammates.

c) Increase their ability to resolve conflict in a positive and efficient way.

d) Improved change in their self-confidence to work within the content of Parliamentary Procedures (ParliPro) and running or participating in a meeting.

5.2 EVALUATION

How did you evaluate success in meeting the SUO(s)?

We measured students ability to exercise their leadership skills based their attendance of shared governance meetings, their participation and their ability to lead an event.

5.3 RESULTS

What were the results?

Because our activities were virtual, we did not conduct pre and post surveys like we typically do in order to gather specific data. However the their leadership development was shown through their ability to adapt and facilitate virtual events and meetings. In-person events, while limited, required them to coordinate said events while following all social distancing requirements. The pandemic presented new challenges that the students worked through to still have a successful year.

5.4 CHALLENGES

What challenges did you encounter?

At some point during the pandemic, 93033 had the highest rate of infection in Ventura County which in turn had the highest rate in the state. As a result we focused on partnering with other divisions such as the health office to ensure student well-being.

5.5 BEST OPTION

What worked best?

Creating partnerships for wellness checks. We did movie drive-ins. We participated in virtual civic engagement and community building activities. Our clubs hosted virtual events such as paint night.

5.6 FUTURE SUO(s)

Identify your SUO(s) for the next academic year. Describe how they align with the Educational Master Plan Goals and Objectives. (See Educational Master Plan Excerpts at the beginning of the initiative.)

Below are the SUOs along with associated EMP Goals/Objectives

1. Increase students understanding of the power of their voice both in and outside of the classroom through their ability to lead student activities and presentations.

This SUO directly aligns with EMP Goal 1: Students first approach and enhancing students interpersonal skills and professional competencies.

2. Understanding of Parliamentary Procedures and improved self-confidence in their ability to facilitate and participate in meetings.

This SUO directly aligns with EMP Goal 1: Students first approach and enhancing students interpersonal skills and professional competencies.

3. Running at least 2 listening campaigns and representing student interests in participatory governance and decision making.

Through listening campaigns, we are able to support all EMP goals and objectives because listening campaigns help to identify OC student needs to support decision making.

4. Update ASG Constitution and by-laws

Supports all of the EMP goals as updating the ASG constitution and by-laws, creates a framework and foundation from which ASG supports Oxnard College students while at OC. Through a leadership and development lens, ASG board members will also be provided the skills to be a productive community member.

5. Increased collaboration with athletics through promotion and connection to athletes and in attendance of games.

This SUO is aligned with Objectives II & IV. Through networking and collaboration, our goal is to support athletics while building a bridge between ASG and athletics. Such connections can introduce to students to other parts of the college that that may not have originally connected with - sports and leadership. This also creates an opportunity to foster family and community engagement.

SSCT 5.0.2 Program Success, Part A: Service Unit Outcomes - SUO(s) : Version by **Fulkerson, Marcia** on **11/30/2021 21:08**

5.7 REVIEWER'S COMMENTS ON SECTIONS 5.1 THRU 5.6

The pandemic disrupted the office's usual process of measuring SUOs via pre- and post-surveys. It is not clear whether/how they will measure progress in the current year. Some of the above are more goals than outcomes, which is probably fine. But it will be important for the office to be explicit how they will measure their success on these goals.

Although the effects of the pandemic changed the plan, the goals of developing leadership skills, building relationships with teammates, and overcoming conflict, were still realized in the quick pivot to support students in new ways with resources and creating safe activities to support the community. The new goals are more specific and measurable than previous goals.

SSCT 6.0 Program Success, Part B: Program Development

SSCT 6.1.1 Enrollment

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased /Maintained/NA)
undefined	undefined	undefined	undefined

SSCT 6.1.2 Retention

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased /Maintained/NA)
undefined	undefined	undefined	undefined

SSCT 6.1.3 Applications Processesed : Version by **Magenau, Keller** on **11/30/2021 19:40**

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased /Maintained/NA)
			N/A

SSCT 6.1.4 Completed Applications : Version by **Magenau, Keller** on **11/30/2021 19:40**

AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased /Maintained/NA)
			N/A

SSCT 6.1.5 Other Indicators

Data Element	AY 18-19	AY 19-20	AY 20-21	Status as of AY 20-21 (Increased/Decreased /Maintained/NA)
undefined	undefined	undefined	undefined	undefined

SSCT 6.2 Program Success, Part B: Program Development : Version by **Medina, Amparo** on **11/23/2021 23:45**

6.2 TRENDS OR CHANGES
Identify, explain and analyze trends or changes affecting students or your program.
The pandemic forced us to shift student activities to a virtual format which allowed us access to speakers and presentations that we wouldn't normally have had access to in an in-person only environment, such as Angela Davis.

Clubs took a huge hit as the result of COVID. We went from having 22 active clubs to only having 8. With the in-person component missing, clubs struggled to identify members and advisors; however, they did still participate in virtual competitions, paint nights and did their best to engage students who needed community.
6.3 PROGRAM QUALITY IMPROVEMENT
What changes do you plan to make to strengthen your program in the coming year?
This year, we have started to build and strengthen relationships with athletics, academic departments and student programs. We recognize that through collaborative efforts, we can be intentional with reaching additional students.

There is an opportunity to collaborate more with Academic Senate to foster the identification of club advisors. We recognize that clubs are a necessary component is creating a welcoming environments for students both virtual and in-person.
6.4 IMPORTANT COLLEGE AREAS

In what ways could other areas of the College be important to your program for increasing program success?

Support from faculty through the sharing of student activities information through classroom communication.

SSCT 6.3 Reviewer's Comments on Sections 6.1 Thru 6.4 : Version by **Fulkerson, Marcia** on **11/30/2021 21:11**

6.5 REVIEWER'S COMMENTS ON SECTIONS 6.1 THRU 6.4

The office leveraged the virtual environment to bring in high-status, high-cost speakers without travel costs. That was an innovative benefit. The pandemic definitely impacted club involvement , but the office is building partnerships to revitalize those club opportunities.

Good, specific description of new and creative methods of bridging students with students, students with faculty and students with campus community.

SSCT 7.0 Concluding Comments

SSCT 7.1 COMMENTS : Version by **Magenau, Keller** on **11/30/2021 19:44**

7.1 COMMENTS
Summarize and/or offer any other information or overview of your program including effective and/or high impact practices recently implemented, outstanding achievements, and anything else that shows the trajectory of your program.
Despite being in the middle of a pandemic, the 2020-2021 ASG Board members were visible and and instrumental in advocating change and bringing renowned speakers. All of the systems we have put in place have helped to identify the student need and improve the student experience. For example, our Dream Resource Center and Basic Needs Officer help serve a very specific student population that is not only marginalized but needs our support in order to be successful.

SSCT 7.2 REVIEWER'S COMMENTS ON SECTION 7.1 : Version by **Fulkerson, Marcia** on **11/30/2021 21:16**

7.2 REVIEWER'S COMMENTS ON SECTION 7.1
The office has managed to develop new ways to serve students despite the pandemic challenges.

Good summary of program high impact actions that occurred during the pandemic.

SSCT 8.0 Summary Reviewer's Comments for Comprehensive Report

SSCT 8.0 Summary Reviewer's Comments for Comprehensive Report : Version by **Fulkerson, Marcia** on **11/30/2021 21:26**

8.1 REVIEWER'S COMPREHENSIVE QUALITY AND THOROUGHNESS
Does the quality and thoroughness of the report provide sufficient detail with which to form an accurate assessment of the program's strengths and challenges? Please explain.
The review is of high quality and provides a great deal of detail sufficient to assess the program's strengths and challenges. Not all of the data sections are relevant to the office, but it would be good to provide some participation numbers in the 'enrollment' and 'retention' sections. While those numbers wouldn't be course enrollments, they could report some quantitative information about numbers of students involved in programs and activities. It would be good to begin collecting this type of information.

Yes, this is a good general review for an accurate assessment. More, specific examples in each section would strengthen future reports. Future goals have been identified which are more specific and thus more measurable. This data will improve assessment of program.
8.2 HIGHLIGHTS
What is the program doing exceptionally well?
- They exemplify collaborative and transparent leadership by advocating for student participation in the participatory governance process.
- They provide a wide range of services, programs and activities to build community, understand real-time student need, and support students academic and personal growth.
- They promote social justice, inclusion and equity.
- Quick pivot to assess changing student needs and supply resources to students in quarantine.
- Created activities to build community while maintaining changing safety guidelines.

8.3 RATING
Please rate the status and performance of this program: Exemplary, Good, Fair, Needs Improvement, Consider for Discontinuance and briefly explain your rationale.
Exemplary
The office aligns itself well with guided pathways, the college mission, vision and guiding principles, and with student development theory. They provide an array of services and offer many opportunities for student engagement and leadership development. They partner across campus to improve the student experience.
Exemplary

SSCT 9.0 Resource Requests

SSCT 9.0 Resource Request (R1-20211005) : Version by **Medina, Amparo** on **11/23/2021 23:49**

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
1	Student Services Technician	G	Classified	Necessary	EG, PI	EMP, MVP	Seed money was provided for the establishment of the Condor to Condor Peer Mentoring program in spring 2020. In order to support the institutionalization of the peer mentoring program, we need to hire a full time classified employee who will have the capacity to train the peer mentors and expand the peer mentoring program. The peer mentoring program supports enrollment management and the EMP through their constant communication with students which supports the identification of and connection of students to college resources to support enrollment, success and retention. In additions to connecting weekly with mentees, peer mentors connect with thousands of students each	No	Amparo Medina

Quantity	Item/Description	Amount Requested (Letter)	Category	Priority	Rationale	Aligned with	Justification	Previously Requested?	Submitted by
							semester through call campaigns. Students provide direct connection to college resources, helping to move the college away from the cafeteria model of support. For example, when students share they need assistance with financial aid, they aren't merely given a phone number to contact. The peer mentors instead obtain any pertinent information regarding the need and the information is provided to the Financial Aid Officer who then has a FA Specialist follow-up with the student. With online students, peer mentors have, for some, become their only outlet and connection with college resources and events.		

SSCT 10.0 Prior Resource Requests Contribution

SSCT 10.0 Prior Resource Request Contribution : Version by **Medina, Amparo** on **11/23/2021 23:49**

10.1 PRIOR RESOURCE REQUESTS

If you received resources as a result of a previous program review process, how have those resources contributed to previous objectives? If this section does not apply, please enter: *NOT APPLICABLE.*

Basic Needs Specialist was funded which allowed for a dedicated position to work with all basic needs requests such as the food pantry, Cory's Closet and the snack pantry. This work was previously done solely through the ASG office and the students who supported the office such as student workers.