

A. DESCRIPTION AND PURPOSE

Student Services

1. Describe the program's purpose and mission. Limit 250 words.

The Office of Student Life provides community and engagement opportunities to support students outside the classroom. Students are invited to engage in co-curricular and extracurricular activities and programs to develop their leadership skills and connect with peers. OSL is committed to promoting student involvement and success with intention by creating equitable and inclusive student communities through honoring connection, centering leadership development and social justice, and promoting action as social change agents.

Area Values:

- **Community.** All people deserve an abundance of opportunities to authentically connect with one another and be in community. OSL achieves this through student clubs and student leadership engagement
- **Inclusion.** Leaders work with a generous purpose and use their skills to honor the diversity and intersecting identities at SMC. We work on behalf of our community and seek culturally responsive ways to affirm, highlight, uplift and advance their vibrant voices.
- **Transformative Leadership.** We inspire students to narrate their own story by creating space that allows growth and development. We challenge our community to find their authentic voice, to honor their value and belief systems while discovering their identity. Our students inform and drive our work. Examples include Big Blue Bus pass, Organic Learning Garden, Basic Needs initiatives, and student relief funds.
- **Social Justice.** Recognizing the complex intersections of identities within our communities, we equip students with a broader perspective and educate them to deconstruct oppression, empowering them to be social change agents. We provide experiences to reconstruct social behavior and frameworks needed for all to advance in a more equitable society.

2. Which of the following Institutional Learning Outcomes does the program support? Select at least one.

ILOs

- #1 - Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- #2 - Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
- #3 - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events
- #4 - Assume responsibility for their own impact on the earth by living a sustainable and ethical life style
- #5 - Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

B. STUDENTS SERVED

3. Describe 1-3 salient demographic composition of students served by the program and include an analysis of how it aligns with the students your program is intended to serve. (500 words)

The Office of Student Life is the student shared governance hub at SMC. Our primary objectives is to provide SMC students with leadership development opportunities through a variety of engagement opportunities including student government, student representative for district and academic senate committees, student clubs, and civic engagement to name a few.

Student Leadership is often seen as a privilege and can feel inaccessible for many of our students especially from historically marginalized communities. While Student Life programs often serve the best academically performing students because they possess the knowledge, capital, and academic requirements to access our student leadership opportunities, the program continues to identify new and intentional opportunities to engage our most disproportionately impacted student populations such as our Black and Latinx/e students

on campus. Over the past few years we have seen our demographic shift to meet this intentional action by our office and have seen our engagement data shift from majority white identifying students to a more balanced and representative population of our student body (2023; 31% Latinx/e, 19% White, 16% Asian, 8% Multi-racial, and 5% Black).

We have been able to achieve this through developing partnerships with campus partners such as Black Collegians, Latino Center, MOCAN, Peer Navigators, Special Programs and the Student Equity Center. We provide specific presentations and targeted information to help engage these student communities. With all of this we still struggle to engage our Black Students and male identifying students with leadership opportunities. This has been a key focal point in 2024 for our office as we move forward over the next couple of years and into our next program review cycle. We are anecdotally seeing results from our efforts and have grown in our male identified student leaders within our A.S. board and engaged more of our Black identified students in 2024 resulting in a 100% increase in Black student representation on the A.S. board in comparison to boards over the last 3 years.. Lastly, we have seen a increase in engagement with international students within our student life offerings.

Finally, it is notable to add that student life has seen a 30% increase in student engagement across all of it's program offerings year over year since 2022. For the year 2024, student life has already eclipsed the most clubs formed at SMC ever with 80+ clubs and organizations this Fall semester. By the numbers, student life has directly served 600+ students this Fall:

1. 16 Associated Student Leaders (includes Student Trustee)
2. 64 Student Commissioners
3. 87 Student Clubs (6 registered students each) = 522 students
4. 4 FLVR students
5. 15 student workers
6. Unaccounted number of students who seek resources and services by visiting student life
7. 80 Club Advisors (Faculty, Managers, and classified)

Indirectly, student life serves a even larger number through the projects and initiatives funded by Associated students across campus. Some notable funded projects this year include the FLVR program, GivingThanksgiving, Black Lunch Table Conversations, SMC Civic Education Week, and Indigenous Heritage Month to name a few.

4. Describe how the program does outreach to, and provides access for, the intended student population. (250 words)

Our office works with campus partners to provide outreach to students about leadership offerings within Student Life. General outreach consist of messaging SMC/GO, Corsair Connect, campus bulletins, and social media. We do targeted outreach to programs serving specific student populations through email, classroom/program visits, and workshops. We always strive to provide a hybrid model to our engagement efforts engaging both in person and online to create the most access possible for students. In addition we empower our student leaders to engage with outreach efforts as we have found peer to peer engagement to be highly successful. Other ways we outreach to students include tabling at SMC events, classroom announcements, and faculty messaging to their classes on canvas.

5. When considering student outcomes, SMC produces the largest equity gaps for Black and Latinx students. How does the program address equity gaps within the scope of work that it performs? (500 words)

We have been actively working to engage more Black and Latinx/e students in leadership opportunities. We know when properly supported and scaffolded students who engage in extracurricular and cocurricular opportunities are more likely to be academically successful. We do this through developing culturally responsive and caring relationships with students, holding them to high expectations, and empowering them

to engage and create community. We evaluate and reflect on our work each year to identify strengths, gaps, and trends we are seeing within our programs and students. We plan and shift our resources as needed each winter and summer session to address gaps. For example this last year, Student Life engaged in the Data Coaching program facilitated by our Office of Institutional Research. . Through this program the program staff tackled the challenge we saw in low engagement with Black students. We conducted focus groups with the help of Black Collegians and are actively working to draft an action plan to increase Black student engagement within student leadership. Through understanding our student's experiences we are able to shift the ways students access leadership and work toward supporting them to be able to engage in student governance. This work has led us to digitize our processes, create intentional outreach for our disproportionately impacted student groups, develop additional resources and check points with students in leadership, and revamp the way we communicate with them. Most importantly as an office we continuously work to adapt to the needs of our students. This work to be more culturally responsive as an office has seen us experience the largest student engagement across our program resources (A.S., Clubs and Organizations, and general student activities).

6. If applicable, describe any instructional partnerships or collaborations that impact the students served by the program. (500 words)

These are all programs we routinely stay in communication with and partner with throughout the year. This is not a comprehensive list but one that encompasses are most frequently partners. A.S. student leaders continue to lead the way and fund many projects on campus that have been beneficial to students over the years including basic needs emergency relief, FLVR, organic learning garden, big blue bus, and many more.

- Student Equity Center
- Title IX
- Counseling
- Career Counseling
- Outreach and Onboarding
- Equity, Pathways, and Inclusion
- Black Collegians
- Latino Center/Adelante
- Public Policy Institute
- MOCAN
- EOPS
- Peer Navigators
- SMC Ambassadors
- Basic Needs
- SMC Foundation
- Academic and Community Relations
- Sustainability Center

C. ASSESSMENT AND EVALUATION

7. Describe any changes that have been implemented as a result of the recommendations of the last program review. (500 words)

A few program recommendations from 2018 that have progressed or been met:

1. Continue accessing, evaluating, revising and updating the SLOs.

1. OSU continuous collects data on students engaged within our program offerings to better understand how we need to adapt our resources and address student need. This recommendation has resulted in our office digitizing our processes and creating a paper free process for Associated Students and clubs.

2. Work with Institutional Research to develop a Unit Outcome (UO) for the overall operational evaluation of the Office of Student Life.

1. This unit outcome has been lost in the many leadership transitions since the last review. Student life will prioritize this recommendation as we move into the new recommendations for this current review.

3. Use the upcoming 2017 survey to respond to student needs (as was done with the previous CSSEE).

1. Student life continues to use information collected to understand student emergent needs which have resulted in support of basic needs, emergency funding, academic support resources and much more since the last review period.

4. Develop a backup plan for maintaining or reducing current OSL programming/services in recognition of the college's worsening fiscal condition.

1. Given the nature of student life and the federal regulations/policies that prevent our office from reducing student led programming such as club formation. This recommendation can not be fully met by our office. While we can advise associated students to recognize the institution's worsening fiscal condition, they are allowed as a governance structure to spend within their means according to the financial code that guides their decisions.

5. Determine whether the Office of Student Life is taking on effort that might fit better in other college functions/organizations and consider alternative approaches that address needs without impacting the OSL's budget and/or staffing resources.

1. All the programs and resources provided by the Office of Student Life are specific to the programs primary functions. When other areas come seeking partnership with student government, we often have to provide the expertise for planning and implementation of many of the ideas/projects/initiatives being proposed.

6. Consider the sustainability for clubs and other initiatives that impact district resources.

1. Office of Student Life programs including but not limited to Associated Students and Inter-Club Council are relatively self-sustaining from the various student fees collected (A.S. Resource and A.S Representation Fees). The only true expense that is provided by district resources is the staff provided for the office's management and operations.

7. Continue to collaborate with other college organizations that have a Service Learning component (e.g., Sustainable Works and Service Learning) to ensure that efforts between these entities are mutually supportive and aren't duplicated.

1. A.S. continues to show partnership and collaboration in service learning and campus wide initiatives. A.S. has funded large amounts of financial resources to help programs provide these important service learning opportunities each year. One exemplary case being the full funding for the organic learning garden.

8a. Identify and describe one or two outcomes students are expected to experience after receiving services from, or participating in, the program. (200 words)

It is well documented both in theory, research, and practice that student engagement can increase not only their academic achievement, but also their sense of belonging. As the Office of Student Life continues to evolve and partner with programs across campus, we expect student who get involved and are intentionally connected to our resources to see an increase in successful persistence, successful degree completion/transfer, and intrinsically see themselves as leaders.

Of the students who were involved in student life from 2022-2023, we found that 88% of them successfully enrolled and completed units. In addition approximately 90% went on to transfer or complete their degrees. While student life can not take full credit for this data point alone. It does make a point that our students who are involved, communicate with our counselors, and see themselves as leaders are more likely to succeed. Student Life plays a large part if not the largest part in offering student engagement opportunities on campus. This work contributes to the successful retention and persistence of students at SMC.

8b. Describe how the identified student outcomes are assessed. (e.g., a survey of program participants is administered at week 12 of each semester) (200 words)

Student outcomes are assessed through a variety of ways including but not limited to the examples below:

1. Counseling appointments with OSL Counselors - 3 per semester
2. Leadership advising with the Associate Dean
3. Pre and Post semester exams or check-ins to examine progress
4. Student surveys
5. Data collection through forms and surveys
 1. A.S. Leadership opportunities
 2. Club registration documentation
 3. Event Surveys
6. Request for resources and events funded by A.S. to report back findings and success metrics

8c. What is the "effectiveness" target goal for each of the expected student outcomes identified? (e.g., 90% or more of students attending the FAFSA workshops successfully complete the financial aid application within four weeks) (200 words)

1. 90% of student who are involved in student life programming are retained from Fall and Spring semester each year across A.S. leadership opportunities and student clubs.
2. Maintain the student club offering each Fall and retain at least 85% of those clubs for Spring semester within the first 3 weeks
3. 90% support of A.S. Board degree completion or transfer within 2 years of involvement.

8d. Analyze the program's performance on the data collected to assess the program's student outcomes. Is the program meeting the target goals? What context is needed to understand the results? (500 words)

The program is meeting its target goals. It is not that additional context is needed to understand the target goals but maybe more consistent monitoring of these goals would be helpful to see the benefits added to students who engage with student life opportunities. In addition a wider study of understanding what other campus programs and departments students are involved in can help identify key areas who are contributing to student retention and persistence.

9. Based upon the outcomes assessment, satisfaction evaluation and/or other data, provide two notable examples of how the program serves students effectively and briefly explain why they are successful. (500 words)

1. Student Life has seen a boom in students engaging within our programs since returning on ground from the pandemic. Seeing at least a 30% increase each year in student involvement amongst Associated Students and student clubs is a direct testament to the care and work put in by the advisors and staff of student life. Students engage because they feel more connected to each other and their advisors.
2. The diversity of Associated Students has grown significantly over the last few years. The board is represented more by students with more diverse backgrounds (race, gender, sexuality, etc.) than has ever been seen. Keys to this success anecdotally include having staff who is just as diverse as the students served at SMC and providing intentional and targeted outreach to specific student populations.

10. Based upon the overall assessment and evaluation of the program, describe 2-5 areas that require attention or improvement. (500 words)

1. Human Resources - Student life is over capacity in its ability to serve the students who engage within our programs and offerings. Support of anticipated retirements and additional new staff would help provide stability to the program.
2. Closing Student Engagement Equity Gaps for Black and Latinx/e students - This point has progressed and improved but still has room for growth. The goal for this challenge will be accomplished when we see our student demographics reflected in the leadership opportunities provided within Associated Students.
3. Continued analysis of processes - New technology and streamlining processes come with a learning curve. The office will continue to learn and create more effective practices to serve students.

D. THE FUTURE OF THE PROGRAM

11. Based on the findings from your assessment/evaluation, describe the goals/priorities and accompanying action plan(s) you will pursue to improve your program. (500 words)

Student life has come a long way over the last few years and will continue to advance in similar goals and priorities through this next review period. Some of the short term and long term goals for student life include:

Short-term:

1. Increase Black Student engagement in student leadership and equity offerings, specifically on the Associated Student Board
2. Cultivate more intentional student programming and assessment processes
3. Pilot an annual student leadership and social justice monthly workshop series.

Long-term

1. Examine student access to leadership opportunities and develop new access points to address any identified gaps
2. Increase Black and Latinx student representation in shared governance committees at SMC

E. EMPLOYEES/PROGRAM STAFF AND DEPARTMENTAL CULTURE

12. List and describe program staffing, including FTE, faculty, classified professionals, managers, and student/intern support. (250 words)

- Associate Dean Student Life - Academic Administrator
- 75% - Full-Time Counseling Faculty, Inter-Club Council Advisor - Faculty (No Winter/Summer Support)
- 18 hours - Adjunct Faculty Counselor, General Student Life Advising Support - Adjunct (No Winter/Summer Support)
- Student Services Specialist, A.S., Club, and activity center Support - Classified
- Administrative Assistant I, Club Support - Classified
- Administrative Assistant II, A.S. and Finance Support - Classified
- Student Workers, Federal work study, general office support - Student Employment

13. Analyze staffing levels in the context of the program's mission and purpose. Are there any gaps or needs to be addressed? (250 words)

As one of the most engaged Student Life offices in our area, we are over our capacity to serve students within our program. Our office has one of the smallest staff teams comparable to institutions such as Pasadena, El Camino, and LACCD. Most offices have at least 6 staff not including any counselors who support student life. This year as of October 14, 2024 we have 71 registered student clubs, 2nd most across all the

districts near us and double the number between us and the next school. We are the only school who has a fully elected student government board.

This activity creates a high need for staffing to meet all initiatives and projects our student leaders create. At this time of the staff we have, not inclusive of faculty counselors, only two of those positions can directly advise/co-advise our students within it's responsibilities and duties. Accounting for the two counselors we have 4 advisors overseeing (2 primary - Manager and FT Faculty) four regular brown acted meetings, additional committees, 16 directors and their initiatives, 30+ representatives, and numerous events. In addition supporting clubs and their advisors.

With 2 anticipated retirements, our office does not have the staffing needed to maintain the level of student engagement being demanded. Unlike areas who can downsize and make a choice to serve less students, Student Life is not one of those areas. An example includes student clubs which cannot be restricted as long minimum requirement are met to be recognized.

14. Describe how the program provides ongoing professional development opportunities for staff. (500 words)

The Office of Student Life always supports its staff to understand passion areas, gaps in knowledge, and development interest that would be beneficial to the staff at both an individual and team level. Often times these opportunities come via events/workshops being provided by the district at no charge. Additionally staff often identify areas for personal/professional growth and will seek professional development funds to support these endeavors. In addition, our program creates opportunities within team meetings, whether it is a team conversation on a specific topic, a discussion on an article that is relevant to the program's work, and/or something trending on campus. Time is always set aside in program meetings to discuss important and relevant topics that help our team grow, learn, and be more effective at our roles.

15. What equity-centered practices and training have been implemented in the program? If applicable, provide examples and discuss strengths and areas for growth. How can the institution better support the program and staff in developing an equity minded work culture? (500 words)

Our office strives to always question and develop new practices that help create access for our most impacted students. We acknowledge the privilege that can come with student leadership opportunities and work to be responsive to addressing how we ensure a diverse representation of SMC's students are engaged in this privilege. Ways we as a team have worked to improve our area offerings and student support include:

- Attending equity and social justice related trainings
- Discussing current world issues and equity topics during team meetings
- Improving our student services through a caring model (i.e. by practicing active listening and patience with students)
- Routinely examining office practices and policies to ensure they are equitable for our student populations at least once a year during review periods.
- Supporting staff to attend conferences, trainings, and webinars relevant to work and developing leadership/equity skills

A couple strengths of student life is the team's ability to work with all students who come through our office, the team displays a high level of care and empathy for students by always seeking to better understand what they are asking, and finally the willingness to engage in difficult conversations to seek understanding and learning.

Areas of growth for student life include continuing to learn and improve equity practices, reflecting on frustrating moments for growth, and addressing past work place traumas so we can be more proactive instead of reactive.

The college can support student life efforts by providing additional staffing resources to help us manage the many moving pieces that are a part of student life and student equity work at SMC. Additionally continuing to provide professional development opportunities where all employee groups can come together, learn together, and have dialogue together would be important to creating a more inclusive and equitable culture.

16. If applicable, describe if the program has a succession plan to ensure that it is minimally impacted by staffing transfers, departures, and/or retirements? (250 words)

Over the last three years as our campus has gradually reopened for in-person activities and events, our office has started to develop succession plans with a goal to minimize disruptions by staff departures and retirements. This work has included digitizing records, organizing essential information, updating office practices, and documenting staff/faculty responsibilities. With two retirements looming over our area this coming year it has been a priority to identify responsibilities and duties unique to each member by documenting the process that will culminate into an office staff handbook. This handbook will provide comprehensive, step by step instructions on key office practices and processes pertaining both to office employees, students, and club advisors.

However, the largest challenge is not having a succession plan for the office, but the potential threat of not having key positions filled on our team once anticipated retirements occur. The Office of Student Life is already over capacity, often as one of few areas that is tapped to help manage campus wide student crisis and intervention. The skills and knowledge that are required to help develop student leaders, advise student governance structures, and mitigate topics such as free speech, non-discrimination, and student protest take time to learn. Without the stability of full-time staff and faculty counselors in our area, this will be a foreseeable challenge that will heavily impact student life.

17. Describe the program's workplace culture, climate, and morale, and discuss how it impacts the program's ability and capacity to effectively serve students. Describe how the college can support and improve the environment and/or morale in your department. (500 words)

Student Life's culture and team relationships have improved tremendously over the last few years. Student Life has had a reputation as being a challenging environment to work prior to the pandemic with high staff turnover rates amongst faculty counselors especially. More recently, student life has worked effectively and helped streamline processes to increase our student outcomes. However as in our last program review, our counselors often have become assistant administrators by role due to the lack of staffing needed to support a continuously growing program. Our office routinely serves at least 600 students (student club leaders, commissioners, student representatives, and student government) throughout a semester not including the every day student that walks through our doors and the many faculty and staff who serve as club advisors.

With two anticipated retirements, one being our only full time tenured counselor, the office needs the college's support with additional staffing. As required by district administrative regulations, only full time faculty and or managers may serve as primary advisors to student groups. With the pending retirements, the Associate Dean will be responsible for advising 4-7 meetings per week and more than 100+ students in addition to the other duties the position is already assigned.

Going forward, the Office of Student Life might be better served, for example, with one truly full time counselor and one part-time counselor to meet the counseling demand, a Student Services Specialist to replace the Administrative Assistant I to align with office and student demand, and an Assistant Director to help manage the administrative advisor responsibilities.

F. BUDGET PLANNING

18. Describe how the current program budget aligns with the program's goals and outcomes over the next three years. If it doesn't align, what would be needed to supplement the current budget allocation? (250 words)

Justifiably, our budget has been cut along with budgets across the district during this time of budget downfalls. However, it is a continually observed that the program budget available to the Office of Student Life does not address or meet the needs and demands of student engagement at SMC. The two highest program budget needs that exist are an increase in human resources to support the operation of Student Life and funding to support the needed professional development and training required to do these roles successfully. This need has been shared in past program reviews and is now more of a need than ever with the planned retirements of two key staff members and a continuing increase in student engagement across our programs.

The office is in need of staff/faculty who are able by district regulation and definition serve as advisors to student government and the inter-club council. With only one person in the office who meets the definition of a primary advisor, the district is expecting the academic administrator to advise 6+ brown acted meetings, 16 student government leaders, 80+ student clubs through the inter-club council, and 30+ student representatives across shared governance committees. There is a critical need for both departing positions to be filled (FT Counselor and Classified) and additionally a manager to help alleviate the growing demand. In addition it is essential to have ongoing funding for relevant professional membership dues (CCCSAA) and professional training for advisors to stay up to date with best practices.

19. Are there any special projects or initiatives that will require additional budgeting or a reallocation of existing resources for the program? Consider the following: human resources, reducing racial equity gaps, student success and completion, community relations, professional development opportunities, and federal, state or district initiatives. (500 words)

As mentioned above in varying responses, Student Life's largest challenge is a need to support additional and existing human resources. With two anticipated retirements and a department staffing structure that is lacking the capacity to fully address the challenges faced annually.

Examples:

1. With the re-emergent need for food security program such as FLVR being funded by Associated Students, there is a need for additional faculty counseling support to address the increase in potential student contact hours that will be required to scale the program.
2. Two retirements of long time employees will be a substantial loss of knowledge and skills
3. Lack of staffing has resulted in employees being spread thin across duties and responsibilities assigned
4. Additional staff will help address the unplanned student challenges that continue to rise from year to year such as student protest, campus free speech, etc.
5. The increase in support needed by faculty and staff advisors is becoming unmanageable at the rate our club program is growing

Additionally, Student Life needs professional development funding to ensure staff are up to date and trained on student engagement practices such as non-discrimination policies, free speech guidelines, student involvement best practices, etc.

This form is completed and ready for acceptance.