
Student Services Program Review Annual Update – Form



**Allan Hancock College Program Review-Student Services Division
2018-19 Annual Update**

Date:	March 20, 2019
Program and Department:	Leadership / Student Activities: Student Services
Additional programs included in this review:	Student Ambassadors & Mentorship Program
Date of last comprehensive review*:	2013-2014
Submitted By:	Ben Britten, Counselor and Leadership 111/112 Instructor Stephanie Robb, Coordinator, Student Activities / ASBG Advisor
Attachments:	<input type="checkbox"/> Advisory Board Meeting Minutes/Recommendations <input type="checkbox"/> 6-year assessment plan <input type="checkbox"/> Other:

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the [college mission](#).

Through the Allan Hancock College (AHC) Student Activities office and Leadership program students learn the necessary skills to interact and communicate effectively within groups, work effectively in teams, plan events and activities which engage students in campus life, and represent the campus population by serving on various college councils and hiring committees. Students learn to understand and appreciate diversity and follow parliamentary procedures within the context of ASBG Board of Director meetings which are Brown Act compliant. Students attend conferences and meetings representing the college on a regional and statewide level. The purpose of the program is to have students recognize various styles of leadership and examine and develop their own leadership style.

The program is directly related to the college's Six Success Factors. Students who participate in campus life are generally more engaged, directed, focused, nurtured, connected and valued. Almost every school in the U.S. offers some type of extracurricular activity, such as music, academic clubs, and sports. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993, Chenoweth & Smith, 2015). If, indeed, participation in extracurricular activities can lead to success in school, then the availability of these activities to students of all backgrounds becomes an important equity issue.

The Mission Statement of Student Activities/ASBG of Allan Hancock College is to strive to:

- Represent the needs, interests and perspectives of AHC students at every level of decision making

within the college, to regional and state organizations and nationally as necessary and appropriate to promote and encourage student success;

- Provide students with opportunities to engage in learning and leadership as well as governing processes and parliamentary procedure;
- Support a vibrant student life on campus consisting of extracurricular activities and events that encourage cultural diversity, unity and college pride to enhance the general welfare and academic success of AHC students.

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

Food Share Because We Care

Goal: SLS2, SLS4, SLS5, SLS7

Action Taken: This weekly food give away is in collaboration with the Santa Barbara County Food Bank. Recently, this program has been expanded and now distributes food every Thursday. Students are given fresh produce and nonperishable food items at the Student Center, Gym and at the Lompoc Valley Center. Last year's totals indicate there were 12,604 students who participated. The AHC Culinary Arts department is collaborating with Food Science and Nutrition department prepare weekly samples of hot cooked items from the Food Bank. We have also been offering an annual Thanksgiving Feast which serves over 300 students the week of Thanksgiving to assist in creating a hunger free campus. The success of programs like this can be attributed to the growing food insecurities of college students. By providing free food weekly, AHC can help students focus on their academics rather than working or worrying about obtaining food. Educated students are more able to obtain jobs, thus breaking the cycle of poverty.

Lunch Locker

Goal: SLS2, SLS4, SLS5, SLS7

Action Taken: A "Lunch Locker" has been recently launched (Spring 2019) for students with an immediate need in between Food Share Because We Care distributions. The word is just getting out regarding this service, but so far approximately 30 students have utilized the Lunch Locker. The current plan is to provide a lunch locker on the LVC campus as well. The goal is to have this completed by Spring 2020.

Study-A-Thon

Goal: SLS2, SLS4, SLS5, SLS7

Action Taken: Student Activities partnered with the Math Center, the Writing Center and the Library to stay open from 6:00 pm to midnight on four nights just prior to finals so students would have access to computer, tutors, textbooks, extended library hours, faculty and refreshments. For Fall 1,242 students participated in the Study-A-Thon at the Santa Maria and Lompoc Valley Center. Student Ambassadors staffed the event in addition to student and faculty tutors.

Information Booths

Goal: SLS2, SLS3, SLS7

Action Taken: The first two days of each semester four Information Booths were set up to assist students. In fall 2018 1322 students were given assistance and had questions answered by staff and Student Ambassadors.

Student Ambassadors

Goal: SLS3, SLS6, SLS7, SLS8

Action Taken: There are currently 18 Student Ambassadors who participate in regular, ongoing training. The program began four years ago with four Student Ambassadors to develop a peer to peer mentorship model. Student Ambassadors toured over 22,000 prospective students on our campuses. The Ambassadors work at the high schools on outreach, community events, staff the AHC Help Desk, give campus tours, and assist AHC students. In 2017-2018 Student Ambassadors participated in 467 outside events for an average of 58 events per month.

Transcript Annotation

Goal: SLS2, SLS8

Action Taken: Beginning in spring 2018, students who served on as Student Ambassadors are granted a notation on their official college transcript stating their position and duration of service. This annotation is important because it signifies participate with ASBG and a commitment to the college which prospective employers may find valuable.

Mentorship Program

Goal: SLS1, SLS2, SLS3, SLS4, SLS5, SLS6, SLS7, SLS8

Action Taken: This year's Mentorship program has 70 participants (35 mentors, 35 mentees). The program has consistently grown, it remains positive and effective as stated in the video testimonials by participants.

American Student Association for Community Colleges (ASACC)

Goal: SLS3, SLS5, SLS6, SLS7, SLS8

Action Taken: For the first time in over eight years, seven Associated Student Body Government (ASBG) students attended the National ASACC Conference in Washington DC to hear keynote speakers, attend workshops, participate in networking, and meet with Congressional representatives. It was an excellent conference which also provided a walking

tour of DC and ample opportunity for visiting the Capitol, Smithsonian's, and seeing the Memorials. The students provided information on their trip to the entire ASBG as well as leadership 111/112 class. Their experience has motivated them to get involved at a higher level as well as enhance their leadership roles on AHC's campus

III. Program Challenges

Please summarize your program challenges for the year.

The Leadership/ASBG office currently organizes approximately 70 events during the academic year. This equates to 1.6 events per week (two semesters of 18 weeks, including finals, is 36 weeks in the academic year). Some of the events are larger and more intensive than others. For instance, Bulldog Bow Wow encompasses all clubs, academic and student services departments, and community business members. Planning this event takes approximately six weeks and is continuous. Food Share Because We Care is now a weekly event. Planning for many of the events offered on campus occurs concurrently throughout the semester. Students from Leadership 111/112 are required to participate in at least 15 events throughout the semester as stated in their syllabus.

As of the Spring 2019 semester, there are 23 students enrolled in leadership 111/112. There are also five members of the ASBG Board of Directors that participate in the planning and implementation of these events. Due to course repeatability rules, these five students are unable to enroll in Leadership 111/112 but instead must enroll in CWE 149 in order to gain college credit for their continued involvement. Given the high level of expectation for every event set by the ASBG/Leadership office, ensuring quality for these events demands diligence and a high level of organization. With the current slate of 70 events, the ASBG/Leadership office has limitations for adding new events. Since there is only one Coordinator and one program assistant assigned to the program, along with a pool of 26 student volunteers, the number of events is dependent on the availability of these students being present at the events.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

Food Share Because We Care offers food to students at three locations, Santa Maria Student Center, Athletics, and the Lompoc Valley Center (LVC). A student ambassador has been assigned to the LVC and a Lunch Locker is being created there. Events are also offered at the LVC, such as Bow Wow, LVC Holiday celebration, Pi Day, and the student appreciation BBQ.

Online services include to Facebook, Instagram, and Twitter for event publication. ASBG, Clubs, Mentorship, Student Ambassadors and Food Share Because We Care all have webpages on the Main AHC website which has information for all students to access. All ASBG members have their emails posted on the website as well.

As stated in the 2016-2017 Annual Update, the need for course offerings of Leadership 111 at the Lompoc Valley Center still persists. The opportunity for some students to be exposed to the program from other campuses would be a vital resource for offering more events, building the ASBG Board, and providing equal opportunities at both campuses.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

The ASBG webpage has the email for every officer and the program coordinator so students can contact any of these individuals whenever needed. The webpage also includes all ASBG minutes and agendas. Any students that are interested in campus clubs have access to the club contact information as well. Online students who cannot participate in campus events are able to participate in ASBG surveys to give their opinion. These surveys have been administered through canvas, Rave, and student email. Online students may access club forms, ASBG forms, scholarships, handbooks and general information on the ASBG website. ASBG also plans and participates in events on the Lompoc Valley Campus.

V. Learning Outcomes

A. Program Outcomes

- Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2016.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

N/A

B. Student/Service Learning Outcomes

Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2016.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

N/A

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made. N/A if no changes are needed.

N/A

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

All three of the student learning outcomes were assessed, they include:
SA SLO1) ASBG and student clubs will organize and participate in civic and community causes, i.e. Bulldog Bow WOW, Diversity Day, Cinco De Mayo, Christmas toy and food drive, blood drives, etc.
SA SLO2) ASBG and Student Club members will be able to understand the value and the benefits of being involved in student life and how it leads to their success.
SA SLO3) Demonstrate effective communication skills through various mediums across campus events, committees and departments.

Elumen information shows that 90% of the students in the leadership program are meeting or exceeding standard,

which means they are engaged, focused, and connected. They plan and execute many events on campus, effectively communicate and are involved in decisions made on campus and represent the student population. They know and understand the value of being connected with ASBG, clubs, leadership and how it supports them and ultimately leads to increased success.

Many students who transfer relay to us that they also get involved on the university campus to increase their support system and reap the benefits.

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

Since there are 10% of students in the program that are below institutional standards, the faculty/staff has added a component to the class, which requires all students to participate in events throughout the semester. Currently, students must participate in at least 15 events. The options for participation includes; attending athletics events, attending PCPA performances, volunteering at Food Share Because We Care, and other events on or off campus.

Students also have an assignment where they must plan an event. The events do not have to be real, but some of them have become reality. For example, in the Fall 2018 semester, one student planned for “CheeseburgerPalooza” an event to share his love of cheese burgers with students during a Food Share event. Freshly cooked cheeseburgers were distributed free of charge and campus events were promoted as well.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

Results of SLOs are shared at the LOAC Student Services Meeting Quarterly. Also, the program coordinator, program assistant, and leadership instructor meet once per semester to review SLO assessments.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

Results of eLumen data is discussed with the Leadership 111/112 instructor. By including the instructor in the discussion, the syllabus and assignment planning can be changed in order to support the needs of the SLOs.

Six-Year Plan (brief update of your current 6 year plan progress):

1. Changing Coordinator, Student Activities to a management or faculty position
2. Hiring a full-time instructor

3. Research and look into best practices for student leadership development along with the possibility of creating new curriculum to create a Leadership certificate and/or degree.
4. Update current course outlines to remove AB repeatability

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

The need to establish and fund a center for AB540 students on campus had been a major topic of discussion within Dream Club, the leadership classes, ASBG, and overall student population. According to the AB540 working group, the amount of students who qualify for ABD540 has diminished by over 100 students since the previous academic year due to DACA changes. The students are requesting that a “Dream Center” be established on campus to aid in retaining AB540 students. This center would offer students who are classified as AB540 with services such as legal counsel, personalized counseling, monetary funds and scholarships, and most importantly, a safe space with valuable resources. A Dream Center location has been identified by administration in collaboration with Dream Club, the location and planning will be rolled out for fall 2019.

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

As stated in the 2016 – 2017 annual update,

Funding for the ASBG budget was increased from approximately \$32,000 in 2015-2016 to \$50,000 in 2016-2017. These funds have been utilized to support ASBG contributions to: Foundation scholarship banquet, CAN sashes, Friday Night Science, Alpha Gamma Sigma, UTC events, travel for several campus clubs, American Institute of Architecture Students attending the Design Village at Cal Poly, and many more student opportunities.

Currently, students on the ASBG Board are paid a stipend of \$125 for attending a majority of the meetings of the college councils they are assigned. The addition of this stipend has increased the attendance of students at council meetings. ASBG officers will be proposing a budget increase to \$60,000 to the college president for 2019-2020. The funds will further support club activities and various campus events, programs and services in Santa Maria and Lompoc.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
Hire a full-time Director for Student Activities	Coordinator, Student Activities was a classified position, but effective July 1, 2019 will be Director, Student Activities and Outreach (management).
Hire a full-time instructor	Instructor is faculty, teaching the assignment via overload.
Research and look into best practices for student leadership development along with the possibility of creating new curriculum.	The Counseling and Recreation Management departments have discussed the addition of Leadership 111 to the "Selected Electives" of the Rec. Management major. Discussions have occurred with the AHC Articulation officer to propose the course as a CSU Area GE requirement as well as submit Leadership 111 to the UC for transferability review.
Update current course outlines to remove AB repeatability	None
Increase outreach to first time incoming Hancock students	17 student ambassadors have been hired. Student activities supports and promotes outreach on and off campus and events like Hancock Hello and campus tours. The Leadership Instructor and ASBG members are working with local high schools to visit their leadership courses and promote enrollment.
Look into going through AP and P to make Leadership 111 a CSU Area E requirement	Planning and paperwork underway.
Increase amount of funds for activities	Propose a budget increase from \$50,000 to \$60,000 for 2019-2020 academic year.
Increase services and activities	Several events and services have been added, see section II, Program Accomplishments.

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale
Create Courses additional courses such as Leadership 110 and 113.	As stated in the 6 year review, the hiring of a FT Faculty leadership instructor would allow for someone to do the necessary research and propose CoR's for the creation of these courses. Students are unable to gain credit units after completing Leadership 112, which limits the amount of students who stay involved in ASBG. By creating another 2 semesters worth of courses, students would be enticed to participate and complete leadership courses and possibly a certificate.
Offer Certificate in Leadership upon completion of 110-113	

MODIFIED Recommendations to Plan of Action	Rationale
N/A	

IX. Request for Resources

Type	Item and Need	Justification	<u>Strategic Goal and Educational Master Plan Alignment</u>	Est. Cost	Requested Previously
Facility Needs	<u>Dream Center</u>	The necessity to provide a "Safe Space" on campus for AB540 students		<u>Unknown</u>	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>
Technology Needs	<u>Tablets for ASBG Officers</u>	Access to internet during meetings and around campus during events.		<u>\$2,100</u>	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
Staffing Needs	<u>Hire Full Time Instructor</u>	Allow for modifications to existing Course Outline of		<u>\$55,000 – 90,000</u>	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>

	<u>Hire two Outreach Specialists</u>	<u>Records and propose additional courses towards a Leadership certificate Needed to assist with planning and scheduling various outreach events including Bulldog Bound, Elks Rodeo, and Hancock Hello.</u>			
Equipment (non-technology)					<input type="checkbox"/> Yes No <input type="checkbox"/>
Other Resources	<u>Increase ASBG Operating Budget</u>	<u>The requests for funding have increase in correlation with the number of clubs increasing. Cost of goods has increased for each event (over 70 annually). This would also allow more events at the LVC..</u>		<u>\$10,000</u>	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>