EL CAMINO COLLEGE
STUDENT SERVICES
STUDENT DEVELOPMENT – MARCH 2015

Program Description

1. **Describe the program emphasizing the program's objectives and how the program supports the College's mission and value statements, strategic initiatives, and institutional learning outcomes.**

   Program's Objectives
   The primary objectives of the Student Development Office (SDO) is to encourage students to become involved in campus life via clubs, services, activities, and leadership opportunities. Student government, sometimes referred to as the Associated Students Organization (ASO) sponsors events such as Welcome Back fundraisers, Club Rush, Social Justice documentary viewings and annual fairs, Constitution Day, Rock the Vote, Homecoming Dance, Club mixers, as well as hosting the annual favorite: Finals Madness. During finals week each semester, this event provides free tutors, no to low cost scantrons, blue books and pencils as well as refreshments to help students get through their finals. The Finals Madness program has increased in participation from an attendance of 20-30 students per night in 2010 to currently hosting between 100-125 students per night during the fall 2014 event.
   Students have the opportunity to enhance their leadership skills through participation in student government, clubs, activities, and services; and they are supported by their club advisor(s), the Student Development Office staff, and in classes such as the Student Leadership class, Communication Studies 6.
   Together, these opportunities provide a learning environment beyond the classroom which allows students to formulate their interests and personal attributes such as civic engagement, personal responsibility, communication, artistic creativity, and originality. Specific services provided by the Student Development Office include advising, administrative support, and orientation to policies and procedures. In addition, other services include: Associated Students Organization (student government), Inter-Club Council, a variety of clubs, and Alpha Gamma Sigma (The El Camino College Honors Society). These services provide activities which are diverse and enhance student development in the areas of leadership, communication skills, and decision-making that directly impacts their campus life and beyond. (2008 El Camino College, Institutional Self-Study in Support of Reaffirmation of Accreditation, pg. 117 and 2014 El Camino College Institutional Self-Study in Support of Reaffirmation of Accreditation, pg. 126).

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How the Program Supports the College's Mission and Value Statements.

The Student Development Office (SDO) supports the college's mission and value statements by providing balanced access to ethical and professional staff, fair and equitable usage of multi-purpose facilities, and access to additional services and resources necessary to promote learning, develop civic engagement, personal and social responsibility, as well as foster an expectation of student success all while making a positive difference in their lives by assessing and serving their diverse interests and needs.

How the Program Supports the College's Strategic Initiatives

Strategic Initiative A

The following workshops enhance teaching to support student learning and provide faculty with tools to assist them in identifying students in need of support services as evidence by the Office of Staff Development workshop surveys in which attendees noted these workshops are beneficial and should be repeated:

Fall 2014 Flex Day Presentation – Helping At-Risk Students Using Kognito

Fall 2014 Staff Development - New Faculty Presentation – Student Conduct & AIMS

Spring 2015 Flex Day Presentation – It Takes a Village – AIMS Presentation & Panel

Strategic Initiative B

The implementation of the ASB Discount Sticker Activity Fee in spring 2015 allows the SDO to generate the financial strength needed to expand quality educational and support services which promote student success. In addition, the following events assist in that endeavor as well:

Annual Social Justice Fair held each spring 2013-present.

Annual Homecoming Dance and Game

Club Mixers – Associated Student Organization (ASO) and Inter-Club Council (ICC)

Poetry Slam – Black Student Union (BSU)

Strategic Initiative C

Student senators attend committee meetings and division council meetings to represent the students of El Camino Colleges on a majority of matters which directly affect them. For example, a student representative sits on the Auxiliary Services Benefits committee.

In addition, the student development office collaborated with a number of programs and faculty on campus to hold Social Justice Events. These events foster a positive learning environment and sense of community as well as, raise consciousness, empathy, and spur social action. The events have covered a variety of topics such as: Sexual Assault Prevention & Awareness, Making the Dream Come True, Stop Genocide Now, Documentary Showings,

The Refugee Experience and Mental Health, Domestic Violence Awareness, Clothesline Project, Liberty in North Korea, Food Systems Seminar, Bystander Awareness, and Cultural Events.

The West Conference Room has been remodeled in collaboration with The Graduation Initiative Program and The Office of Staff and Student Diversity.

Students use the room to have meetings, study, watch documentaries, receive resources, explore volunteer opportunities, and check out books. The space provides a positive learning environment and a sense of community. Prior to the remodel in February of 2014 it was empty and underutilized.

Strategic Initiative D
Annual ASB Discount Sticker Awareness Fair hosted student clubs, business partners, vendors and community based organizations - spring 2006-present with an average attendance of approximately 400.

Strategic Initiative E
Since the last program review in 2008, the SDO personnel maintained the program. However, in this current program review, the SDO employed the use of customer service surveys for internal and external customers using both the Office of Institutional Research as well as proprietary websites such as SurveyMonkey.com in order to reach as many customers as possible to receive as much feedback as possible. In anticipation of the next program review cycle, the SDO staff will meet regularly to discuss ways to improve our processes so that they are included in the planning process, the evaluation of the program, as well as how the program's limited resources are allocated.

Strategic Initiative F
ITS and Facilities have begun a WiFi improvement project to expand the WiFi hotspots in and around the SDO/Activities Center to support the facility and technology needs of students, employees and the community.

Strategic Initiative G
The Student Development Office personnel take pride in printing on half sheets when necessary; printing paper-light when paperless is simply not an option. In addition, the Director and her staff have begun emailing students their request to meet and their outcome letters to save time, postage, paper, and simultaneously encourage students to check their MyECC email account.

SDO/Activities Center recycling program of paper and plastic bottles, cans and other recyclable material. These are often stolen by non-students but the staff and students still engage in recycling activities. The money collected supports ASO.

Creation of ASO Sustainability Committee - This committee was made a standing committee of ASO in fall of 2011. Faculty and staff have been involved to help the initiatives of the committee. The have held a number of educational Events and have partnered with other environmental clubs on campus to create the El Camino Green Team.

How the Program Supports the College's Institutional Learning Outcomes
The program supports the college's institutional learning outcomes by advising, guiding, and mentoring students in their clubs, activities, collegial consultation meetings with campus entities, during the planning of events, and classes. While there is no formal process for evaluating exactly how this occurs, there is qualitative and quantitative evidence to suggest that participating in one or more activity in college increases a student's chance of completing their educational goals (University of Texas, Center for Community College Student Engagement Survey, 2014).

2. **Describe the student population served by the program using available data.**
   While there is no typical student population served by the program because the Student Development Office serves multiple constituencies: prospective students visiting with their class on a tour, the new, continuing, and returning adult student, community and business partners, as well as our staff, faculty, and managers. However, and more specifically, 70% of ECC students are enrolled less than full-time and 30% full time (Integrated Post-secondary Education Data System (IPEDS) Enrollment Report). Forty-five percent are male and 53% are female.

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The El Camino Community College District (ECCCD) comprises of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, Torrance and some unincorporated areas of Los Angeles County (blue boundary in the map below).

Consequently, the Student Development Office student-customers often reflect the diversity of the district.
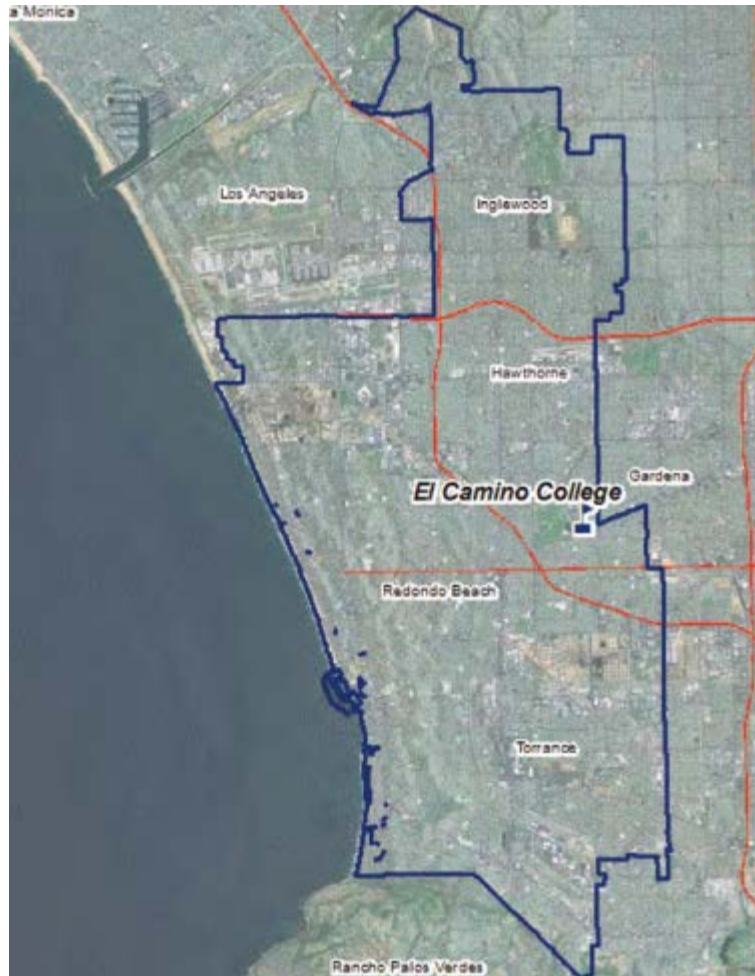

El Camino College tends to serve more women than men which is typical for a community college. El Camino College and by extension the SDO program has the same broad ethnic diversity found in the district. The college serves fewer white students when compared to the district population. So while the portion of the population is older on average than those of other ethnic groups, the program supports a younger, mostly female, and ethnically diverse student-customer with "sixteen percent of student respondents
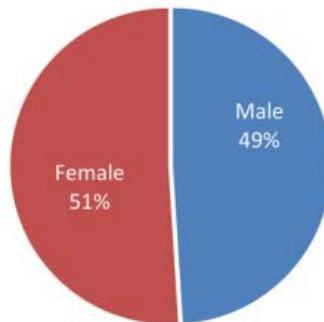
identify as White, Non-Hispanic; 38% as Hispanic, Latino, Spanish; 11% as Black or African American; and 15% as Asian, Asian American or Pacific Islander. Student respondents at ECC range in age 18 to 65+ years old. Seventy-four percent of respondents are between 18 and 24 years old. Students at ECC are younger which reflects the largest group of students currently enrolled at El Camino College". In addition to this rich diversity of age and enrollment status, student respondents reported that "thirty-five percent…work more than 21 or more hours per week; 30% care for dependents at least six hours per week; and 23% spend at least six hours or more commuting to class". All of the above as a whole may be one reason why 81% of student respondents report that they do not participate in college-sponsored activities. (2014 El Camino College Institutional Self-Study in Support of Reaffirmation of Accreditation; Community College Survey of Student Engagement (CCSSE) Overview of 2014 Survey Results of El Camino College).
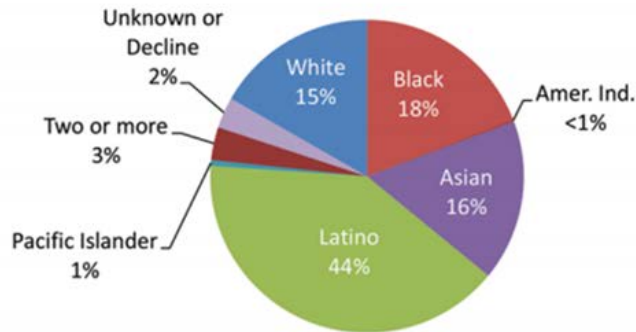
El Camino College
Student Enrollment by Gender
2012-13
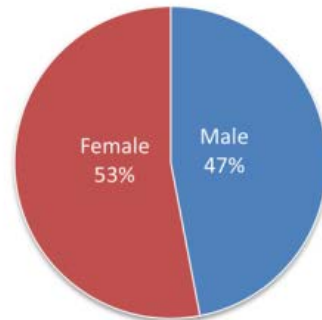
El Camino Community College District
Population by Gender
Census 2010

El Camino College
Student Enrollment by Ethnicity
2012-13

Unknown or Decline 2%
White 15%
Black 18%
Amer. Ind. <1%
Asian 16%
Two or more 3%
Pacific Islander 1%
Latino 44%

El Camino Community College District
Population by Ethnicity
Census 2010

Pacific Islander < 1%
White 33%
Black 15%
Amer. Ind. < 1%
Asian 14%
Other < 1%
Latino 34%
Two or more 3%
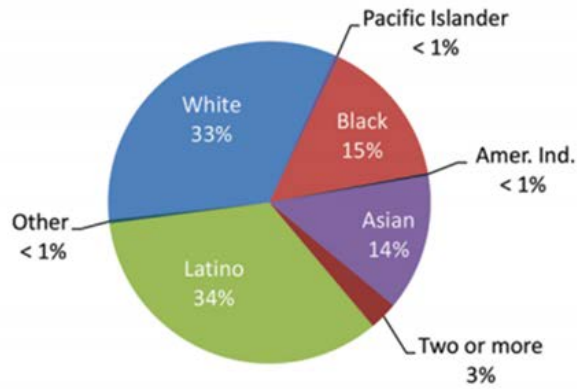
3. **What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.**

   Determining what happens after a student participates in an ASO sponsored activity is difficult because participating in one or more program does not necessarily guarantee success in meeting one's personal and educational goals or the college's institutional learning outcomes. Anecdotally speaking, one may reason that a student who is involved and engaged in student development activities is more likely to attain their educational goals.

4. **List notable achievements that were linked to the College's strategic initiatives that have occurred since the last Program Review.**

   Since the last program in 2008, the following notable achievement is linked to the College's strategic initiatives includes:

   Implemented the ASB Discount Sticker Activity Fee in spring 2015 (A, B, D and F). Implementation of Board Policy 3570 designating El Camino College a smoke-free campus (B, C, and G).

5. **What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?**

   Since the last program review, the following program review recommendations were not implemented:
   - Demolishing the Student Activity Center and building a new one (2008)
   - Improving/Repairing/Upgrading the ACR in the student common areas (2008)
   - Hiring / restoring the Activity Center Supervisor/Monitor position (2008)
   - Reconfigure Office space for safety and service (2008)

   These recommendations were not implemented perhaps due a multitude of factors: the 2008 recession, the subsequent downturn in the economy, the ensuing budget cuts, a shift in on-campus construction priorities, or quite simply these recommendations are viewed as no longer necessary at this time. Moreover, since the building is scheduled at some point to be demolished, perhaps senior administration is hesitant to expend funds on the Student Activity Center. However, and as a consequence of this sentiment, staff, students, and visitors continue to endure
   and exist in an antiquated 65 year old facility that struggles to keep up with the 21st century community college student.

Program Environment

1. **Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.**

   Overall, the SDO program staff has an excellent relationship with each other, students, advisers, and the campus at large. As the program customer service survey suggests and confirms, the overall relationship is positive and favorable with campus constituencies consistently rating their experience with program staff as "Very Good" and "Good". With respect to the program's involvement with other programs or support areas on and off campus, again, given that there are approximately 50+ active student clubs, each with its own adviser, the SDO program has roots in all academic, administrative, and student and community advancement programs and support areas on campus with specific interaction with Information Technology Services (ITS), Human Resources, Facilities, Admissions & Records, Special Resource Center (SRC), Extended Opportunity Programs & Services (EOPS), California Work Opportunity and Responsibility to Kids (CalWORKS), Cooperative Agencies Resources for Education (CARE), Business Services, Cashiers Office, El Camino College Bookstore, Fine Arts, Center for the Arts, Humanities, Journalism, ECC Union – Student Newspaper, Financial Aid, Health Science and Athletics, Nursing, Athletics, Schauerman Library, International Student Program, El Camino College Language Academy (ECLA), Campus Police, Student Health Center, Assessment, Intervention, and Management of Safety (AIMS-the district's Behavior Intervention Team or BIT) to name a few. The scope in which the program is involved is quite varied and at times includes the quotidian to the byzantine, such as completing and submitting necessary paperwork, starting a club, holding an orientation for all advisers to inform them about their roles and responsibilities, requesting funds from the Auxiliary Services Board (ASB), posting a flyer, reserving rooms and other areas for a documentary viewing or a workshop, coordinating the college's annual commencement ceremonies, providing training and guidance to campus staff about due process for a student involved with a student conduct violation, how to coordinate an event, and there are additional examples of the program's involvement which are simply too numerous to mention here.

2. **Describe the number and type of staff and faculty. (Include current organizational chart)**

   As of Spring 2015, the office operates with a 12 month Student Services Specialist, a 12 month Administrative Assistant, a 12 month Student Services Technician, 4 casual employees reduced to 25 hours per week: 1 for photo ID services, 1 for ASB promotions, and 2 for accounting clerk, receptionist, and scheduling duties, and a 12 month Director:

   1-Director, Student Development (Classified Manager)
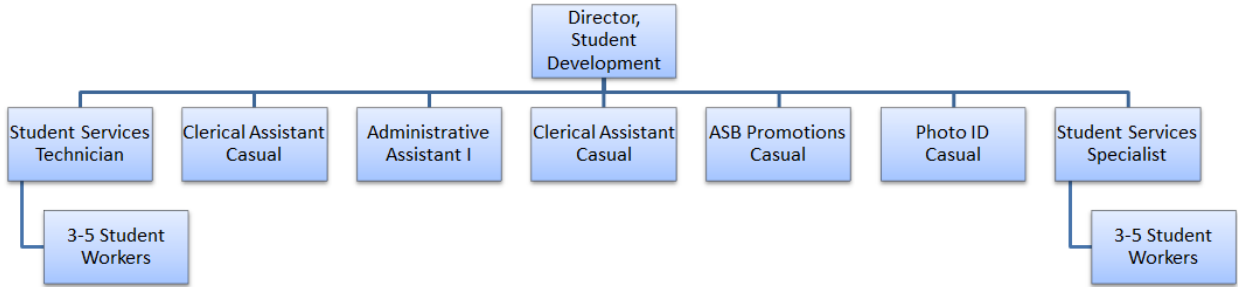   1-Student Services Specialist (FT Classified)

1-Student Services Technician (FT Classified – a lateral transfer that is not guaranteed once this person retires which is tentatively scheduled for December 2015).
1-Administrative Assistant I (FT Classified)
4-Casuals (ASB, Photo ID, and 2 Clerical Assistants) who are limited to 25 hours per week.
6-10-Student workers who are Federal Work Study students limited to 25 hours per week.

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                            │  Director,   │
                            │  Student     │
                            │ Development  │
                            └──────────────┘
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Student Services Technician | Clerical Assistant Casual | Administrative Assistant I | Clerical Assistant Casual | ASB Promotions Casual | Photo ID Casual | Student Services Specialist

3-5 Student Workers

3-5 Student Workers

The Student Development Office and the Student Activities Center provide a space for the campus to host events and serves as a place for students to study, do homework, practice dance routines, socialize, take a break and/or enjoy their meals. The number of visitors has increased dramatically with the elimination of the cafeteria and the loss of various areas for them to relax between classes. The center is also the most sought out place where students can take shelter during inclement weather conditions. It is truly the hospitality center of the college.

Addressing Staff Needs:
Presently, the Student Development office staff and student workers help monitor the Activity Center. When necessary, concerns are relayed back to the Director and depending on the severity of the behavior either the offending student is warned, asked to leave, or police are called for assistance. However, this is not an effective deterrent to the inappropriate behavior that routinely occurs in the center. Moreover, student workers are not experienced enough or confident enough to effectively enforce the student code of conduct and standards we expect in the Activity Center. Moreover, since they are students, the student who is behaving inappropriately does not respect the authority of their peer and our student worker.

Due to the current job descriptions coupled with the loss of a full-time Specialist position in spring 2011, only two staff people, the Director and the Specialist, are able to regularly advise ASO and ICC meetings as required by law. The number of these meetings average 10-12 per week. This is in addition to other administrative duties and facility oversight.

Unless, there are changes to the current practices related to student conduct and or additional staffing and resources are allocated, the volume and time spent by the Director and the Administrative Assistant will prove to diminish the amount and quality of time spent on programs related to the Student Development Office and growth of the Activities Center ventures overall.

Restore funding for the Activity Center Supervisor position.
At one time, this position existed. This employee will supervise and maintain the Activity Center building, to liaison between Facilities, Campus Police, and students and visitors of the center for events, to oversee the two Information Counters, to supervise the student workers, to submit maintenance work orders, to keep all the areas vigilant, and to ensure that students observe and follow the code of conduct during their stay in the center, especially at the start of the semester when students line up to take their photo IDs. In fall 2012 alone, the Photo ID booth serviced 2,770 students during the first two weeks of classes.

3. **Describe facilities or equipment needs for the next four years.**
   The Activity Center is 65 years old. Plans for a new facility are still and quite possibly 7-10 years away. With this in mind, the Student Development needs to be able to offer a wide variety of activities, programs, and services to assist students in achieving a balanced educational experience. To that end, over the next four years the college must be committed to renovating and repairing the current infrastructure suggested below.

   Furniture
   The Activity Center furniture is pre-owned, is not ergonomically sound, and over 10+ years' old with a good majority it originating from the defunct Inglewood Center which purchased this furniture in spring 2002. Replacement tables and chairs are needed in the East and West Lounges to accommodate the large number of students visiting the Activities Center to use its numerous services and facilities. There is also an insufficient number of folding tables and the blue fold-up chairs due to irreparable conditions, normal wear and tear, or loss. The blue chairs are widely used for many of the college functions, such as commencement, campus events, and meetings.

   Departments to implement action: Purchasing & Facilities

   Equipment (tables and chairs for the East Lounge, South Lounge, & West Lounge)

   - Tables $ 8,000
   - Chairs $ 50,000
                              Approximate Cost **Total:**   **$ 58,000**

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Restore Control of the Entire Activity Center Back to the Student Development Office
Several departments/programs use the Activities Center for storage of their belongings. Moreover, other entities, like the Academic Senate, use one of the office's yet it is not utilized as it ought to be and therefore, should be returned to the sole use and control of the Student Development Office for SDO staff, students, clubs, advisers, and student activities.

Building Safety & Security
Keys - Multiple departments have keys to the Activities Center to access the staff bathroom. Sometimes, staff gives their keys to student workers when returning borrowed equipment. There may be former staff members who have several keys to the SDO that have yet to be turned in. I believe this is a security concern.

Multiple access points – Currently there are 8 different entry points to the center and not enough staff to monitor. In addition, these 8 different access points are not ADA compliant and these doors are extremely cumbersome and heavy. I believe this is a security concern.

Weakened sliding glass doors on the north side of the Student Development Office (patio side). While the patio recently received an exterior LED light and shrubs were trimmed to a low profile, the remote and secluded nature of the location makes this area vulnerable. I believe this is a security concern.

Poor labeling of light switches and poor interior and exterior lighting - The light switches do not tell the user which switch controls which light. The lighting inside is dim (i.e. common and staff areas). The exterior lighting is also dim (i.e. South Patio, North Patio bamboo houses many critters and needs to be pruned and trimmed, West Patio near ICC area, stairs are not lighted, doorway is extremely dark, West side of building has overgrown shrubs/bamboo (near maintenance stairwell), windows on West side are possibly weakened from wear and tear). With advances in LED technology, the entire exterior and interior of the center should be equipped with the latest LED lighting as a safety precaution.

Due to staff shortage and increased activity inside the center, install security cameras inside the entire Activity Center with a centralized console located either inside the Student Development Office behind the counter or house this function with the Campus Police Department for monitoring, recording and storage of this data.

Staff and Student Restrooms

The men and women's staff restroom doors at the north end of the Activity Center are in need replacement. They are extremely heavy and slam on the user when entering. The men's restroom stall floods and needs to be repaired.

The student restrooms at the south end of the Activity Center need attention. In the women's restroom, remove the carpeting in the rest area and replace with tile. Remove the wardrobe closet and repaint the area. In the men's restroom, repaint and check plumbing.

Technology

A WiFi project was recently started to increase the WiFi hot spots in and around the Student Activities Center, but has halted for unknown reasons.

Install several SMART TVs on the ceiling in the lounges and will serve as a visual and informational resource to showcase academic departments, course openings, relevant community announcements (scholarships, internships), student services programs, campus events, clubs, special/emergency announcements, as well as to provide entertainment such as movie night, Monday night Football mixers, and other student friendly events.

Departments to implement action: Information Technology Services & Facilities

Electrical Equipment

- Plasma TVs $15,000
- DVD player and miscellaneous $ 500
                                Approximate Cost   **Total:**   **$15,500**

4. **Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.**

    Currently, the Student Development Office as well as the Student Activity Center is open Monday-Thursday 9:00 a.m. – 5:45 p.m. and Friday 9:00 a.m. – 12:30 p.m. The Photo ID Office is open Monday and Wednesday 9:00 a.m. – 1:00 p.m., Tuesdays and Thursday 2:00 p.m. – 6:00 p.m., and closed on Friday. These hours appear to work well for the day time student but they do not work well for the evening student since most classes begin at 6:00 p.m. this leaves no common area for evening students to gather and study, socialize, or eat before class nor take a break during and between classes except outside and during inclement weather this is frustrating; or in the Library which is not conducive to eating, drinking, or socializing.

    The traffic and usage of the center has increased steadily in the last four years since being reopened completely and the trend is expected to continue. There is no other campus

facility that offers students a space to heat and eat their food, socialize, play games, become involved in student government as well as study. The vision for the center involves having enough staff to be open 7:00 a.m. – 7:00 p.m. Monday through Friday, to accommodate the day and evening students before, during and after their classes. Since a majority of ECC students are enrolled in day classes, this recommendation merits consideration.

5. **Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.**

Describing the external factors that may affect the program and influence the services offered is challenging at best and what follows are suppositions and projections. However, there is ample anecdotal evidence which suggests that the following external factors may affect the Student Development Office, its staff and students served. In the following analysis, recommendations are highlighted to address and mitigate these factors.

Potential Loss of Board of Governors Fee Waiver (BOGFW) to students with 100 or more units – As with any change to anything related to financial aid, this change may affect the number of student referrals to the Student Development Office for student conduct violations (i.e. disruptive behavior, etc..). This may be mitigated by providing students with as much advance notice as possible such as weekly email blasts, social media marketing, flyers, posters in key student service areas to inform students about the change, as well as other forms of advertising: buses, radio, web, TV, newspaper so that students are informed as to exactly what it means, and how they might appeal as well as other opportunities to continue their education should they lose their appeal.

Any Other Changes to State/Federal Financial Aid – These changes occur yearly, if any, and may affect the number of referrals to the Student Development Office for student conduct violations (i.e. disruptive behavior, etc…). This may be mitigated by providing students with as much advance notice as possible such as weekly email blasts, social media marketing, flyers, posters in key student services areas to inform students about the change, as well as other forms of advertising: buses, radio, web, TV, newspaper so that students are informed about these forthcoming changes as well as resources so that they are prepared to adapt and accept these changes.

Board Policy 3500 – This new board policy has the potential to affect the Student Development Office because while some feel, and rightly so, they have a right to breathe, there are still others who feel, and equally so, they have a right to engage in an adult activity. With that, there is the question of how this board policy will be enforced.

Anecdotally, many staff, faculty, and managers have expressed informally a concern about how best to educate a student about this new policy. Moreover, once the student has been educated and they still choose to engage in smoking on campus, there is also concern about how much recourse do staff, faculty and managers have to refer a student for a conduct violation. Irrespective of how one might feel personally, students have already challenged the validity of this policy and plans are in progress to circulate a petition for a review of this policy and its toothless enforcement.

AB109 – This state law passed in 2011, allows for the release of certain state prisoners who are being supervised at the county level by probation instead of at the state level by parole. The influx of ex-offenders or "new contributors" back into their home community (statewide as many as 9,000-15,000) may affect the Student Development Office in that as many return to their communities, they are seeking ways to rebuild their lives. Some choose to go back to work, while some choose to return to their local community college to obtain job skills in an ex-offender friendly field or an academic one. Still, some thrive while others struggle academically, socially, emotionally, and behaviorally. With that, the SDO may see an increase in student referrals as many are not prepared to handle the rigors of college, and/or life on the outside in general. Recommendations include, in-service training SDO program staff as well as to what kind of resources are available on campus and in the student's community so that they might become successful and productive.

Returning Veterans – With wars in Iraq and Afghanistan coming to decisive close, the college may see a surge in enrollment of returning veterans not seen since World War II. The SDO may be affected in that some may thrive while others struggle to adapt to civilian life. With that, the SDO may see an increase in student conduct referrals, requests to create new student clubs to network and develop their own community, and/or increased student visits and inquiries. Recommended solutions include in-service training SDO program staff to assist and meet the students where they are and help them become successful. Additionally, since the college is not meeting its target in FTES,

they may wish to consider signing the Department of Defense Memorandum of Understanding so that El Camino College may be included and listed in Military.com's magazine as a designated military friendly school provided that we are able to provide the support necessary to assist student veterans.

Education, Awareness Programs, and Detailed Reporting Changes – The recent changes to Title IX, Campus SaVE Act, Clery Act, VAWA, et al will require additional and detailed reporting requirements, training as a Campus Security Authority (CSA) as well as time and effort to create and implement education and awareness training programs for students,

staff and faculty. Recommendations to mitigate this include working with other campus entities to come into compliance, training staff, students, and faculty (or demonstrate a good faith effort toward that goal) otherwise face fines up to $35,000 per violation and potential loss of eligibility for federal financial aid programs.

Service Area Outcomes (SAO)

1. **Describe how program personnel are engaged in the creation, discussion, and review of SAO - statements, assessment results, and reports.**

   Program personnel are not as involved as they ought to be. This lack of involvement may be due to perceptions about the Student Assessment Outcomes (SAO), volume of work, and/or due to the transition in leadership or all of these. As a result, during the past 7 months the primary responsibility rests with the current Acting Director of Student Development. When the new Director of Student Development arrives, one suggestion to remedy this is to form an SAO committee with the Student Development Office personnel so that they have a chance to become fully invested and engaged in the creation, discussion and review of Student Assessment Outcome statements, assessment results and reports.

2. **How does the program ensure that SAO's are assessed consistently?**

   Given the current transition in leadership in the office, the program personnel have maintained the necessary components of the program's SAO's but given a chance and permission to participate, I am confident that all program personnel will rise to the occasion and ensure that SAOs for the next program review cycle are assessed consistently. For example, one way to mitigate this is to develop and commit to a fixed training schedule during the next program review cycle so that all Student Development personnel who are responsible for assessing the SAOs: all classified staff as well as the lead administrator(s) are fully trained and feel confident to assess with consistency and clarity. With respect to possible samplings that may be of qualitative and quantitative relevance, office personnel may wish to consider sampling the daily visitors to the office, attendees at each and every event sponsored by the SDO, ASO/ICC retreats, campus business partners/vendors who attend ASO student sponsored events as well as our own students (and non-students) who frequent the Activities Center for a field trip and/or other reasons.

3. **Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

   During the previous program review in 2008, there were no Student Learning Outcomes (SLOs) reported or reviewed for the Student Development Office. However, in spring 2013, the following Service Assessment Outcomes (SAOs) were created:

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1. Increased education to the campus community will reduce the number of academic dishonesty violations of the student code of conduct.

RESULT

As of spring 2015, this SAO has not been assessed or reviewed.

ACTION TAKEN

No formal action has been taken on this SAO.

2. Students subject to the student conduct process will learn to comply with institutional policies; and commit no additional violations of institutional policies at El Camino College.

RESULTS

The results are for August 2011-August 2013.

Initial Sanction	Number of repeat violations
No action	2
Meeting only	2
Letter of Warning only	2
Letter of Warning and Meeting	4
Formal Reprimand	2
Disciplinary Probation	4
Restriction from office, program or class	1
Suspension	0
Total number of repeat violations	17
Total number of repeat violators	15
Total number of misconduct/incident reports	321

The metrics indicate that only 5% of the students involved in the student conduct process have repeat violations within a two year time frame. The majority of student conduct reports / violations occur during primary semesters and with significantly fewer violations during the intersessions and summer.

ASSESSMENT PLAN

Metrics will be compiled from student conduct cases to assess the number of students involved in the student conduct process to determine the percentage of those who have repeat violations over a two year period.

ACTIONS TAKEN

The Student Development Office will continue to implement a Student Conduct process that is

fair, equitable and emphasizes personal responsibility, student development and student success.

3. Students involved in student government will understand and participate in relevant governance systems; and understand their ability to effect change on campus.

RESULTS

In the fall of 2012 ASO/ICC members responded to the pre-assessment question:
"I understand how my role as a student leader impacts the campus community"

50% strongly agreed with this statement
25% agreed with this statement
25% somewhat agreed with this statement
0% disagreed with this statement
0% strongly disagreed with this statement

In spring 2013, after being involved in ASO/ICC for a year in their respective leadership positions and having participated on internal and campus-wide committees, the same students completed a post-assessment and responded to the above statement with the following results:
64% strongly agreed with this statement
33% agreed with this statement
0% somewhat agreed
0% disagreed
0% strongly disagreed

The results indicate a stronger understanding of the students' impact on the campus community as student leaders over time and with greater involvement. Additionally, Associated Students student representatives collectively served on 16 internal committees and approximately 25 campus-wide committees.

ASSESSMENT PLAN

Students completed a leadership assessment at the beginning of their tenure. The instrument measured their understanding of their role and relationship to the overall campus organizational governance and influence as a leader. Students retook the assessment at the end of their term. Students will consistently participate on ASO internal committees as well as collegial consultation committees.

ACTIONS TAKEN

Based on the results of the assessment, continued emphasis will be placed on the connection between ASO/ICC student leaders and the impact of their roles on the campus community and the organization. This will be done through advisement, leadership training and reinstituting the

Communications 6 – Leadership Development class (NOTE: This class was cancelled in fall 2014 and spring 2015).

4. Students involved in student government will be able to articulate a personal leadership philosophy or style through their involvement in student government.

RESULTS

In the fall of 2012 ASO/ICC members responding to the pre-assessment question:
"I am aware of my personal leadership philosophy"

9% strongly agreed with this statement
25% agreed with this statement
42% somewhat agreed with this statement
16% disagreed with this statement
8% strongly disagreed with this statement

In spring 2013, after being involved in ASO/ICC for a year and having written their own personal leadership philosophy the same students completed a post-assessment and responded to the above statement with the following results:
59% strongly agreed with this statement
25% agreed with this statement
16% somewhat agreed
0% disagreed
0% strongly disagreed

Some of the qualitative feedback gathered was:
"I did not know I needed to have my own leadership philosophy"
"I see how I have grown as a leader and it would be easier for me to write my leadership philosophy now"
"I understand why I needed to have a foundational philosophy, when things were challenging I needed to remember what motivated me"

The results indicate a greater awareness of a personal leadership philosophy emerges through training, the students' participation in leadership over time and an opportunity to reflect on that philosophy.

ASSESSMENT PLAN

ASO and ICC Cabinet complete a leadership assessment and write a personal leadership philosophy during the summer retreat at the beginning of their tenure. Students will retake the assessment at the end of their term. At the end of their term the students will be asked to

reflect on their initial leadership philosophy at the end of their term.

ACTIONS TAKEN

Based on the results of the assessment, an additional question related to the student's understanding of their personal leadership philosophy will be added, as well as an additional reflection question to the post-assessment regarding how the student has practiced their philosophy in their leadership role. This will be done through advisement, leadership training and reinstituting the Communications 6 – Leadership Development class (NOTE: This class was cancelled in fall 2014 and spring 2015).

Program Improvement

1. **What activities has the program engaged in to improve services to students?**

- Created and implemented the Associated Students Organization Summer Retreat. Instead of one day of training it has been created into a two day training focusing on Team Building and Leadership Development. The first day is spent at UCLA's Challenge Course. This offers a unique adventure experience which is designed to facilitate group and individual development. The Challenge Course uses a variety of elements and obstacles to present challenges to groups and individuals in a supportive and safe environment. By providing experiential-based (learn-by-doing) activities, the Challenge Course instills participants with confidence and enthusiasm, providing lessons and realizations critical to success in classrooms, the workplace, and in life. Students provide feedback about their experiences and their overwhelming sentiment is that they "…feel it really brings the group together". The second day of training is spent learning about their new responsibilities as Student Leaders on campus.

- The SDO created and implemented a Club Officer and Adviser Orientation. These orientations originally began as 1 hour events in the spring of 2012. Since then it has developed into a half day orientation where club members who hold leadership positions gain more guidance and tools to establish active clubs on campus. Seminars include: club finances, activation paperwork, excursion and event forms, student success strategies and guest speakers on campus safety and security.

- The Student Development Office provides support to all student clubs. Since the last program review, the number and diversity of clubs has grown by 50% which implies that student involvement on campus has also increased. For example, in 2008 there were 27 active clubs on campus and as of fall 2014 there are 53. Due to this marked increase in involvement, interest, and attendance, the Inter Club Council meetings, beginning in 2012, had to be moved from the West Conference Room to the Alondra Room to accommodate this renewed interest.

- In response to the budget cuts which resulted in the reduction of campus hours and services, the Associated Students Organization began hosting their annual Finals Madness

for all students. Since fall 2011, the Student Activity Center is open to all enrolled students from 9pm to 12am to provide a place to study during their finals week. Snacks are generously provided by anonymous donors. Tutors are available each night and guide students in a wide variety of subjects. The attendance of this event has steadily increased over the years by about 20% to approximately 100-120 students per night for four nights during Finals Week in fall and spring semesters, respectively.

- Since the SDO program lacks a formal professional development budget and since rules for participation as well as state and federal legislation change in some of our boutique programs, SDO staff routinely collaborate with Honors Transfer Program, First Year Experience, Financial Aid, and the Graduation Initiative to attend seminars and workshops which aid in their learning and act as an in-house, low to no cost, informal cross-training program so that when we encounter students we advise them of all that these programs have to offer.

- Social Justice Events are held every month (since spring of 2013). The events cover a wide variety of social justice topics such as: Sexual Assault Prevention & Awareness, Making the Dream Come True, Stop Genocide Now, Documentary Showings, The Refugee Experience and Mental Health, Domestic Violence Awareness, Clothesline Project, Food Systems Seminar, and Bystander Awareness. Attendance at each of these events has surpassed expectations and quite often there is standing room only for these events.

2. **How have program personnel used metrics to improve program services? (Provide metrics from the last four years).**

   Program personnel collect various types of data. For example, surveys are distributed after each student event to each attendee, collected and results are analyzed for trends. Second, student misconduct data is collected, and results are organized into a yearly metrics report which highlights and describes the number and type, academic and behavioral, of student misconduct that is handled by the Director of Student Development. The challenge with the above is that this is done manually and prone to a margin of error that is at this time unavailable.

3. **If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.**

   Patterns in student success, retention, and persistence are varied, it is difficult to explain and prove that students success, retention, and persistence is due in part because of their involvement and or engagement in student government/student leadership activities. Respectfully, this is not applicable to our program.

Customer Service (waiting for customer service survey data).

1. **Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.**

   Two surveys were administered: one to students who visited the program (n=60) and the other was emailed to staff, faculty, managers and supervisors (n=165). The customer service surveys were administered in spring 2015 using both a paper survey format developed in consultation with the Office of Institutional Research (OIR). This OIR paper survey was duplicated using an electronic format and SurveyMonkey.com, which was then emailed to our internal customers---all 2,209 staff, faculty, managers as well as supervisors. The survey, administered to students and visitors, results were as follows:

Student Development Office Satisfaction Spring 2015

N = 60

1. Quality of our staff's responses to your questions and concerns.

Response	Frequency	Percent
Very Good	55	91.67
Good	1	1.67
Adequate	3	5.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	1	1.67

2. Timeliness of our staff to your requests for information.

Response	Frequency	Percent
Very Good	50	83.33
Good	7	11.67
Adequate	2	3.33
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	1	1.67

3. Knowledge level of our staff.

Response	Frequency	Percent
Very Good	48	80.00
Good	7	11.67
Adequate	3	5.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	2	3.33

4. Professionalism and courtesy of our staff.

Response	Frequency	Percent
Very Good	54	90.00
Good	2	3.33
Adequate	3	5.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	1	1.67

5. Ability of our staff to anticipate your needs and provide proactive service.

Response	Frequency	Percent
Very Good	49	81.67
Good	5	8.33
Adequate	3	5.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	1	1.67
Missing	2	3.33

6. Overall, how was your interaction with our Staff?

Response	Frequency	Percent
Very Good	52	86.67
Good	2	3.33
Adequate	3	5.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	3	5.00

7. My visit/call to the office was...

Response	Frequency	Percent
Very Good	48	80.00
Good	7	11.67
Adequate	3	5.00
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	2	3.33

8. Ease of navigation through the building was....

Response	Frequency	Percent
Very Good	34	56.67
Good	17	28.33
Adequate	7	11.67
Poor	0	0.00
Unacceptable	0	0.00
N/A	0	0.00
Missing	2	3.33

9. Please rate the cleanliness of the building.

Response	Frequency	Percent	
Very Good	41	68.33	
Good	14	23.33	
Adequate	3	5.00	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	0	0.00	
Missing	2	3.33	

10. Quality and variety of activities and programs provided.

Response	Frequency	Percent	
Very Good	38	63.33	
Good	11	18.33	
Adequate	4	6.67	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	6	10.00	
Missing	1	1.67	

11. Clarity of Procedures for forms and other documents being submitted.

Response	Frequency	Percent	
Very Good	44	73.33	
Good	11	18.33	
Adequate	1	1.67	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	3	5.00	
Missing	1	1.67	

12. Overall, how was your interaction with the Student Development Office?

Response	Frequency	Percent	
Very Good	52	86.67	
Good	5	8.33	
Adequate	2	3.33	
Poor	0	0.00	
Unacceptable	0	0.00	
N/A	0	0.00	
Missing	1	1.67	

In 2008, the survey used a rating of 75% as the acceptable level of service for the program's first program review. For 2015, the survey will continue to use a rating of 75% as the acceptable level of service for the program's second program review.

Based on the survey's findings, the program enjoys an overall very favorable rating, on average of eighty-three percent, with student respondents. The program staff is responsive to their questions and concerns, timely in their responses, knowledgeable, professional, able to anticipate their needs, and overall interactions with program staff fared quite well with student respondents.

The program's biggest improvement was in the clarity of procedures area. In 2008, this area was rated quite poorly at 57.9% and in 2015, this area is rated 91.66%. This marked improvement is due in large part to the staff, as well as their training and dedication to the program and serving its students. The second biggest improvement was in the quality and variety of activities and programs provided area. In 2008, this area was rated 67.3%. In 2015, this area is rated at 81.66%.

In order to reach our internal customer, the program duplicated the survey's questions using the web enabled service, SurveyMonkey.com, to administer the Office of Institutional Research's survey. The survey, emailed to staff, faculty, managers and supervisors, results were as follows:

Q1 Quality of our staff's responses to your questions and concerns.
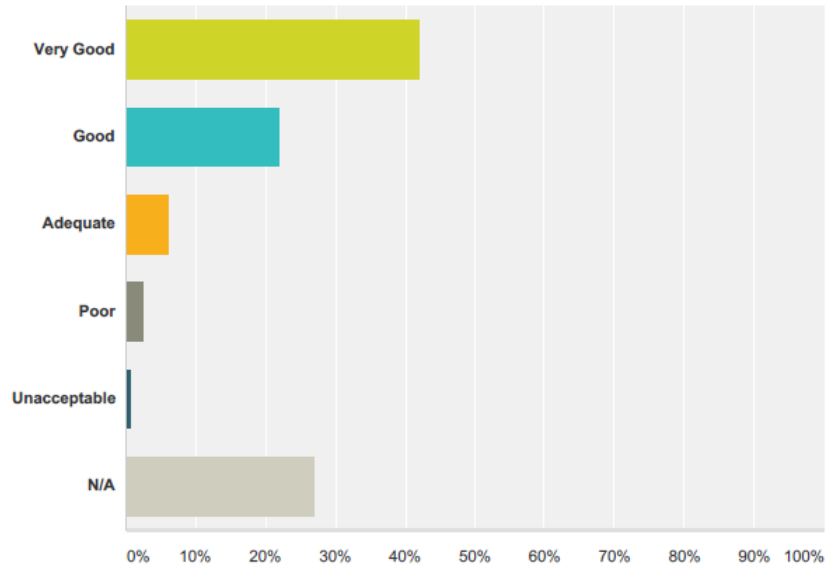
Answered: 164   Skipped: 1
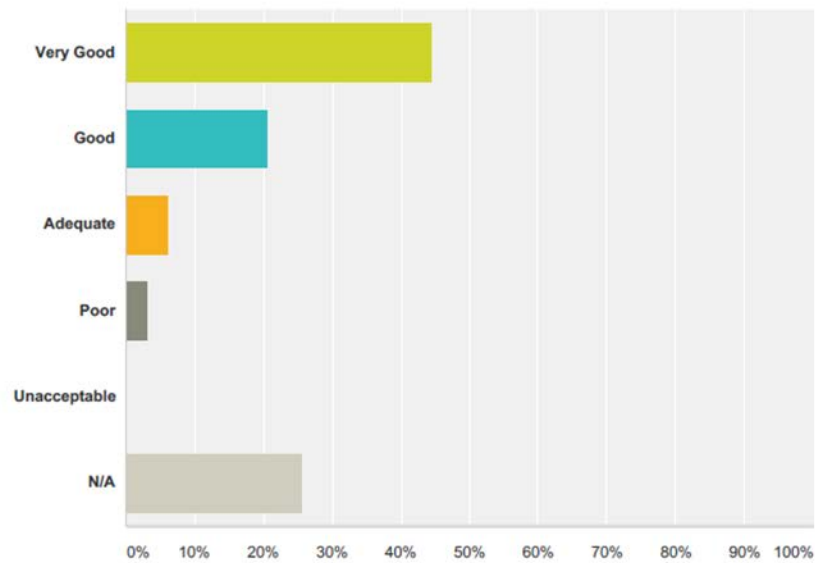
Answer Choices	Responses	
Very Good	44.51%	73
Good	20.73%	34
Adequate	6.10%	10
Poor	3.05%	5
Unacceptable	0.00%	0
N/A	25.61%	42
Total		164

Q2 Timeliness of our staff to your requests for information.

Answered: 164   Skipped: 1

Answer Choices	Responses	
Very Good	42.07%	69
Good	21.95%	36
Adequate	6.10%	10
Poor	2.44%	4
Unacceptable	0.61%	1
N/A	26.83%	44
Total		**164**

Q3 **Knowledge level of our staff.**

Answered: 162   Skipped: 3
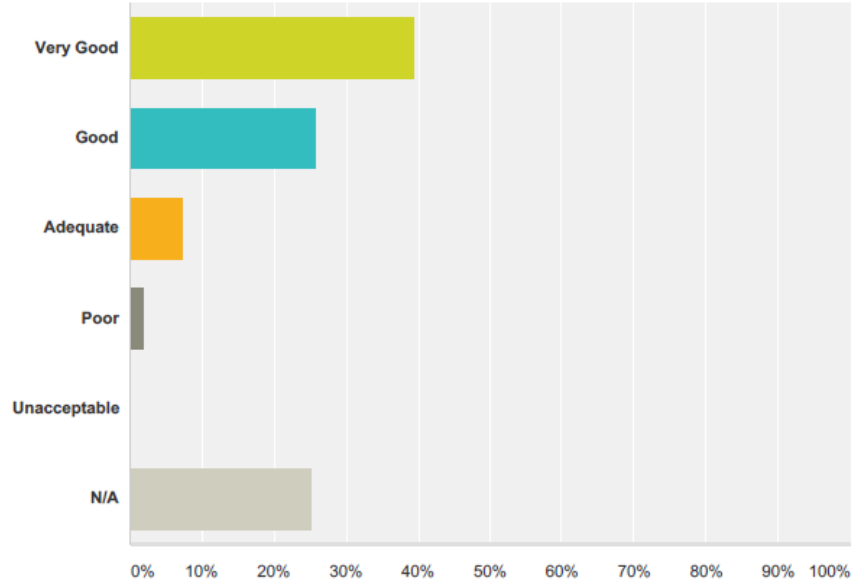
Answer Choices	Responses	
Very Good	39.51%	64
Good	25.93%	42
Adequate	7.41%	12
Poor	1.85%	3
Unacceptable	0.00%	0
N/A	25.31%	41
Total		**162**

Q4 Professionalism of our staff.

Answered: 165   Skipped: 0
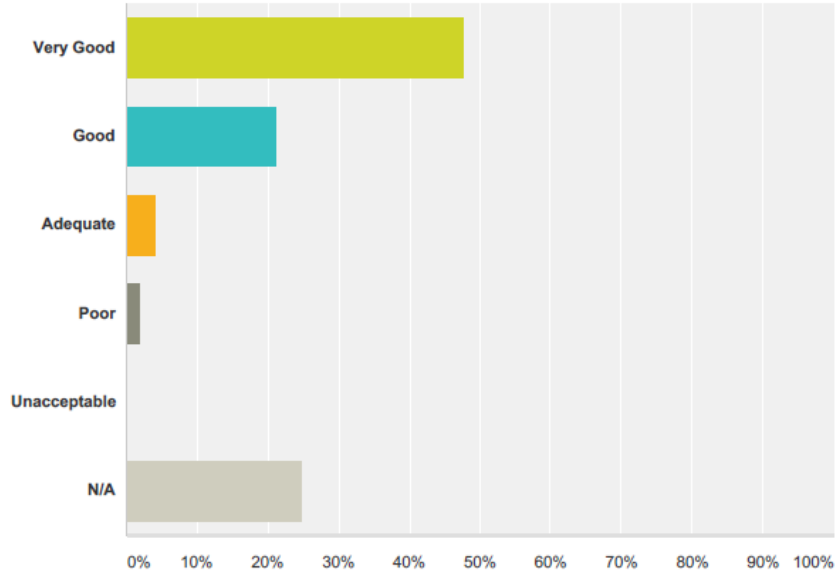
Answer Choices	Responses	
Very Good	47.88%	79
Good	21.21%	35
Adequate	4.24%	7
Poor	1.82%	3
Unacceptable	0.00%	0
N/A	24.85%	41
Total		165

Q5 Ability of our staff to anticipate your needs and provide proactive service.

Answered: 163   Skipped: 2
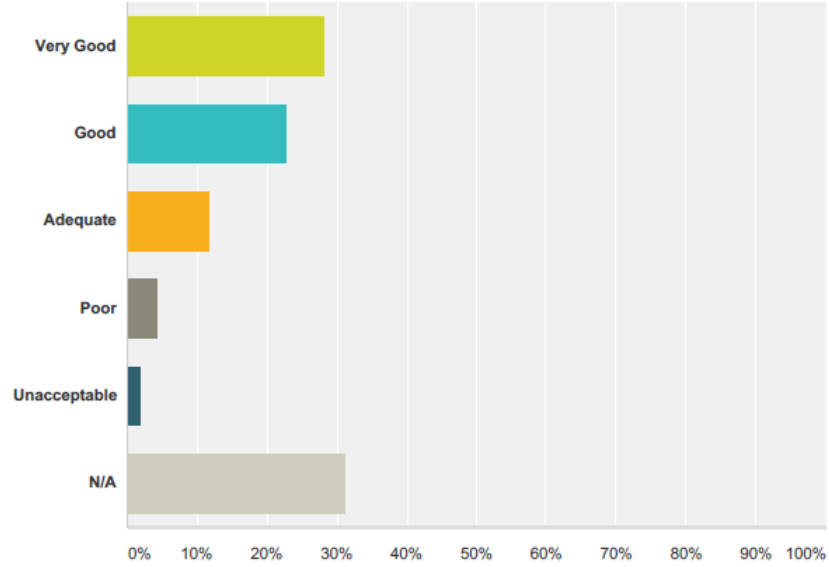
Answer Choices	Responses	
Very Good	28.22%	46
Good	22.70%	37
Adequate	11.66%	19
Poor	4.29%	7
Unacceptable	1.84%	3
N/A	31.29%	51
Total		**163**

Q6 Overall, how was your interaction with our Staff?

Answered: 163   Skipped: 2
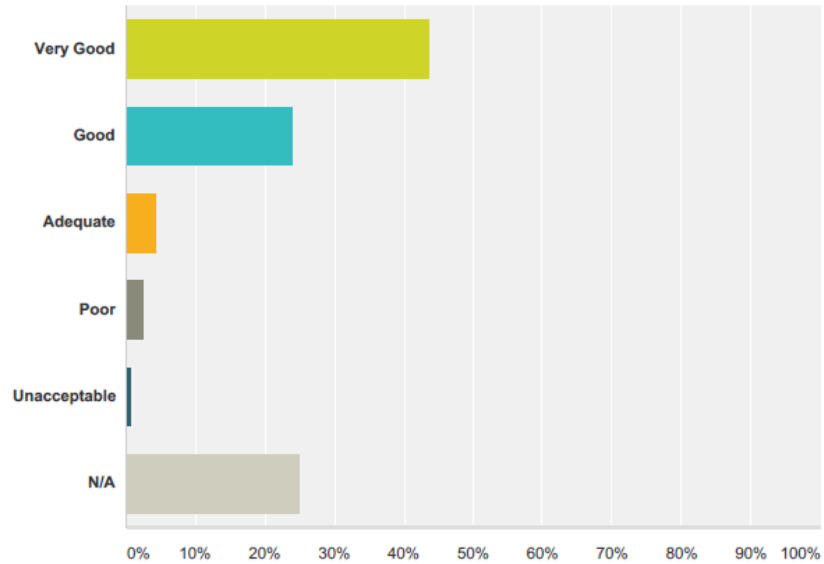
Answer Choices	Responses	
Very Good	43.56%	71
Good	23.93%	39
Adequate	4.29%	7
Poor	2.45%	4
Unacceptable	0.61%	1
N/A	25.15%	41
Total		**163**

Q7 My visit/call to the office was...

Answered: 162   Skipped: 3
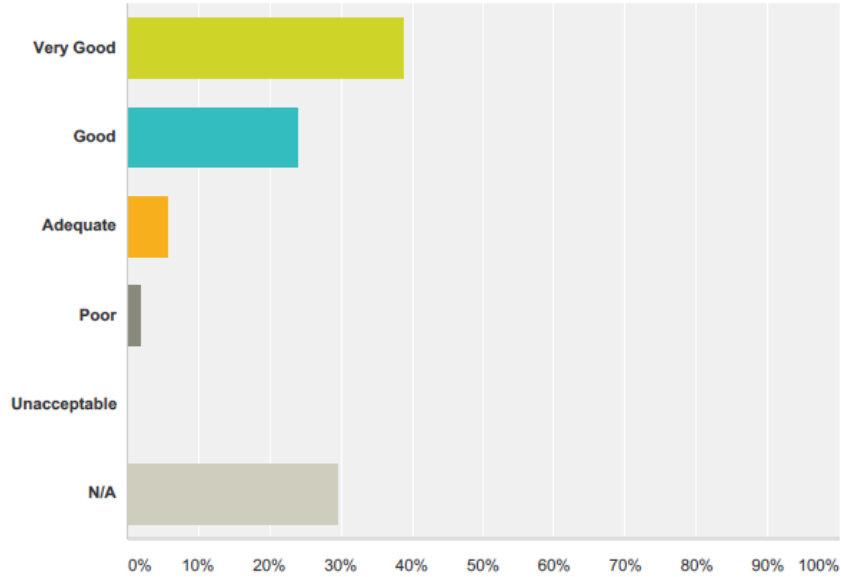
Answer Choices	Responses	
Very Good	38.89%	63
Good	24.07%	39
Adequate	5.56%	9
Poor	1.85%	3
Unacceptable	0.00%	0
N/A	29.63%	48
Total		**162**

Q8 Ease of navigation through the building was...

Answered: 164   Skipped: 1
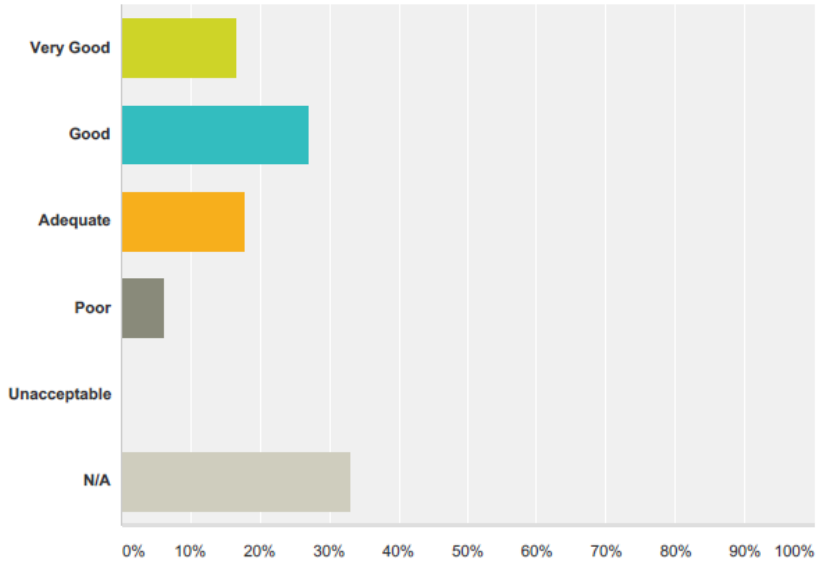
Answer Choices	Responses	
Very Good	16.46%	27
Good	26.83%	44
Adequate	17.68%	29
Poor	6.10%	10
Unacceptable	0.00%	0
N/A	32.93%	54
Total		**164**

Q9 Please rate the cleanliness of the building.

Answered: 162   Skipped: 3
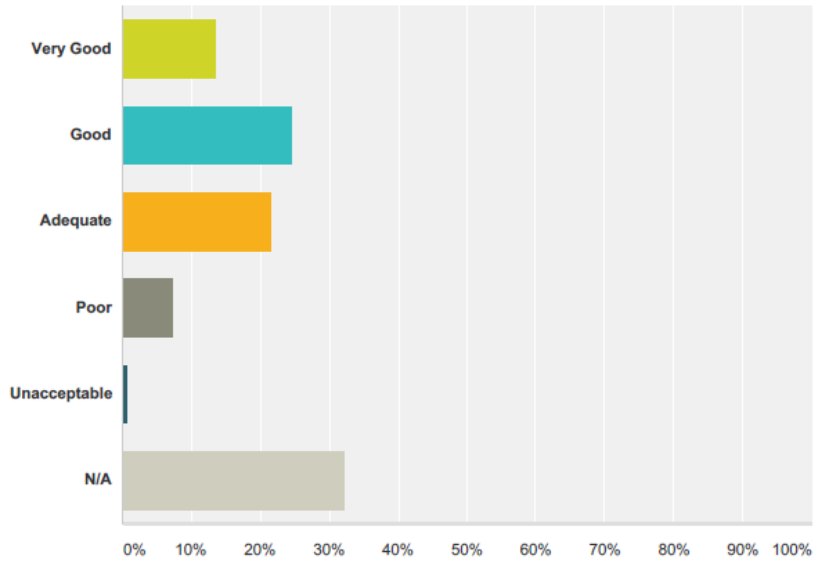
Answer Choices	Responses	
Very Good	13.58%	22
Good	24.69%	40
Adequate	21.60%	35
Poor	7.41%	12
Unacceptable	0.62%	1
N/A	32.10%	52
Total		**162**

Q10 **Quality and variety of activities and programs provided.**

Answered: 164   Skipped: 1
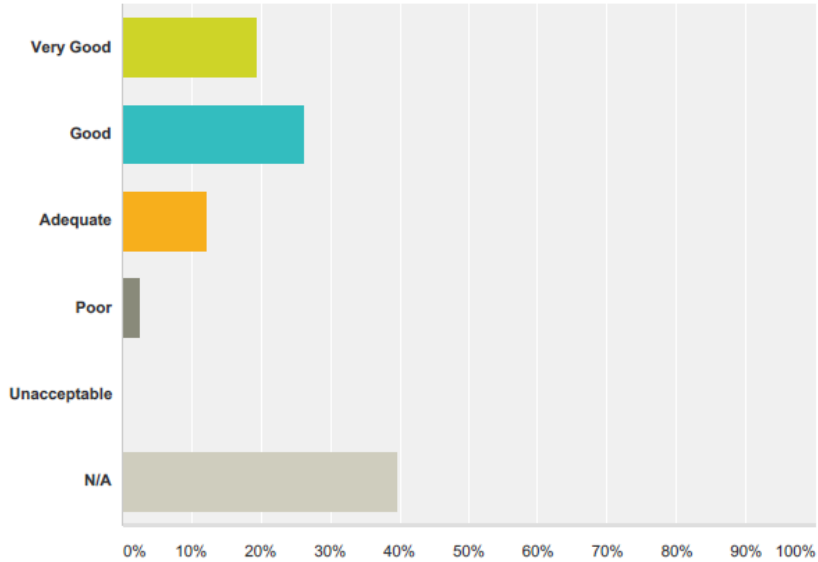
Answer Choices	Responses	
Very Good	19.51%	32
Good	26.22%	43
Adequate	12.20%	20
Poor	2.44%	4
Unacceptable	0.00%	0
N/A	39.63%	65
Total		**164**

Q11 Clarity of Procedures for forms and other documents being submitted.

Answered: 163   Skipped: 2
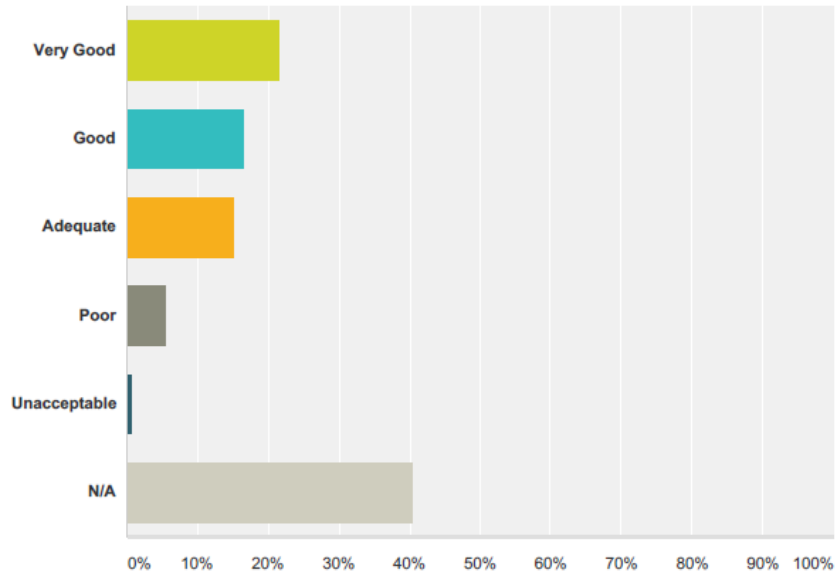
Answer Choices	Responses	
Very Good	21.47%	35
Good	16.56%	27
Adequate	15.34%	25
Poor	5.52%	9
Unacceptable	0.61%	1
N/A	40.49%	66
Total		**163**

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Q12 Overall, how was your interaction with the Student Development Office?

Answered: 164   Skipped: 1
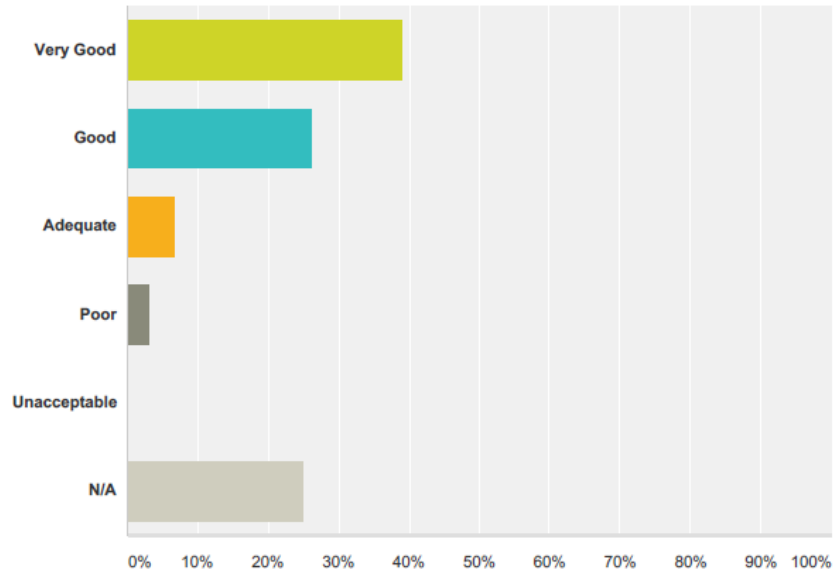
Answer Choices	Responses	
Very Good	39.02%	64
Good	26.22%	43
Adequate	6.71%	11
Poor	3.05%	5
Unacceptable	0.00%	0
N/A	25.00%	41
Total		164

Based on the survey's findings, and in stark contrast to the student respondents, the program does not have a favorable rating with its internal customers. On average, the internal customers' respondents rated the program between 50-60% as "Very Good" and "Good". Of special note is the that, on average, approximately twenty-five to forty-percent of the program's internal customers and colleagues felt several of the 12 questions did not apply to them. This may be due in part because of their current classification, job title or employment duties do not require them to visit, interact or access the program's staff, center or services. In addition, this may also account for the low rating as well.

2. **What aspect of the program's service needs improvement? Explain how the program will address service improvements.**

   According to student respondents, and overall, the program staff is doing a very good job in their responsive to students' questions and concerns, they are timely in their responses, staff are knowledgeable, professional, able to anticipate their needs, and overall interactions with program staff fared quite well. However, according to the program's internal customers and colleagues, they are rated the complete opposite with at least twenty-five to forty percent rating the SDO program and services as "Not Applicable" to them.

   Given the stark contrast in response rates, there is a question and concern about the statistical reliability and validity of this survey. Either there is a flaw with the way in which the survey was administered, or the survey is valid and correct in which case the SDO program staff have serious changes that need to be addressed with the program's internal customers. Generally speaking, the reliability and validity of results will be discussed in consultation with the Office of Institutional Research, the Dean of the Enrollment Services, and, if necessary, a remediation plan will be created and implemented to address the program's service improvements.

Conclusions and Recommendations
1. **Summarize the program's strength and areas that need improvement.**

   Program Strengths
   Staff
   The primary strength of the Student Development Office is the knowledge, skill level and enthusiastic commitment of the staff. Their collective wisdom and insight exemplifies expertise in student leadership and development. This is evidenced by their almost obsessive (but necessary) attention to detail, vast and intimate knowledge of accounting procedures, student processes, clubs, charters, bylaws, student conduct, commencement, event planning, creative problem solving, critical thinking, firm and fair way of doing things,

and their superior and exemplary customer service of which they should all be commended.

Students

The Associated Students Organization (ASO) and the Inter-Club Council (ICC) is well run and plays an integral part in the campus collegial consultation process. ASO and ICC members actively participate in campus department, division, and area council meetings, statewide and national conferences to advocate for ECC students on issues related to access, quality, and equity. Participation has increase significantly since the last program review with on average 86% of students' surveyed "understanding how my role as a student leader impacts the campus community" (Student Development Office – ASO Student Leadership Assessment Data, fall 2011-Fall 2012).

Activity Center

The Activities Center has multi-purpose useable space that has great potential for recreational uses, indoor dining, lounge/lobby space and event and meeting rooms to support staff and faculty needs with the appropriate infrastructure support, repairs, and resources. The use of the center has increased from 30 students when it was originally and completely reopened four years ago to approximately 70% with 180-200+ students hourly, during peak hours.

Areas for Improvement
Student Conduct

Student conduct has become a greater component of the duties of the Director of Student Development. Additionally, since the last program review in 2008, there have been significant increases in the number of student conduct cases, which require investigation, detailed documentation, and strict compliance with a variety of laws and policies. Due to a shortage of staff in the office, the sheer volume of cases, detailed documentation, investigation, follow up, coupled with an antediluvian homegrown student conduct management method (i.e. a large Excel spreadsheet with cases going back 40+ years) puts a very large and unmanageable burden on the administrative assistant and Director to keep within required timelines. The increased workload related to student conduct leaves very little time to focus on the development of other beneficial student life and leadership development programs. Student conduct consumes 80-90% of the Director's daily, as well as overall, responsibilities.

Moreover, the student conduct portion of our program lacks the proper funding and staffing to be effective and beneficial to students. The increase in complexity of conduct, communication and notification with involved parties and the legal requirements for documentation are at risk because of an inadequate tracking system and staffing.

The responsibilities required by this role make it extremely difficult to attend to student advisory and revenue development duties with the disruptions caused by urgent matters that must be dealt with to stay in compliance with mandated by Education Code, Board Policies and Administrative Procedures.

Activity Center Access

The greatest, overarching area that needs improvement is the Activities Center for several reasons. First, the remodel is approximately 5-7 years away. This poses a tremendous burden on the program staff to continue to be a high functioning office with sub-standard equipment, furniture and inadequate resources as well as a dilapidated infra-structure. The Center currently has no heating or air conditioning in the student common area. During the unseasonably warm months and due to the sheer number of bodies, the center's common areas (i.e. Photo ID booth, et al) prove to be quite challenging for students. Moreover, the staff has on more than one occasion resorted to using personal space heaters to provide heat in these areas which is insufficient, unfair, and quite honestly dangerous because these space heaters lack the necessary British Thermal Units (BTUs) to heat such large spaces and consequently, and since the last program review but not within the previous 8 months, has caused electrical outages in the building.

Second, the Activities Center lacks a definitive welcome lounge space, possesses limited at will recreational opportunities, no appropriate indoor dining, poor lighting, and minimal to no heating, ventilation, air-conditioning or acceptable ventilation throughout the student common areas. Third, the building overall lacks basic infrastructure requirements such as heating, air, and adequate electrical support. Fourth, and since the last program review in 2008, there are conditions, as reported by program staff, that present real health and safety concerns, such as the constant mildew smell, flooding when it rains, roof and ceiling leakages; exposed cables and wiring; uncovered pipes and minimal to no external lighting.

With steady flow of student usage throughout the day, the current staffing levels prove difficult to provide safe monitoring of the students who visit the Center. This gap in staffing leads to altercations between students, inappropriate and unsafe use of the furniture, inappropriate and unsafe conduct in the certain areas of the center, restrooms and the antechamber inside the women's restroom, as well as a steady stream of non-student visitors with their medium and large sized dogs.

When it was originally constructed 65 years ago, the college and student population were vastly different and while the Activities Center may have been a state of the art building in 1950, in its present condition, the center struggles to provide adequate support and meet the needs and expectations of El Camino College students in the 21st century.

Photo ID Access

Due to the lack of full time staffing, the program must martial access to the photo ID hours of service as office staff are tasked with other priorities that take precedence. This hinders our ability to offer access to obtain a photo ID. Moreover, since this service is not mandated yet free, there is no incentive or motivation for students to obtain their ECC photo ID.

Student Development Awareness Campaign

Based on the 2008 program review survey and the most extant data available as of 2014, El Camino College students are unaware, do not participate in student development also known as student life activities for a myriad of reasons (i.e. external commitments) yet believe these activities are important and believe the college offers enough activities for them to not participate. According to the Community College Survey of Student Engagement Survey (CCSSE) Overview of the 2014 Survey Results El Camino College, "…Eighty-one percent of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 13% typically spend only 1 to 5 hours per week participating in these activities". Clearly, the program needs to embark on an ambitious and strategic plan that includes focus groups, a needs assessment and then based on those results create and implement a broad campus-wide social media and alternative media awareness and marketing effort to highlight the programs and services offered to students because in a similar vein, "sixty-eight percent of students surveyed strongly agreed or agreed that ECC provides ample opportunities to participate in student life activities (clubs, guest speakers, dance, performances, films, etc.) and 63% indicated that there were ample opportunities for college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports). Yet, twenty-three percent did not know what student life activities are offered while 25% were unaware of the college sponsored activities that are offered at El Camino College. To reiterate, the program---in order to thrive and not just survive---must engage students in order to offer relevant and meaningful programs and services.

2. **List prioritized recommendations.**
    - Purchase student conduct management software – 2015/2016 Priority Funding Request - In progress
    - Retain full time Student Services Technician position – Anticipated retirement in December 2015. – 2015/2016 Priority Funding Request - In progress
    - Restore full time Student Services Specialist position lost in spring 2011.
    - Reinstitute the Communication 6 – Leadership Development
    - Reconfigure staff offices to provide added security and added accessibility, and visibility. – 2015/2016 Priority Funding Request – In progress.

- Complete the WiFi Hot-Spot Improvement Project – In progress.
- Install camera monitoring systems throughout the Activity Center.
- Repair the windows and sliding glass doors that leak and flood.
- Repair the broken window in the staff lounge that leaks.
- Replace screens on all windows.
- Upgrade and update the furniture to be ergonomically sound.

3. **X**   Continue Program (with recommendations for improvement).

___   Discontinue Program (Explain how the program's services could be handled by other on-campus entities if the program has been declining or is no longer fully utilized)

Revised: 5/5/2010, 3/13/2013, 3/31/2014, 4/15/2014

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Suggested Reading:

Gauging value of colleges' community service programs can be tough
http://www.latimes.com/local/education/la-me-college-service-20150311-story.html

Community College Students Engagement Levels
http://chronicle.com/blogs/ticker/community-college-students-engagement-levels-rise/95251?cid=cc&utm_source=cc&utm_medium=en

Engagement Rising: A Decade of CSSE Data Shows Improvement across the Board
http://www.ccsse.org/docs/Engagement_Rising.pdf

Program Review Student Development Office 2008

Principles of Good Practice for Student Affairs
https://www.elcamino.edu/administration/vpsca/docs/accreditation/Principles_GoodPractice_StudentAffairs.pdf