



## Student and Learning Support Services Comprehensive Program Review Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Alvin Gubatina

Submission Date: 4/4/2022

### CONNECTION TO THE COLLEGE

**1.A. DIVISION:** Counseling, Advising, and Matriculation

**PROGRAM NAME:** Student Life & Leadership

**1.B. YEAR OF REVIEW:** AY 2021-22

**1.C. PROGRAM REVIEW TEAM:** Alvin Gubatina - Student Life Manager, Ryan Samn - Student Life Assistant

**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

- i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

Student life and leadership development is made up of the Center for Student Life staff, Associated Students of Skyline College (ASSC) and Skyline Organization and Clubs Council (SOCC). These three entities serve as a means for students to serve as change agents and active participants in shaping the student experience at Skyline College. This is done through active club participation, service in participatory governance, and creation of impactful programming. Student life contributes to Skyline College's mission through exploration of different leadership models, knowledge development that encourages success, and incorporating student voice to cocreate new solutions for institutional challenges.

- ii. Alignment with the College Values

Place a check next to the Skyline College Values that are integral to your program's operations; for each value checked, provide a concrete example of how the value connects to your programs.

**Social Justice:** We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedure, and practices of the College.

Student life embodies the 5 principles of Social Justice; access to resources, equity, participation, diversity, and human rights through their programming and leadership training. All of the programming by student life is revolves around connection to knowledge/resources, storytelling, community wealth and sharing. Utilizing critical

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leadership as the foundation for all leadership training, student life is able to develop student leaders with the critical lens to advocate for change necessary for student progress and community growth.

☒ **Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Student life trains its student leaders to critically analyze current systems, policies, and practices to answer the question "How does this impact the student experience?". Through ASSC trainings and workshops; student leaders are equipped with the skills to research problems, assess how the problems impact students, and collaborate with others towards resolve student challenges.

☒ **Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

Student life is committed to providing accessible programming to all of our community members. This is accomplished through recording of virtual events for others to watch later and providing supports such as live transcription to encourage full participation. Further, in the planning of events; we include members from different communities/demographics to provide feedback on how to better support community members. Some suggestions that we institutionalized in student life is the use of "Jamboard" and "Padlet" as offerings to better engage with our audience.

☒ **Student Success and Equity:** We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

Student life is committed to the success of its officers. They are provided with mentorship and guidance during individual officer check-ins with the student life manager. During these 1 on 1 meetings, student express any unmet needs then are triaged to an on/off campus resource. Further, we encourage student success and equity by sharing relevant content, access to needed resources and opportunities.

☒ **Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a



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Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Student life encourages academic excellence because there are written academic requirements to fully participate in ASSC. All ASSC council members have to meet a GPA and unit minimum every semester to participate. These requirements encourage student leaders to be on top of their academics and also influence the programming that they create. The explicit importance of academics has led to the creation of events/experiences that promote degree exploration, creation of degree specific resource sharing, and collaboration with on campus partners such as learning communities and the learning commons towards academic wellness.

**Community Partnership:** We value a deep engagement with a community we serve through collaborating with local school districts, industry, non-profits, government, and the arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

Student life does a lot of collaboration with on-campus and off-campus entities. All of the programming we create are the result of cocreating events/experiences with our partners. This looks like cocreating the purpose of events, harvesting knowledge to share through Padlets, inviting engagement through Jamboards, and learning how to get better through event debriefs. Community partnership is vital to student life to better serve our students on campus and provide our leaders the real-life training on building community.

**Participatory Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Student life trains its student leadership to fully participate in participatory governance at Skyline college. ASSC council members have committee assignments that they serve on, where they engage with different constituents. Often times, the ASSC student embodies the student voice on campus and are the ones who advocates for them. Council members take notes and report back to the larger council, updating them on what is going on and how to move forward or collaborate.

**Sustainability:** We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs."

Student life practices sustainability through the utilization of virtual supports and recyclable/reusable material to reduce physical waste. This looks like we will be moving towards QR codes and virtual visuals for programming instead of printing them. It also looks like using software like Jamboard and Padlets to reduce paper waste associated with activities and



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trainings. We have also shifted to using recyclable materials like utensils, plates/bowls, and reusable holiday/cultural décor for in person experiences. The result has been reduction of paper use from years past.

### 1.E. PROGRAM PERSONNEL

- i. Provide the current FTE of each category of personnel:
  - FT Faculty FTE:
  - Adjunct Faculty FTE:
  - Classified Professionals FTE: 1
  - Manager/ Director FTE: 1
  - Dean FTE (if applicable):
- ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program.

Not Applicable

There have been a couple of major changes that happened from the last CPR.

One major change is leadership transitions. The former person in the student life role transitioned out of Skyline, bringing with her 15 years of experience of the role and at Skyline. This is a huge change because the last CPR was written by her and lost many of the institutional knowledge she did while in the role.

Another key change was the role of Student Life Director being changed into the Student Life + Leadership Manager. This significant change meant a reporting change from directly with the VPSS to the Dean of Counseling. With the combination of a leadership change, this change meant the department has new reporting guidelines and guidance; affecting how the department was formerly ran.

The other big change that affected this department is COVID-19. From the stay-at-home order that reduced the student life team to 3 members: 1 manager, 1 assistant, 1 student assistant existing virtually to current recommendations, we have gained 1 more student assistant. This is vastly different from the full team that we normally have of: 1 manager, 1 assistant, and 4 student assistants. With the decrease in staffing, we were introduced to different software (Padlet, Jamboard, etc...) that assisted with our outreach and programming. With the gradual return to campus, we have slowly increased our team back to 3 student assistants, 1 assistant, and 1 manager. We still use the different software we were introduced to during COVID in outreaching and programming.

- iii. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Not Applicable



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### 1.F. PROFESSIONAL DEVELOPMENT

- i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet
  - the mission of the program,
  - the aim of the college to increase equity.

Learning Intergroup Dialogue and Caring Campus principles have helped Student Life better support students by understanding how to better speak to and engage with different students on their needs, goals, and concerns.

- ii. Are there any unmet needs pertaining to professional development? Please specify.
  - Not Applicable

## CURRENT STATUS

### 2.A.1. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 1

*If no goals are completed or discontinued, leave 2.A.1 through 2.A.5 blank. Rather, provide responses in [Section 5.B](#) for ongoing or revised goals.*

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Skyline College Leadership Academy, 2016

**STATUS:**  Completed  Discontinued

#### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

This goal is complete, and there has been partnership between Student Life, ASSC, SOCC, and TRiO to provide leadership training. It has averaged around 25 participants both in-person and virtually with some participants running for ASSC afterward.

#### IMPLEMENTATION STEP(S)

- Continue partnerships with TRiO and outreach to interested parties for future Leadership Academies
- Solidify permanent, consistent dates for future Leadership Academies because of the COVID disruption and gradual coming back to campus
- Meet with TRiO and interested parties to streamline and finalize content

#### GOAL ALIGNMENT WITH COLLEGE VALUE(S)



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- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### 2.A.2. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 2

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Leadership Certificate Program. 2016

**STATUS:**  Completed  Discontinued

#### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

Discontinued because of the loss of institutional knowledge regarding this goal due to the transition between Student Life leadership.

#### IMPLEMENTATION STEP(S)

#### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
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- Academic Excellence
- Community Partnership
- Participatory Governance



## Student and Learning Support Services Comprehensive Program Review Template

Sustainability

### 2.A.3. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 3

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Center for Community Engagement, 2016

**STATUS:**  Completed  Discontinued

#### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

Discontinued because of the loss of institutional knowledge regarding this goal due to the transition between Student Life leadership.

#### IMPLEMENTATION STEP(S)

#### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### 2.B. ACHIEVEMENTS

Describe the program's achievements since the last CPR (beyond what was addressed in 2.A).

Consideration may include, but not limited to:

- Successful and/or innovative programming, initiatives and plans
- Fruitful collaborations beyond the program
- New or updated curriculum
- In-reach/outreach efforts
- Technology or operational improvements

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- Successful use of data to improve student outcomes and equity
  - Maintenance of high levels of excellence
  - New degrees, certificates, and/or pathways
- culture shift towards "compassion, community, and change"
  - Increased Social Justice programming
  - strengthening of on-campus and cross district collaborations
  - growing list of on-campus/off-campus partners
  - increasing outreach efforts in spite of a global pandemic
  - transitioning into virtual processes/documents
  - high levels of transfer/academic goal completion
  - quality leadership training/experiences
  - high levels of joy and engagement doing "the work"
  - codeveloping participatory governance structure
  - greater community engagement
  - adoption of transformative resources for engagement (Jamboard, Padlet)
  - healthy department relationships
  - greater recognition/interest on campus for student government (ASSC)
  - greater student advocacy, participation, contribution in meetings/programming

### 2.C. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

COVID-19 had the biggest impact on the program because it caused a lot of changes that we are still recovering from. The stay-at-home orders forced us to build our virtual identity from scratch and challenged us to find resolutions to issues that came from the integration of virtual space: virtual programming, virtual community building, and feelings of isolation. Now moving towards full in-person on-campus integration, student life is readying its department and students for that transition.

## ACCESS

### 3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

Data relevant to our program is participant data on gender, race/ethnicity, and age group because it closely mirrors the campus demographics meaning that our ASSC members are reflective of our campus. This data was received from PRIE by inputting the G#s from the last 5-year ASSC councils.

### 3.B. USAGE TRENDS





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Provide student and/or community usage trends for all major programming over the last five



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years, by cohort, if applicable.

ASSC last 5 years (74 participants)

Sex - Female: 63.5%, Male: 35.1%

Race - Asian: 27%, Black: 4.1%, Filipino: 23%, Hispanic: 27%, White: 8.1%, Unknown: 2.7%,  
Multiraces: 8.1%

Age - Under 18: 14.9%, 18-22: 85.1%, 23-28: 17.6%, 29-39: 1.4%, 40-49: 1.4%, 50-59: 2.7%

Veteran Status - Veteran: 2.7%, Not a veteran: 97.3%

Disability - N: 90.5%, Y: 9.5%

High School - Out of country high school: 28.4%, SSFHS: 17.6%, El Camino: 10.8%, Westmoor  
High 10.8%, Ocean HS 5.4%

Goal - Earn AA/AS and transfer: 86.5%, Transfer w/o AA/AS: 25.7%, 4 year student taking class  
for school: 4.1%, Earn certificate w/o transfer: 4.1%, Complete credits for HS diploma: 2.7%

### 3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

ASSC ~ Campus

Sex - F 63.5% ~ F 52.9%, M 35.1% ~ M 44.6%

Race - Asian 27% ~ 20.4%, Black 4.1% ~ 2.8%, Filipino 23% ~ 14.1%, Hispanic 27% ~ 30.3%,  
White 8.1% ~ 20.5%, Multiracial 8.1% ~ 7%

Age - under 18: 14.9% ~ 15.9%, 18-22: 85.1% ~ 44.4%, 23-28: 17.6% ~ 24.4%, 29-39: 1.4% ~  
14.9%, 40-49 1.4% ~ 5.4%, 50-59: 2.7% ~ 3.2%

Disability - N 90.5% ~ 95.5%, Y 9.5% ~ 4.5%

### 3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program.

- i. What usage trends do you observe, and what may account for these trends?

There is a steady and above average engagement with female students as well as Asian, black, Filipino, and multiracial students in comparison to our campus demographics. This can be attributed to the intentional outreach to different partners on campus that serve a diverse population. For example, our councils have been diverse because we intentionally reach out to our learning communities and other programs regarding students running for student council. Another example is outreaching to Middle College so that we can create a pipeline for younger leaders to transition into bigger leadership roles. We do this so that our council can have representation and be made up of students from various demographics.

- ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?



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In comparison to college numbers, our demographics show that we attract a greater number of female and BIPOC+ populations. This shows that our councils generally reflect the make-up of our campus and that historically disadvantaged students are taking leadership opportunities and are in roles of influence.

- iii. What are the implications for how you will provide services and conduct outreach for your program?

Moving forward we are going to continue collaborating with on-campus entities to ensure that various student demographics have the opportunity to participate in leadership roles and to refine their leadership pedagogy. To increase males in leadership roles, we will reach out to programs like brothers achieving milestones and campus partners to identify male leaders and encourage them to participate in ASSC

### EFFECTIVENESS

#### 4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upload the [Improve](#) (formerly *Tracdat*) report showing the last six years of results that you reference in the narrative

- i. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

Students understand participatory governance and event planning processes/policies/procedures. There is room for growth by working with partners on participatory governance committees. This finding is taken from our yearly focus groups with past ASSC student reps - that they would like to have an environment where the student rep feels comfortable, connected, and invited in to contribute at their best.

- ii. Are the PSLOs still relevant to your program? If not, what changes might be made?

PSLOs are still relevant to the program - they embody the essence of Student Life. Past focus groups were conducted after the Spring semester to discuss if members of ASSC understanding of College and District participatory governance processes. The results from these focus groups revealed that ASSC council members understand the role of participatory governance, its processes, and the rights as official representatives on committee members. Further, ASSC members display their understanding of the event planning PSLO through their curation and facilitation of campus wide programming.

I do want to add a PSLO where we can measure the impact of our programming from attendees and event organizers, potentially measuring the growth of critical conscious and civic mindset.

- iii. Please check the boxes to indicate that the following tasks have been completed.

Updated new or changed PSLOs on the program website after approval by the



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appropriate person(s)

Not Applicable

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

### 4.B. STUDENT FEEDBACK

Check here if student feedback is already reflected in 4.A. or 4.B.

Concurrently assess course SLOs and ISLOs.

If student feedback was not addressed in 4.A. or 4.B., briefly describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. Upload feedback results.

### 4.C. OVERALL COURSE SUCCESS RATES

Not Applicable

Provide analysis of course success rates overall and disaggregated by student demographics.

- i. How do the course success rates overall compare to the College success rates?
- ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). If appropriate, provide context to further clarify particular disaggregations that are unique to your program.
- iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

## ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement.

Identify one-to-five goals total: ongoing, revised, and/or new goals.\*

### 5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.



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Challenge:

- reimaging/creating what a service learning program can look like at Skyline
- rebuilding SOCC, club life at Skyline
- need data tool to analyze impact of events
- improving student rep experience on governance committees

### 5.B.1. ONGOING OR REVISED GOAL – Goal # 1

*If no goals are ongoing or revised, leave 5.B.1 through 5.B.5 blank.*

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Improving student experience on participatory governance committees by creating connection to committee members, understanding roles, and learning how to best contribute.

#### STATUS

- Ongoing     Revised for this cycle

#### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
  - a) Roughly how much of the goal has been implemented – 25/50/75%?
  - b) What has been accomplished thus far?
  - c) What has been the impact of resources that were provided?  Not Applicable
  - d) What are challenges not already documented?  Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

This is being revised to create a more intentional connection between ASSC members serving on committees and the committees they serve. The implementation started last fall when we welcomed committee presentations in our ASSC meetings with a chance for Q+A. This change positively impacted the experience of ASSC members on committees because 1. they got to know more about the committees from the committee chairs and 2. they were able to put a name to face and have a person whom they can partner with for concerns, questions, and ideas.

#### REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

- Creating an orientation for students to serve on campus committees; how to, do's/dont's, tips, Q+A (Fall 2022)
- Identifying student liaisons who can support students on committees (Fall 2022)
- Welcoming committee chairs to present about their committees to ASSC; provide committee background, purpose, function, expectation from student rep, answer any student questions or concerns (Fall 2022)



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- Monitor student experience on committees throughout semester for any additional support



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(fall 2022 + spring 2023)

- Conduct ASSC focus group regarding participatory governance experience (spring 2023)
- Apply student feedback on better developing participatory governance experience into upcoming year (fall 2023)

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR ONGOING OR REVISED GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

### 5.B.2. ONGOING OR REVISED GOAL – Goal # 2

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Creation of Service-Learning Program

#### STATUS

- Ongoing
- Revised for this cycle

#### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Ongoing
  - a) Roughly how much of the goal has been implemented – 25/50/75%?
  - b) What has been accomplished thus far?

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c) What has been the impact of resources that were provided?  Not Applicable

d) What are challenges not already documented?  Not Applicable

- Revised – Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

Institutional knowledge was lost during transition between student life managers. This will need to be reimaged to see what is possible with our current campus and resources.

### REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

- Research, reach out to and meet with universities with successful SLPs to gather information on their creation, maintenance, and campus support (summer 2022)
- Bring back knowledge gathered and meet with campus leadership on what is possible for Skyline College (fall 2022)
- Explore how the possible connection to the Civic engagement pedal for the People's College Initiative (fall 2022)
- Work with college partners to develop what a service-learning program may look like at Skyline (spring 2023)
- Develop and finalize a plan on what is needed for a service-learning program at Skyline; SLP model, funding, staffing (summer + fall 2023)
- Submit requests for funding of SLP program (spring 2024)
- Approval of plan and funding; identifying and hiring needed staff (spring + summer 2024)
- Implementation of SLP (fall 2024)

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
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- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR ONGOING OR REVISED GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?





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**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

- Currently, no funding is needed in this stage of the goal; it will need to be revisited when a more developed plan is created with funding needs for a potential service learning program.

### 5.C.1. NEW GOAL – Goal # 1

*If there are no new goals, leave 5.C.1 through 5.C.5 blank.*

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the College Value(s).
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

#### **GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL**

Creation of assessment tool to measure impact of trainings and programming on participants, 2022

#### **RATIONALE**

Measuring the impact of trainings and programming via survey feedback will provide vital information on how to better develop future trainings and programming

#### **IMPLEMENTATION STEP(S) AND TIMELINE**

- work with PRIE to create assessment tool (summer 2022)
- test out and further develop assessment tool (summer 2022)
- implement assessment tool for trainings and programming (fall 2022 + spring 2023)
- assess the data and create report detailing effectiveness of programming (summer 2023)

#### **GOAL ALIGNMENT WITH COLLEGE VALUE(S)**

- Social Justice
- Campus Climate
- Open Access



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Student Success and Equity

Academic Excellence

Community Partnership

Participatory Governance

Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

There is no physical resource to request nor additional resources needed that we do not already have

### 5.C.2. NEW GOAL – Goal # 2

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the College Value(s).
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Create an active club life on campus through intentional collaboration with Skyline Organizational and Clubs Council (SOCC) via their advisors and club leaders (2022)

### RATIONALE

Club life is an important part of student life on campus and is an important component in the students building community. As we are recovering from the impact of COVID19 (lock down, staff/faculty leaving campus) we have to outreach to our campus community to update our clubs' information to reflect active/inactive clubs with an updated list of club members and



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advisors. Once we have the list, we can then move forward with convening with club leaders and advisors on proper support to create and maintain club growth.

### IMPLEMENTATION STEP(S) AND TIMELINE

- Utilize Flex days to engage community about importance of club life and outreach for potential advisors (spring 2022)
- Update club information; active/inactive clubs, student members, advisors (summer 2022)
- Reach out to full time faculty and classified professionals to be club advisors (summer 2022 + fall 2022 + spring 2023)
- Club orientation with club leaders and advisors on paperwork, club processes, and support for collaboration (fall 2022 + spring 2023)
- Create spaces on campus for clubs to recruit members, location for club meetings, club programming (fall 2022 + spring 2023)
- Create an active club directory that is continually updated (fall 2022 + spring 2023)

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

There is no physical resources needed

### 5.C.3. NEW GOAL – Goal # 3



## Student and Learning Support Services Comprehensive Program Review Template

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the College Value(s).
- List the related implemented step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Creating a more comprehensive review of student leaders experience being in ASSC and SOCC through quantitative and qualitative data collecting methods

### RATIONALE

We need to collect more data on student leaders and their experience in ASSC and SOCC to better inform Student Life on best practices for supporting student leaders progress and growth. This data will better inform student life training, policies, and modality for student support.

### IMPLEMENTATION STEP(S) AND TIMELINE

- Creation of questions for surveys and interviews to ask student leaders in ASSC and SOCC (summer 2022)
- Conduct pre-survey at the beginning of the semester for incoming student leaders (fall 2022)
- Conduct progress survey during winter break to monitor progress (winter 2022)
- Conduct post-survey at the end of the semester for outgoing student leaders (spring 2023)
- Conduct small group and individual interviews with select student leaders on progress and development (spring 2023)
- Assess data from data collection tools (summer 2023)
- Apply any feedback from data into upcoming year (summer 2023)
- Replay cycle

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity



## Student and Learning Support Services Comprehensive Program Review Template

- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

- Partnership with PRIE to create data collecting tools

## APPROVAL AND SIGNATURE


This document has been reviewed and approved by: [Click or tap here to enter text.](#) [on](#) [Click or tap to enter a date.](#)

Luis Escobar

*Luis Escobar*

05/05/2022

Newin Orante

  
Newin Orante (May 11, 2022 11:01 PDT)

05/11/2022