Solano Community College

2007-2008

Student Services Program Review:

Student Development

Introduction & Overview

The Instructional Program Review is carried out by the faculty and deans within each academic division; the General Program Review is the responsibility of individual unit managers. Both are integral components of Solano Community College's annual evaluation, planning, and budget development cycle. The outcomes of the Program Review process support the first component (evaluation), which informs the second (planning), which then impacts the third (budget development).

At Solano, the Program Review process includes the ongoing collection of both qualitative and quantitative data and the examination of trends in these data over time. The collection and examination of data then leads to the evaluation of program effectiveness and efficiency. Finally, reviewers develop recommendations for program improvement. These recommendations are assessed by peers and administrators for both feasibility and alignment with the College's Strategic Goals/Objectives and Educational Master Plan. Recommendations that require no new/additional funding can be implemented directly; those dependent on new/additional funds are prioritized and submitted for budgeting. Once implemented, the recommended changes are evaluated in the subsequent round of the Program Review process — and the cycle continues.

The Program Review report contains: 1) a narrative description of the unit and of each program or service offered, including mission, goals, and desired outcomes — student-learning or service-area outcomes (SLOs and SAOs, respectively); 2) both quantitative and qualitative data relative to unit/program performance; 3) an evaluation of the unit/program effectiveness and efficiency; 4) an analysis of trends; 5) recommended changes and expected outcomes; and 6) a description of unit/program needs to implement the recommended changes and achieve the expected outcomes.

Although performed by all units on an annual basis, the Program Review is only published for a specific unit every fourth year, according to a defined schedule. Programs Reviews published in the fall 2008 are based on the prior academic year's data (AY 2007-08). Where possible, up to an additional four years of data may be included to demonstrate trends.

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Definitions

FTES

Full-time Equivalent Student (FTES) is the unit of measure based on student attendance patterns used by the State on the formula for apportionment of funds:

> 525 WSCH = 1 FTES [Source: First Census counts from End of Semester SCC10 report]

WSCH

Weekly Student Contact Hours (WSCH) is the number of students in a class multiplied by the number of hours the class meets per week. For example, a class of 32 students that meets 3 hours per week generates 96 WSCH. WSCH is the primary factor used in the formula to calculate FTES. [Source: First Census counts from End of Semester SCC10 report]

Enrollment

Enrollment totals are measured as the number of seats filled in classes offered. [Source: NSR report]

FTEF

Full-time Equivalent Faculty (FTEF) is the measure that identifies the use of a full-time instructor for implementing an instructional program. Fifteen hours is the base formula hours (lecture-hour equivalents). For example, a three-hour lecture class is valued at .20 FTEF, (3/15 = .20). A full-time instructor would teach five, three-hour lecture classes. [Source: First Census counts from End of Semester SCC10 report]

Load

Load is a measure of relative performance of a program. Load is calculated by dividing WSCH by FTEF. For example, a class that is worth 0.2 FTEF and generates 96 WSCH will have a Load of 480 (WSCH divided by FTEF). Generally, larger classes generate higher loads. [Source: First Census counts from End of Semester SCC10 Report]

Percent Fill

The percentage of available class seats filled at first census. [Source: SCC30 report.]

Percent Retention

The percentage of seats filled at the end of semester compared to the seats filled at first census. [Source: SCC30 report.]

Apportionment Income

The State funding allocation per FTES multiplied by FTES. (For 2007-2008 one FTES was valued at $4,367.) [Source: Office of Administrative and Business Services.]

Expense

Direct Expense includes salaries (1000, 2000, and 3000 budget codes), materials (4000 and 5000 budget codes), and capital outlay (6000 budget codes) expenditures incurred by the program during the academic year. (Years prior to 1998-1999 do not include materials, capital outlay, or VEA funds as part of their total direct expenses.) [Source: Office of Fiscal Services.]

Cost/FTES

The cost to generate one FTES in the program. (Total Expense divided by FTES).

Growth/Decline

The percent change in a measure from the prior year.

Percent Successful

The *Percent Successful* is the number of "satisfactory" grades recorded (As, Bs, Cs, and CRs, as defined in the *California Code of Regulations*, Title 5, Div. 6, Chap. 6, Subchap. 9, §55758) compared to the total number of grades of record, including Ws and "substandard" grades (Ds, Fs, and NCs, as defined in the *California Code of Regulations*, Title 5, Div. 6, Chap. 6, Subchap. 9, §55761). This statistic measures grades not students. Since students can take more than one course in a specific term, the college-wide total grades are always higher than the number of students enrolled and should not be confused with headcount — the unduplicated count of individuals. At the programmatic level, duplication is less of a factor, but still exists. For example, it is possible that a student is taking two courses within the same program and is successful in both courses or in one course but not the other. This statistic is calculated only for the last academic year included in the report.

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Student Development Overview

The mission of Student Development is to promote student involvement and foster intellectual and ethical leadership and personal development in order to enhance the educational experience of all students. Through its varied programs and activities, ranging from student government, student clubs, outreach and recruitment, scholarships and grants, student newsletters, student ambassador program, Phi Theta Kappa Honor Society, student activities and multicultural programming, student health, lost and found, Ride Share (carpool) program & transportation, to issuance of student I.D. cards, Student Development's goal is to complement the academic program of studies by providing the opportunity for and encouraging students to participate in social, cultural, intellectual, health, recreational, student leadership, and governance program—in other words, all activities that occur outside the classroom.

Student Development

Part I   Goals/Objectives

1. What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes ("Core Four") of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
Students lead and effectively participate in meetings	1. Students are familiar with: ◊ parliamentary procedure ◊ Brown Act requirements, ◊ shared governance. 2. Students make, discuss, and pass motions.	Records of: 1. Student attendance of ASSC and ICC trainings. 2. Official agendas and meeting minutes of the ASSC and clubs. 3. Official agendas and meeting minutes of campus-wide committees with ASSC student representation.
Students coordinate and host campus events	1. Students are familiar with and utilize: ◊ budget planning ◊ planning timelines ◊ publicity elements ◊ event approval process ◊ club requisition and accounting procedures. 2. Students successfully put on the student sponsored event.	Records of: 1. Student requests to hold an activity & approvals. 2. Graphics requests with publicity flyers attached. 3. Student Club Requisition forms and student trust account records.
Students gain knowledge about healthy living and disease prevention	1. Students are familiar with types of services available. 2. Students are able to develop a positive relationship with a health care profession.	Records of: 1. Number and type of students served (documented visits). 2. Number of 911 calls placed and avoided. 3. Number of classroom lectures, special events, and record of student participants. 4. Number of vaccines & TB screenings. 5. Number of nurse visits and health events at Centers. 6. Results of student satisfaction surveys.
Students gain knowledge about "safe sex" practices	1. Students are familiar with services available.	Records of: 1. Number of sex education, activities offered to students 2. Number of HIV/AIDS tests administered each semester.

2. The specific SCC Strategic Directions and Goal(s) supported by this program:

      Goal 1:   Quality Teaching and Learning
              1A. College Readiness
              1B. Student Goals

      Goal 2:   Student Access
              2A. Student Access
              2B. Facilities

      Goal 3:   Institutional Diversity
              3A. Equity
              3C. Community Engagement

      Goal 4:   Organizational Development
              4A. Transparency
              4D. Ongoing Planning

      Goal 6:   Fiscal Strength
              6B. Additional Funding Sources

      Goal 7:   Community Relations
              7A. Outreach and marketing
              7B. Responsiveness

Part II   Analysis

1. Identify and explain the trends:

Trends — With regard to identifying trends in Student Development, based on an analysis of longitudinal data shown below, there does not appear to be a significant impact of the protracted completion of the Solano Student Union, Building 1400 Renovation Project on Student Development and Student Health Center operations**.** The negative impact, however, has been felt in the current year.

The Building 1400 Renovation Project began its construction phase in October 2007, beginning with the building's north end. Student dining was temporarily moved to the 1400 lobby, which impacted many student activities. The newly renovated Student Health Center opened at the start of fall 2008 in an entirely new location. The campus community is still becoming familiar with the new location.

Beginning fall 2008, the Student Development Office relocated to portable Building 1106 until spring 2009, when the south end of the 1400 building will finish undergoing renovation. The challenge facing Student Development and ASSC has been finding appropriate facilities to hold student government meetings and student activities, such as Club Promo Day and Solano Daze, while the building is under construction. The Student Union lobby and half of the cafeteria,

both hubs for student activities, have been unavailable for student event use.   In addition, with the new Banner system, there have been complaints regarding the difficulty of purchasing student ID cards.

Retention — Student success and retention are integrally tied to the development of relationships between students and faculty or other members of the campus community (*SCC Educational Master Plan*, p. 67). Involvement with student organizations, including student government and organizations, not only builds a sense of community on our campus, but is of importance to improving student diversification and student retention and success. In 2007-08, Student Development submitted one of two strategic proposals to Student Services. The first strategy was titled, "Increasing Student Retention through Student Life." The goal was to increase faculty and staff involvement in student organizations by enlisting them to serve as advisors to student organizations and activities as well as promotional activities that would result in increasing student participation in student government and clubs. A positive outcome of implementing this strategy has been an increase in the number of approved student clubs from 32 in spring 2008 to 44 active clubs in fall 2008. There was also an increase in the number of students who joined student government as compared to the previous year.

STUDENT DEVELOPMENT OFFICE OPERATIONAL DATA

Type of Service	*2005-06*	*2006-07*	*2007-08*
I.D. Card Issuance	3,116	2,925	3,178
ASSC and Club Activities *	179	332	182
Lost & Found Items	819	754	866
Vendors *	95	203	220
ASSC Newsletters	31	31	31
Blood Drives	2	3	2
Post Flyers Requests	640	412	401
Graduation Yellow Cards	233	260	283
Vending Refunds	391	340	343
Lobby Copier Assistance	75	80	87
Room 1404 Reservations	190	127	211
Housing Information	65	73	76
Transportation Schedules/Info	210	242	254
Ride Share/Carpool Permits	65	26	28
Official Student Organizations	34 (F05) 34 (S06)	32 (F06) 30 (S07)	32 (F07) 32 (S08)

* Statistics collected in spring and fall semesters

Classification of Student Health Services	*Total Served*		
	2005-06	*2006-07*	*2007-08*
Males Served	784	757	739
Females Served	1,901	1,653	1,642
Staff/Faculty Served	420	400	473
911 Calls Avoided	8	9	6
911 Calls Placed	5	11	5
Off-site visits (Vacaville Center: 12/sem. & Vallejo Center: 6/sem.)	132	254	315
HIV Tests	27	31	32
Chlamydia/Gonorrhea Tests	10	21	21
Staff TB Screening	111	131	116

Part III   Conclusions and Recommendations

1. What are the major accomplishments of the program during the past two years?

➢ The Student Development Director served as the chair of the ad hoc Outreach
Committee in 2007-08, convening meetings between the various Solano
Community College (SCC) program staff who participated in K-12 outreach
in an effort to coordinate the campus' outreach activities. The Director helped
develop a professional Student Services video featuring ASSC students and
staff, to help orient students to the array of support services available at the
College.   The Director authored a grant proposal to the ASSC to fund the
SCC Ambassador Program for student stipends and ambassador apparel. It
was initially funded in fall 2006 for $5,000. A continuation grant was
provided by ASSC in spring 2008 in the amount of $2,500.

➢ In 2006-07, Student Development coordinated 22 outreach events, and in
2007-08, eighteen K-12 outreach events, including campus tours and high
school visits. The Director was also appointed to serve on the board of
directors of the newly established Solano County Education Consortium, led
by UC Berkeley and funded under the State's Cal-SOAP program. Positive,
collaborative relationships with on-campus and off-campus service providers
continue to develop and become stronger. This, in turn, helps promote student
access, student success, and good relations between the campus and the
community.

➢ Student Development assisted with enhancing the student government's role
in the shared governance process through representation on the Governing
Board and campus-wide committees. ASSC officers and student senators
participated in PLSC 050: *Student Leadership*, and developed and managed an
annual budget totaling well over $200,000. The Director delivered bi-annual
training in parliamentary procedure; effective meeting techniques; students'
roles, rights and responsibilities with regard to shared governance; as well as,
an overview of AB1725, *Title V,* and the Brown Act. ASSC hosted a number
of student activities on campus, funded and participated in the development of
a Campus Enrichment Plan in spring 2007, implemented the first Campus
Enrichment Plan project by purchasing a campus clock in spring 2008, and
participated in the statewide march and rally at the State Capitol in April 2008
to protest proposed budget cuts.

➢ The Director assisted in finalizing the Building 1400 renovation plan under
the auspices of the Measure G Bond and the Student Center Fee Fund. The
Director continues to provide assistance in the oversight of the construction
phase, which began fall 2007, and coordinated the move of ASSC and Student
Development to its temporary location in Building 1106 at the end of spring
2008.

- Student Development planned and implemented a diverse program of student activities including approving 44 active student organizations and coordinating annual events such as World AIDS Day in December, the annual Dr. Martin Luther King, Jr. "Living the Dream" event in January, and Solano Daze Multicultural Week in April.

- The College entered into a Memorandum of Understanding with Planned Parenthood for the provision of services to the College at the Student Health Center beginning in January 2008.

- As the founding advisor to Phi Theta Kappa Honor Society, the Director inducted 55 and 51 new members at its annual ceremony, in April 2007 and 2008, respectively. The Beta Mu Chapter at SCC received the Phi Theta Kappa Pinnacle Award in 2007-08 for increasing its membership over the previous year. PTK members, Sterling de Mille and Angela Echeverri, were selected as 2006-07 All-California Academic First Team Awardees. In 2007-08, Lillian Nelson and Harjot Sandhu received All-California Academic Third Team Awards.

- Student Development was successful in obtaining increased District funding for the annual commencement ceremony in spring 2008, thereby reducing reliance on ASSC for funding augmentation.

- The Student Health Center increased the number of health activities offered to students, including the "Clothesline Project" in spring 2007, which raised awareness about sexual assault, the 16th Annual Health Faire (22 vendors and over 100 participants) held spring 2007, "mocktails" during Solano Daze Week, and "Dr. Sexx" safe sex clinics offered three times per semester at the main campus and at the centers. In addition, the Student Health Center has, since spring 2007, sponsored a highly successful public health nurse internship program in conjunction with Samuel Merritt College. In spring 2007, the Student Health Center also hosted informal lunch time forums on topics including homelessness, safety (active shooters), and the health benefits of love.

- There has been a significant increase in the number of off-site offerings and visits by Student Health Center personnel. The number of off-site students served increased by 132% in 2007-08 as compared to 2005-06. The new Vallejo Center, which opened in October 2007, now includes dedicated space for a student health clinic. Services include: blood pressure monitoring, height/weight measurement, monitoring, and counseling; vital sign measurement; hemoglobin, blood sugar, and urine testing; eye exams; birth control information; partial physical exams; substance abuse (smoking, drugs, and alcohol) information and referral; nutrition counseling; lactation station; safe sex clinics; and health education and counseling. A health fair was offered in spring 2008 to provide our Center students with information on health-related community services and resources.

2. **Based on the trend analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.**

   - ➢ **Restoration of the Campus Grants Writer Position (Director of Grants)** — The budget cuts of 2002-03 resulted in the loss of the Director of Grants and Foundation. The Director of Student Development has assumed grant development responsibility to the extent possible. However, this person is only a 10-month employee and is unable to devote the necessary time for successful grant development while also performing regular duties. The College needs a full-time Director of Grants who has the experience and time to seek new revenue streams for the District.

   - ➢ **Hiring of a full-time Campus Outreach Coordinator** — In an effort to maintain and increase student enrollment, a designated campus outreach coordinator position is recommended. The College has not experienced enrollment growth, with the exception of the Centers, in many years. Outreach coordination has been disjointed, at best, with various Student Services personnel taking the lead over the past five years, including the Dean of Counseling, Dean of Admissions and Records, and Director of Student Development. Outreach efforts lack consistency, planning, and coordination. Outreach staff from various departments have developed their own outreach materials and presentations. Currently, a subcommittee of the Enrollment Management & Retention Committee oversees the College's outreach efforts. This new outreach coordinator position would develop programs and processes that provide ongoing service to students and other, internal and external, college district customers. This position would respond to the interests and requests of other educational entities, especially our feeder high schools, citizen and organizations in the SCC service area.

   - ➢ **Provision of Student Development and Student Health Services at the Centers** — With the establishment of new and expanded facilities in Vallejo and Vacaville and in order to meet accreditation standards, there is a need for increased Student Services staffing in order to expand services to meet student needs. Student Health Center staffing consists of 1.0 FTE, Public Health Center Nurse (PHN). Currently, a public health nurse visits the Center at least 4 times each semester. While the nurse is present at the Center, there is no nurse available at the main campus. Without increased funding for additional staffing, limited services will continue to be offered. There is a need to introduce Center-based students to student life on the main campus and to establish student activities at the Centers to the extent possible.

   - ➢ **Continuation of Strategic Effort to Increase Student Retention through Student Life** — There is a continuing need to develop new student clubs that address the vast array of interests and existing, new, and emerging academic fields of study, i.e. an inter-faith group that promotes religious tolerance and understanding, geology club, business club, computer science clubs, electronics club, fire technology club, criminal justice club, biotechnology club, art club, creative writing club, performing arts club, and journalism club.

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- ➢ **Utilization of Banner Capabilities** ─ Student Development should explore the feasibility of electronic voting during student government elections in order to increase participation by Center-based students.   Despite College student headcount of over 12,000, the number of voters never exceeds 350 during annual spring elections. In addition, Student Development should work with the IT department, specifically the Webmaster, to provide My Solano (Luminis) Group pages to ASSC and student clubs allowing them to become more visible to students. Issues of policy and politics will need to be worked out (i.e. who gets a group page, who will monitor the web pages that this group produces, who will be the group administrator, and who and how, do these groups communicate to the campus).