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| (without data) Overview | |
| Date Submitted: | 11/14/2011 |
| Data Download Date: | n/a |
| Program/Department: | Student Leadership and Development |
| Campus: | College of Alameda |
| Administrator: | Alexis S. Montevirgen, Dean of Enrollment Services |
| Department Chair; Coordinator: | Phillip Renteria, Adjunct Coordinator for Student Leadership and Development |
| Mission Statement: | **Mission:** The mission of Student Leadership and Development (SLD) is to improve student persistence, retention and completion rates by offering opportunities and experiences beyond the classroom that encourage learning and student success.   * SLD is an integral part of the college’s total program, supports its’ goals and objectives, and receives the college’s support in performing program responsibilities. * SLD believes that the well being of the institution lies in the hands of the students. * Our goal is to keep students engaged and connected to campus life; involvement equals success. * SLD offers co-curricular opportunities that will help students prepare for personal and civic responsibility, as well as for the opportunity of intellectual, aesthetic, and personal development. * SLD regards students as individuals who possess dignity, worth, and the ability to be self-directed. * SLD is committed to fostering a positive self-image, self-worth, self-concept in students, and in doing so, helping them to become responsible, healthy adults.   **History of Unit:** On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, “student activities are recognized by the District as an integral part of a community college’s total program. The President of each college is authorized to provide adequate facilities, to allow time for individuals and groups to participate in such activities during their regular schedules, and to provide staff assistance for planning and supervision of these activities.”  Section 1 states, “an official organization of the student body may be established at each College subject to the approval, control, and regulations of the Board of Trustees.” Section 2 states, “All student activities conducted by the College groups shall comply with State statutes, District and College regulations. These activities shall be conducted with the approval of the College Administration.”  SLD provides the basis for opportunities that create an out-of-classroom environment that:   * Augments classroom instruction by fostering unique and expanded educational, civic, social, and cultural experiences. * Enhance and prepare students for future civic, social, cultural, and political responsibilities through community service, learning, and leadership development opportunities. * Foster personal growth and facilitate interaction between students, faculty, and administration from varied backgrounds in diverse settings through the organization of social, civic, and cultural activities.   **Description of Unit:** Student Leadership and Development (SLD), which includes the Associated Students of College of Alameda  and campus clubs, is the cradle for campus life programming. It is an information and resource center as well as the hub for student leadership, community service, and recreational and cultural programs.  Program facilities are located in the Student Center, Building F, in rooms 109 – 117.  Services that are provided include:   * Campus Posting Review * Literature Distribution Guidelines * Campus Social, Recreational, Cultural and Educational Programming * Campus Life Calendar/Master Activities Calendar Clearance * Student Photo Identification System * Campus Lost and Found * Use and Maintenance of Student Center * Multicultural Programming (Latino Heritage Month, Jewish Heritage Month, Black History Month, Women’s History Month, Asian Pacific Islander Heritage Month, Near Eastern Heritage Month, Lesbian/Gay/Bisexual/Transgender Heritage Month) * Support for the College’s Student Government, Associated Students of College of Alameda (ASCOA) * Campus Club Organizations, Formation, Support and Advising * Supervision of Office of Student Activities Student Employee Support Staff * Supervision of Campus Food Services * Supervision of Cyber Café * Supervision of Campus Safety Aides * Coordinate annual commencement ceremony and student awards banquet |

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| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). | | | |
| 1. Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
|  | Data | Data | Data |
| 1. **Retention** | Data | Data | Data |
| 1. **Success** | Data | Data | Data |

SLD utilizes institutional data and research to measure student engagement and satisfaction.

The Associated Students (ASCOA), Clubs and Organizations are under the auspices of Student Leadership and Development. The goal of ASCOA is to give a voice to all College of Alameda students. Hence, the population served by SLD encompasses the entire student body at any given time.

Though SLD and ASCOA strive to keep students engaged and connected to campus life, participation is not extensive. The high percentage of part-time students at College of Alameda may be a contributing factor.

The Community College Survey of Student Engagement (CCSSE) was administered in March 2009.

Out of a total S09 enrollment of 6,451 students, 5,225 *or 81%* were students who were enrolled in a part-time status, 0.1 --11.9 units. The number of students enrolled in 12+ units, considered a full-time load, constituted 1,226 or *19%* of the total student population.

*532* Respondents were asked to gauge their level of “Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)”.

Out of all students sampled at College of Alameda, 391 or *74.9%* indicated **no participation**. Seventy-five (75) or *14.3%* indicated **1 – 5 hours**; twenty-seven (27) or *5.3%* indicated **6** **– 10 hours**; fifteen (15) or *2.9%* indicated **11 – 20 hours**; six(6*) or 1.1%* indicated **21 – 30 hours**; and eight (8) or *1.6%* indicated more than **30 hours** of participation.

Data analysis on part-time versus full-time students of the 532 surveyed strongly suggests similar patterns of participation in co-curricular activities by full-time students in comparison to part-time students.

Out of 175 part-time respondents, 131 or *74.9%* indicated **no** **participation.** Twenty-five or *14.3%* indicated **1 – 5 hours**; nine (9) or *5.1%* indicated **6 – 10 hours**; five (5) or *2.9%* indicated **11 – 20 hours**; two (2) or *1.1%* indicated

**21 – 30 hours**; and three (3) or *1.7 %* indicated more than **30 hours.**

In comparison, out of 350 full-time respondents, 262 or *74.9%* indicated no participation. Fifty-one (51) or *14.6%* indicated 1 – 5 hours; twenty (20) or *5.7%* indicated 6 – 10 hours; ten (10) or *2.9 %* indicated 11 – 20 hours; three (3) or *0.9%* indicated 21 – 30 hours; and four (4) or *1.1%* indicated more than 30 hours.

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| 1. **Faculty Data** | |
|  | **Fall 2011** |
| Contract FTEF | n/a |
| Hourly FTEF | .5 |
| Extra Service FTEF | n/a |
| Total FTEF | .5 |
| % Contract/Total | 0% |

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| Faculty Data Comparables F2011 data not available | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | data | data | data | data |
| Hourly FTEF | data | data | data | data |
| Extra Service FTEF | data | data | data | data |
| Total FTEF | data | data | data | data |
| % Contract/Total | data | data | data | data |

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| 1. **Staff Data** | |
|  | **Fall 2011** |
| Contract FTE | 0 |
| Hourly FTE | 0 |
| Extra Service FTE | 0 |
| Total FTE | 0 |
| % Contract/Total | 0% |

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| 1. **Accomplishments and Goals - Course SLOs and Assessment** | |
| Number of departments in divisions | 1 |
| Number with SLOs | 1 |
| % SLOs/departments | 100% |
| Number with SLOs that have been assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using | Survey, focus group |
| Describe results of your SLO assessment progress | It is challenging to determine what impact Student Activities has on students’ overall health and well-being. Needs Assessment surveys are conducted by the student government on an on-going basis, covering such topics as distance learning, cleanliness and upkeep of campus facilities, transportation, and proposed implementation of student fees, such as the student representation fee.  Activities such as voter registration, participation in student government, club leadership, service learning opportunities, and community service projects certainly contribute to personal and civic responsibility.  The unit plans to implement a survey measuring interest and satisfaction in order to provide the feedback needed to improve student life programming. |

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| 1. **Accomplishments and Goals - Program Outcomes and Assessment n/a** | |
| Number of degrees and certificates in your discipline |  |
| Number with Program Learning Outcomes |  |
| Number assessed |  |
| % Assessed |  |
| % Assessed/SLOs |  |
| Describe assessment methods you are using |  |
| Describe results of assessment progress |  |
| 1. **Accomplishments and Goals – Strategic Planning** | |
| Advance Student Access, Success, & Equity | All |
| Engage our Communities & Partners | All |
| Build Programs of Distinction | All |
| Create a Culture of Innovation & Collaboration | All |
| Develop Resources to Advance & Sustain Mission | All |

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| 1. **Accomplishments and Goals – Strategic Plan Relevance** | |
| New Programs Under Development | none |
| Programs Integral to Overall College Strategy | all |
| Programs Essential for Transfer | all |
| Programs that Serve a Community Niche | all |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | all |

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| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills** | |
| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. |  |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion |  |

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| 1. **Action Plans and data sources (indicate which data sources used)** | | |
| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. | | * Institutional Goal/Priority: College of Alameda will improve student persistence, retention and completion rates to increase student success, particularly for educationally at-risk students. *Develop and implement campus life programming that enhance the educational experience of students and foster professional, social, intellectual, and physical growth. Research shows that students who are connected to the campus through participation in campus life programming are more likely to persist, be retained, and complete their degrees.* * Institutional Goal/Priority: College of Alameda will continuously review, improve and develop curriculum in order to meet the changing needs of our students and community. Continue to work with instruction in developing and implementing a leadership course for student leaders. * Institutional Goal/Priority: College of Alameda will strive to communicate effectively and efficiently with its internal and external constituencies in order to achieve its mission. Develop a campus-wide events and activities master calendar. * Institutional Goal/Priority: College of Alameda will improve administrative services in support of institutional effectiveness. Resource Management: Utilize existing human, physical, technological, and fiscal resources efficiently and effectively while developing external resources that support priorities within the college’s educational plan to include student learning outcomes and integrated strategic planning. Work with other student services areas to develop a set of realistic and measureable student learning outcomes for the student activities area which will be mapped to division, college, and district SLOs. |
| Data Source – Assessment Findings | |  |
| Data Source – BI Data | |  |
| Data Source – Institutional Goals | |  |
| Other Data Sources | |  |
| 1. **Needs and data sources (indicate which data sources used)**   **Please prioritize in each category, with highest priority first.** | | | |
| Please describe any **equipment, material and supply** needs. | New equipment to upgrade cafeteria food services (Fund 81) | | |
| Please describe any **faculty/classified/student assistant** needs. | 1. FTE Faculty Coordinator of Student Leadership and Development   1,0 Clerical Assistant  Student Assistants | | |
| Please describe any **facilities** needs. | New chairs and furniture for F’Bldg. pit area (Measure A) | | |
| Please describe any **technology** needs. | New computers for CyberCafe | | |
| Data Source – Assessment Findings | x | | |
| Data Source – BI Data | x | | |
| Data Source – Institutional Goals | x | | |
| Other Data Sources |  | | |