



College of Alameda

2020-21 Program Review Template – Student Life

Program Overview

Please provide your program’s mission statement.

The mission of Student Activities and Campus Life is to improve student persistence, retention and completion rates by offering opportunities and experiences beyond the classroom that encourage learning and student success.

List your program staff including full-time and part-time faculty, classified staff, and other categories of employment.

Natalie Rodriguez, Interim Director of Student Activities and Campus Life
January 2021 to Present – This position was vacant for five (5) months.

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to: [Alignment of Goals](#)

If no program goals exist or if this is your first program review, create 2-3 goals and align them with a College or District goal.

| | |
|----------------------------------|--|
| Program Goal | Implement an income generating business to support campus life programming and student leadership development at College of Alameda. |
| Status: In-Progress or Complete? | Complete |

| | |
|---|---|
| Which college or district goal is aligned with your program goal? | College Goal – Increase retention and persistence rates. District Goal – Develop and Manage Resources to Advance Our Mission |
|---|---|

| | |
|---|---|
| Program Goal | Create consistent and engaging campus life programs and activities. |
| Status: In-Progress or Complete? | In-Progress |
| Which college or district goal is aligned with your program goal? | College Goal – Increase retention and persistence rates. District Goal – Advance Student Access, Equity, and Success |

| | |
|---|---|
| Program Goal | Implement a comprehensive leadership program for ASCOA student leaders. |
| Status: In-Progress or Complete? | In-Progress |
| Which college or district goal is aligned with your program goal? | College Goal – Increase retention and persistence rates District Goal – Advance Student Access, Equity and Success |

List the essential functions of your department, program or unit and provide a description of how the unit aligns with the college mission.

| |
|---|
| <p>Student Activities and Campus Life, which includes the Associated Students of College of Alameda (ASCOA) 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.</p> <p>Services include:</p> <ul style="list-style-type: none"> • Office of Discipline • Campus Posting Review • Literature Distribution Guidelines • Campus Social, Recreational, Cultural and Educational Programming • Campus Life Calendar/Master Activities Calendar Clearance • Campus Lost and Found • Use and Maintenance of Student Center • Multicultural Programming (Latino Heritage Month, Black History Month, Women’s History Month, Asian Pacific Islander Heritage Month, LGBTQ) • 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 Campus Safety Aides
- Coordinate annual commencement ceremony and student awards banquet

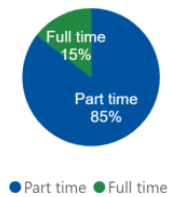
The department aligns with the college mission by providing programs and services that empower students to achieve their goals and serve their educational needs.



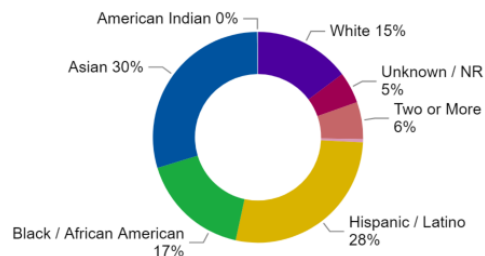
2019-20 Demographic Snapshot

Unduplicated Headcount
10600

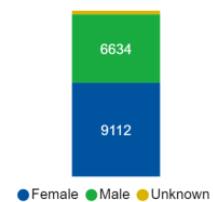
College Enrollment Load



Ethnicity



Gender



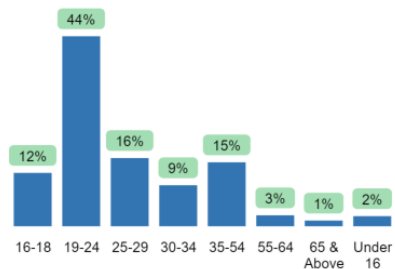
Academic Program Status Percent

| Academic Program Status | Percent |
|-------------------------|-------------|
| Exempt | 34% |
| Matriculating | 56% |
| Special Admit | 10% |
| Total | 100% |

Top 10 Majors at CoA Percent

| Top 10 Majors at CoA | Percent |
|--------------------------------|---------|
| Transfer Studies/General* | 27% |
| Business Administration-TR* | 15% |
| BIOL Biology* | 14% |
| CIS Computer Info Systems* | 8% |
| Liberal Arts/Natural Sciences* | 8% |
| PSYCH Psychology* | 7% |
| PSYCH Psychology-TR* | 7% |
| ADAM Apparel Design & Merchan* | 5% |
| BUS BUSINESS/Accounting* | 5% |
| Transfer Studies/IGETC | 3% |

Age Range



| Residency | Headcount | Percent |
|-----------------------|---------------|-------------|
| CA Resident | 9,829 | 93% |
| International | 449 | 4% |
| Out of State Resident | 337 | 3% |
| Total | 10,600 | 100% |

[Demographics dashboard link](#)

Describe how external factors such as the implementation Guided Pathways, AB705, Student Centered Funding Formula, advisory board recommendations, changing demographics, and/or COVID-19 has impacted the support services your program or administrative unit provides.

How has your program addressed these changes or challenges to ensure students are supported and can continue to work towards meeting their educational goals?

Guided Pathways, AB705, or the Student-Centered Funding Formula (SCFF)

The office of Student Activities and Campus Life has been engaged in addressing the challenges of external factors such as Guided Pathways by actively participating in these conversations through ASCOA (Associated Students of College of Alameda). ASCOA members were active members of the Guided Pathways committee.

The department has provided students with support via the free food market, free breakfast and lunch programs, study sessions, cultural events such as:

- Black History Month programming
- API Heritage Month programming
- Latin Heritage Month programming
- Dia de los Muertos Celebration

And workshops and lectures geared at special populations such as:

- Lecture: Afro-Caribbean Music as Identity and Resistance
- Life After DACA workshop, Immigrants Rising
- Understanding the Self, Creating the Self Through Poetry
- LGBTQIA+ Student Social

Advisory board recommendations

In an effort to improve student success, the Student Activities and Campus Life Directors at the four sister colleges (Berkeley City College, College of Alameda, Laney College, and Merritt College) have implemented regular check-in meetings and have begun collaborating in efforts including:

- Student government training
- Cross promotion of campus events
- Cross promotion of campus clubs

Next year we will have a better update in these regards given that the department was unable to locate prior evidence due to the gap in the position.

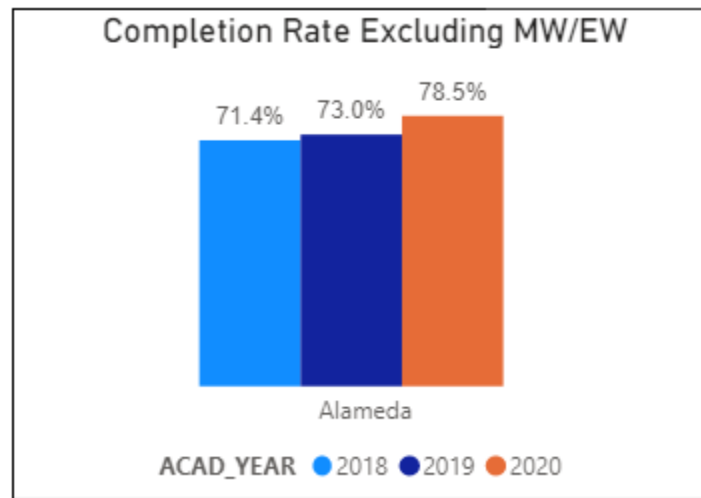
Impact of COVID-19

Due to the government mandated shelter-in-place directive, College of Alameda has seen a decrease in student enrollment. Another major challenge for the Office of Student Activities and Campus Life has been engaging students remotely. In addition to the challenges of having students engage electronically, this has severely impacted ASCOA participation.

In response to these challenges the Office of Student Activities and Campus Life in partnership with ASCOA has launched a digital outreach strategy that includes making presentations and announcements in classes and special programs, and cross posting all promotional material via

Canvas, social media (Facebook, Twitter, Instagram), e-mail blasts, and GradGuru. It has become increasingly important to collaborate with learning communities Puente/ACCESO and UMOJA in order to be able to reach our special population students.

Data Analysis



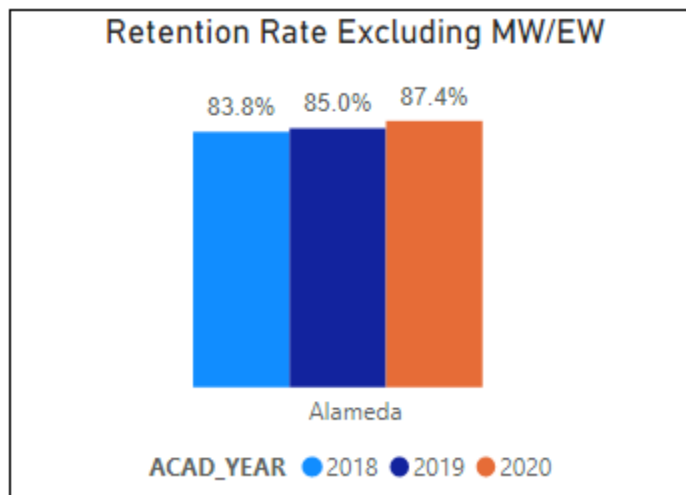
Consider your program's course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

How do the course completion rates for your program or discipline compare to your college's College-Set Standard for course completion of **67%**?

Further research is needed in order to look at the completion rates of our active Student Senators and campus club participants compared to our general student population. The department in also needs to provide student government and club participants with additional opportunities for conversations and education on the importance of completion rates, and how they, as student leaders can help make a positive impact on these numbers.

The office of Student Activities and Campus Life can partner with the Office of Institutional Research in providing this education for student leadership as well as in gathering and analyzing data.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?



By actively participating in partnership with the entire Student Services unit, the Office of Student Activities and Campus Life can aid in student persistence and retention by helping all students feel supported and empowered to reach their academic goals at College of Alameda.

Through the Covid pandemic for instance, the Student Services unit provided the following assistance programs:

- In partnership with the Steph & Ayesha Curry Foundation and World Central Kitchen, the college regularly provided hot meals for students and the community.
- For students who were not able to access a computer for remote learning purposes, the college provides a Chromebook loan program.

Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. In 2019 the Student Service Equity team [analyzed data](#) to identify groups that were disproportionately impacted in access, persistence, transfer rate, completion of transfer level English and Math, and goal completion.

- **Access:** Black or African American male students enroll at disproportionate rates. Additionally, female Black or African American, disabled and LGBTQIA students enroll at disproportionate rates.
- **Persistence:** Female Black or African American, Latinx, foster youth, LGBTQIA and veteran students are persisting at disproportionate rates. Male Black or African American, foster youth and LGBTQIA students are also persisting at disproportionate rates. The most significant retention equity gap was with male foster youth students.

- **Transfer to a Four-Year Institution:** Female American Indian or Alaska Native, Native Hawaiian or other Pacific Islander and disabled students transferred at disproportionate rates. American Indian or Alaska Native, Black or African American, Filipino, Latinx, disabled, first generation and foster youth males also transferred at disproportionate rates.
- **Complete both Transfer-level Math and English within the first year:** Female foster youth complete both transfer level math and English at disproportionate rates. Additionally, Black or African American, Latinx, disabled, economically disadvantaged, foster youth and LGBTQIA males transfer at disproportionate rates.
- **Vision 2022 Goal Completion:** Asian, Black or African American, Latinx, foster youth, LGBTQIA, and veteran female students complete at disproportionate rates. American Indian or Alaska Native and LGBTQIA male students are also completing at disproportionate rates.

Discuss how your program worked to address these equity gaps since 2019. Incorporate examples of your program data where applicable.

Since 2019, the Office of Student Activities and Campus Life has worked to address equity gaps by assisting students in meeting their basic needs. We have supported our student government in creating employment opportunities through the ASCOA funded Coffee Bar 140 in partnership with the Federal Work Study program and we have provided assistance with food.

Through our partnership with Alameda County Community Food Bank we have distributed over 49,407 pounds of food through our bi-weekly produce market. More than 1054 meals have been distributed to College of Alameda students through the Free Breakfast Program and Free Food for Finals Week. Student feedback that we have received is that we should, “Do it more often. This event made the students feel as if the College of Alameda really does care about the students' overall wellbeing. Doing this did have a positive bearing on the students'. I could see it. It showed that you really care!! Thanks”

We have also provided food assistance through our Emergency Food Grants in the form of Safeway gift cards. In the fall of 2020 we had 88 applicants for the grant. In Spring 2021 we received 221 applications.

Degrees & Certificates Conferred

For more information on awards: [Degrees & Certificates Dashboard link](#)

Degrees and Certificates

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways.

How can your program contribute to increasing the number of certificates and degrees awarded over the next three years?

Over the next three years the office of Student Activities and Campus Life can contribute to increasing the number of certificates and degrees awarded in the following ways:

- 1) Supporting students in getting their basic needs met by providing meals in the form of free produce, free breakfast and lunch, and/or emergency food grants.
- 2) Empowering students through a comprehensive leadership program via the Associated Student of College of Alameda which allows them to be active participants in every aspect of their education and community.
- 3) Partnering with the college's learning communities and special programs (Puente/ACCESO, Umoja) in creating dynamic, engaging, and relevant cultural event and celebration programs. Representation matters. Students need to be able to see themselves in every aspect of CoA life in order to feel like they belong.

By helping student meet their basic needs, empowering them to be active participants and leaders in their college community, and creating dynamic and engaging cultural events and programming students are more likely to feel welcome at CoA and supported in meeting their academic goals, including the completion of degrees and certificates.

Student Learning Outcomes Assessment

List your program's Student/Service Area Learning Outcomes that have been assessed in 2018-19 and 2019-20?

In the Spring of 2018 the Service Learning Outcome that was to be assessed was that 80% of student attendees would rate their level of satisfaction at a level 4 or 5. Of fourteen (14) events that were surveyed, a total of 96% student attendees rated their level of satisfaction a level 4 or 5 (4 – 11%; 5 – 85%). Out of the 90 students that responded to our post event survey for the Free Breakfast Program, 100% reported feeling supported. And 80% of respondents rated the meal the received as a 4 or higher.

Because the department has been in transition in which the department was vacant for five (5) months Learning Outcomes will be assessed in future year.

How has your dept worked together on assessment (planning together)? Include the challenges and the successes. What aspects of assessment work went especially well in your department and what improvements are most needed?

Detail the planning process, examples of collaboration with other depts or faculty members, roles in leadership and how the dept used student satisfaction surveys, college surveys or outcome data to assess.

The Office of Student Activities and Campus Life has worked closely with ASCOA, Student Services, and the SLO Coordinator in planning and executing the department assessment. In the future we will be collaborating closely with the Office of College Research and Planning in order to gather and analyze data more effectively and efficiently.

What were the most important things your department learned from assessment? Did implementation of your action plans result in expansion or improvement of your department's service to students? If so, please explain:

From the data that we have been able to access we have learned that our students have a high need for assistance with food insecurity (free market, free breakfast, and free food for finals data). We have also learned that when we provide our students with opportunities to have this basic need met the students feel like the college takes an interest in them and their wellbeing. Another lesson from the assessment is that students are generally satisfied with the workshops that we provide.

It would be helpful moving forward to implement different strategies for distributing satisfaction surveys in an effort to gain more responses

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The office of Student Activities and Campus Life needs financial support from the administration, research support from the office of College Research and Planning, and support from faculty and staff.

In order to effectively execute future planned cultural events the department will need to receive the administration's financial support. Financial support is also necessary in order to hire additional department staff that can help in improving the department's productivity and effectiveness.

With the support of the office of College Research and Planning, Student Activities and Campus Life will have the opportunity to improve the department's assessment and provide a more robust Annual Program Update within a year.

Faculty and staff support is necessary in order to create a strong campus culture of student centered support and engagement. Faculty and staff can encourage student participation in student government and other student activities by attending student events, sharing department announcements (including classroom announcements and presentations), and even offering extra points or extra credits for participation.

Engagement

How has your department participated in college wide efforts such as committees, presentations, and departmental activities?

The office of Student Activities and Campus Life has actively participated in the Guided Pathways Committee along with the following presentations and activities:

- Hunger Free Campus Support – Funded through Chancellor’s Office – Award Amount 25,816. In partnership with Alameda County Community Food Bank we held a bi-weekly produce market.
- Free Breakfast Program and Free Food for Finals Week

- Fall Music Series (Elaine Ryan, Open Mic, Singer and the Songwriter)
- Lecture: Afro-Caribbean Music as Identity and Resistance
- Life After DACA workshop, Immigrants Rising
- Understanding the Self, Creating the Self Through Poetry
- LGBTQIA+ Student Social
- Halloween Party

How has your department engaged in community activities, partnerships and/or collaborations?

- In partnership with Alameda County Community Food Bank we held a bi-weekly produce market.
- Fall Music Series (Elaine Ryan, Open Mic, Singer and the Songwriter)
- Life After DACA workshop, Immigrants Rising
- Service Day at Food Shift

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Estimated Cost |
|-----------------------------|--|-------------------------------|---------------------------------|----------------------|
| Personnel: Classified Staff | Currently the department shares a staff assistant with another campus department. Having a part-time staff assistant negatively impacts department operations by | \$39,000 | \$20,000 | \$59,000 |

| | | | | |
|------------------------------|---|----------|----------|----------|
| | limiting productivity and effectiveness. The addition of a full-time 10 month staff assistant would help increase productivity and program support. | | | |
| Personnel: Classified Staff | Reinstate full-time program specialist to support the department activities related to student clubs, leadership workshops, coordinating campus events and basic needs initiatives. | \$55,000 | \$20,000 | \$75,000 |
| Personnel: Student Worker | | | | |
| Personnel: Part Time Faculty | | | | |
| Personnel: Full Time Faculty | | | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|---------------------------|----------------------|
| Professional Development: Department wide PD needed | | |
| Professional Development: Personal/Individual PD needed | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------|---------------------------|----------------------|
| | | |

| | | |
|--|--|--|
| Supplies: Software | | |
| Supplies: Books, Magazines, and/or Periodicals | | |
| Supplies: Instructional Supplies | | |
| Supplies: Non-Instructional Supplies | | |
| Supplies: Library Collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------------|----------------------------------|-----------------------------|
| Technology & Equipment: New | | |
| Technology & Equipment: Replacement | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
| Facilities: Classrooms | | |
| Facilities: Offices | | |
| Facilities: Labs | | |
| Facilities: Other | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|------------------------------|----------------------------------|-----------------------------|
| Library: Library materials | | |
| Library: Library collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
| Other | | |