College of Alameda
2022-23 Program Review Template – **Student Services**

Lead Author:

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Program Overview

Provide your service area's mission statement. If your service area does not have a mission statement, what is your timeline for creating a 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 faculty and/or staff.

Natalie Rodriguez, Interim Dean of Student Enrollment Services
Vacant, Director of Student Activities and Campus Life
Jeremy Simmons, Basic Needs Coordinator

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

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.

Services include:
- Campus Posting Review
- Literature Distribution Guidelines
- Campus Social, Recreational, Cultural and Educational Programming
- Campus Life Calendar/Master Activities Calendar Clearance
- Use and Maintenance of Student Center
- Multicultural Programming (Latino Heritage Month, Black History Month, Women's
- History Month, Asian Pacific Islander Heritage Month, LGBTQIA+)

- Support for the College's Student Government, Associated Students of College of Alameda (ASCOA)
- Basic Needs Programs & Services (Tasty Tuesdays, Free Produce Market/Pantry, Emergency Food Grants, Project Success Emergency Aid, Hot Spot Distribution)

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

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	Create consistent and engaging campus life programs and activities.
Status: In-Progress or Complete?	In-Progress – The Office of Student Activities and Campus Life, often in partnership with other on campus programs and support services, continues to offer monthly programs and activities for students.
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

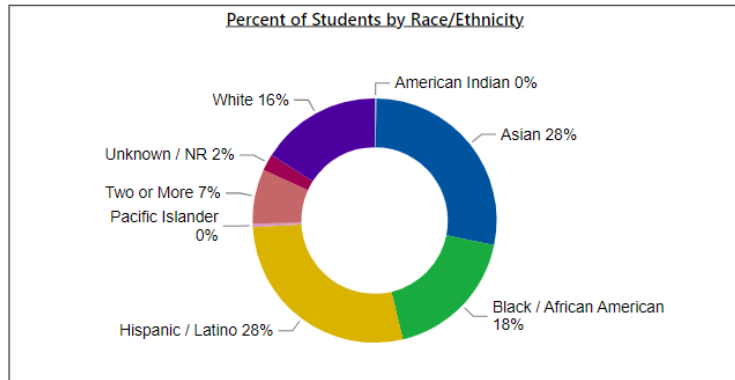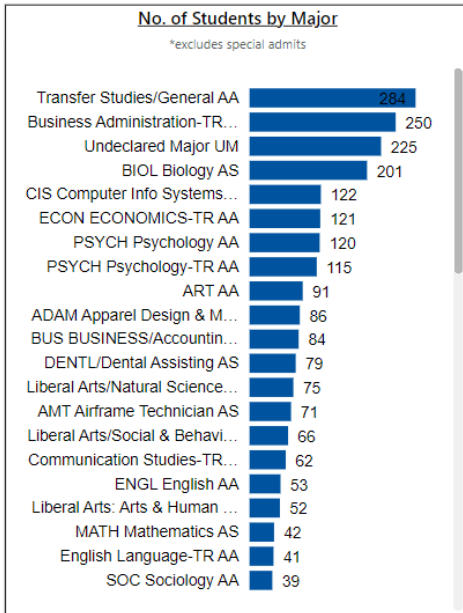| Program Goal	Implement a comprehensive leadership program for ASCOA student leaders.
Status: In-Progress or Complete?	In-Progress - Due to shelter in place restrictions there has been a severe lack of student interest in student government. ASCOA is currently comprised of a President, Vice President of Operations and the Secretary.
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	
Status: In-Progress or Complete?	
Which college or district goal is aligned with your program goal?	

Enrolled Student Demographics

9805
Unduplicated Headcount

Major

All

No. of Students by Major
excludes special admits

Major	Count
Transfer Studies/General AA	284
Business Administration-TR…	250
Undeclared Major UM	225
BIOL Biology AS	201
CIS Computer Info Systems…	122
ECON ECONOMICS-TR AA	121
PSYCH Psychology AA	120
PSYCH Psychology-TR AA	115
ART AA	91
ADAM Apparel Design & M…	86
BUS BUSINESS/Accountin…	84
DENTL/Dental Assisting AS	79
Liberal Arts/Natural Science…	75
AMT Airframe Technician AS	71
Liberal Arts/Social & Behavi…	66
Communication Studies-TR…	62
ENGL English AA	53
Liberal Arts: Arts & Human …	52
MATH Mathematics AS	42
English Language-TR AA	41
SOC Sociology AA	39

Percent of Students by Race/Ethnicity

- American Indian 0%
- White 16%
- Asian 28%
- Unknown / NR 2%
- Two or More 7%
- Pacific Islander 0%
- Black / African American 18%
- Hispanic / Latino 28%

Academic Load	% to total	Headcount
⊞ FULL_TIME	54%	5,293
⊞ PART_TIME	58%	5,672
Total	**100%**	**9,805**

Gender Identity	% to total	Headcount
⊞ Female	57%	5,571
⊞ Male	40%	3,918
⊞ Unknown	3%	316
Total	**100%**	**9,805**

Snapshot for Academic Year 2022-23

Demographics dashboard link

Do the students served by your service area differ from the College's overall student population? If so, elaborate on how the service area is identifying and addressing the needs of the student population.

> No. Student Activities serves the College's entire student population.

Which groups of students are underrepresented among those who received services, particularly by race/ethnicity and gender?

> Data was not properly analyzed due to short staffing, transitions, and competing deadlines.

Describe how external factors such as advisory board recommendations, federal or state mandates, 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?

College of Alameda hired a full-time Basic Needs Coordinator in Fall 2022. Under their coordination, CoA continued to support the Basic Needs of its students and was able to begin the expansion of some services as well.

With collaboration and support from the Alameda County Community Food Bank, during the 22-23 academic year, CoA was able to address the growing food insecurity among students by distributing approximately 35,000 lbs of food to 959 student visitors to the bi-weekly Free Produce Market at CoA. Starting in the Fall 2022, the Free Produce Market at CoA expanded from distributing fresh produce, to include a changing variety of grocery staple items (rice, beans, milk, peanut butter, pasta, sauce, canned goods, etc). A small stock of these grocery staples is now being maintained as an emergency pantry for students that are not able to attend a regular distribution day.

To further address food insecurity issues among students, starting in Fall 2022, CoA kicked-off "Tasty Tuesday", a weekly free student lunch program. Tasty Tuesday also serves as a resource hub for students to connect them with different services/programs and is frequently coordinated with other on-campus events. During the Fall 2022 and Spring 2023 semesters, approximately 5,250 meals were distributed to students via Tasty Tuesday events.

CoA also continued to offer students emergency food/grocery support in the form of an Emergency Food Grant ($300 in Safeway gift cards). During the 22-23 academic year, 122 of these food grants were distributed to students for a total of $29,100 in grocery-related support.

In the late-Spring of 2022, with support from the ECMC Foundation, CoA established the "Cougar Closet" to provided additional assistance to students in the form of personal care and hygiene supplies (soap, shampoo, body wash, laundry detergent, toilet tissue, etc). Cougar Closet was available to students via cross-promotion with Tasty Tuesday and/or Free Produce Market events. For the Fall 2022 and Spring 2023 semesters, Cougar Closet was able to assist 1,267 students.

To provide students with a reliable internet connection for their hybrid/online courses, CoA Basic Needs continued to administer the school's hot spot lending program. During the 22-23 academic year, 192 hot spots were distributed to students.

Data Analysis

<p style="text-align: center;">**Course Success & Retention Rates – Student Services**</p>

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

How does the course completion rate for your program compare to your college's College-Set Standard for course completion of 72% and the stretch goal of 78%?

N/A

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 course retention rate compare to the college?

Data was not properly analyzed due to short staffing, transitions, and competing deadlines.

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 Spring 2023, the Student Equity and Achievement Expanded Committee analyzed data to identify groups that were disproportionately impacted in completion of transfer level English and Math, persistence, transfer rate, and goal completion.

- **Complete both Transfer-level Math and English within the first year:** 19% of all first-time students completed both transfer-level math and English. Black/African American & Latinx first-time students completed both transfer level math and English at disproportionate rates at 9% and 7% respectively.
- **Persistence:** 52% of first-time students persisted to the next primary term. Black or African American students persisted at a rate of 14% from first primary term to subsequent primary term.
- **Transfer to a Four-Year Institution:** Using 2016-17 data and excluding high school students, the proportion of first-time cohort students who earned 12 units or more and exited in the subsequent year and enrolled in any four-year postsecondary institution. 20% of first-time cohort students transferred to a four-year institution. Zero foster youth students (N=10) in the first-time cohort transferred.
- **Goal Completion:** 8% of first-time students (2017-18 cohort) attained one of the following earned an AA, AS, AAT, and or AST; earned a CCCCO approved credit certificate, earned a noncredit certificate, attained apprenticeship journey status, or transferred to four-year postsecondary institution. Male students completed at disproportionate rate of 3%.

Discuss how your program has worked to address these equity gaps. 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 in partnership with the Federal Work Study program and we have provided assistance with food.

- With collaboration and support from the Alameda County Community Food Bank, during the 22-23 academic year, CoA was able to distribute approximately 35,000 lbs of food to 959 student visitors to the bi-weekly Free Produce Market at CoA.
- Starting in the Fall 2022, the Free Produce Market at CoA expanded from distributing fresh produce, to include a changing variety of grocery staple items (rice, beans, milk, peanut butter, pasta, sauce, canned goods, etc).
- Starting in Fall 2022, CoA kicked-off "Tasty Tuesday", a weekly free student lunch program. Tasty Tuesday also serves as a resource hub for students to connect them with different services/programs and is frequently coordinated with other on-campus events. During the Fall 2022 and Spring 2023 semesters, approximately 5,250 meals were distributed to students via Tasty Tuesday events.

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- The relocation and refocusing of the Free Produce Market to concentrate more on the support of students has been a success. More students are becoming aware of and are accessing this resource. So far in Fall 2023, student visitors to "The Market" has increased by 30%. This is a sign that cross-promotion and location have been effective and further efforts to "re-brand" are forthcoming.

- During the 22 – 23 Academic CoA had its first fully functional student government which included a President, a Vice President of Operations, Vice President of Programs, and a Treasurer.
    - CoA had an Student Senate for California Community Colleges Delegate
    - ASCOA reports were provided by an ASCOA representative at all board meetings
    - Three of the four ASCOA representatives attended the SSCCC General Assembly in the Spring of 2023
    - Two ASCOA representatives attended the NCORE conference in New Orleans in the Spring of 2023
    - ASCOA assisted with Tasty Tuesday set-up, distribution, and clean-up throughout the 22 – 23 academic year.

Student Learning Outcomes Assessment

List your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs)

SAO3 Spring 2021: Celebrate cultural backgrounds and examine the relationship of cultural experiences and educational attainment.

SAO1 Spring 2022: Analyze obstacles to community college student success and examine strategies and resources to overcome obstacles

SAO2 Spring 2023: Increase the persistence and retention rates of students involved in Student Activities

Please provide a high-level summary and your program's interpretation of your SAO/SLO findings over the past year.

In the Spring of 2021 the Service Learning Outcome that was to be assessed was to Celebrate cultural backgrounds and examine the relationship of cultural experiences and educational attainment. Cultural events would obtain an attendance rate of 20-25 students per event to be considered successful. Due to the department being in transition and the government mandated shelter in place, there is very limited assessment information. For the Spring of 2020 the only data that can be assessed is the number and types of cultural events that have taken place on campus.

Between the Fall of 2019 and the Spring of 2020, 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 programing
•   API Heritage Month programming
•   Latinx Heritage Month programming
•   Dia de los Muertos Celebration
•   National Coming Out Week

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

Given the state mandated shutdown and the fact that the department has been in transition for a year, there is some disconnect between previously assessed data and the current SLO. Offering multiple ways of participating in cultural events and celebrations seems to be of interest to students. Partnering with instruction in offering extra credit for attending workshops and events always draws a larger crowd. Offering students opportunities to engage with cultural events and celebrations via social media would also increase participation, especially in cases of emergency such as the one we have found ourselves in due to the Covid-19 pandemic.

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In the Spring of 2022 the Service Learning Outcome that was to be assessed was Analyze obstacles to community college student success and examine strategies and resources to overcome obstacles. Ideally, 80% of students would be able to indicate via a survey the strategies and/or resources that Student Activities provided them with help them overcome obstacles that would otherwise hinder them from achieving their educational goals.

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 addition to this, the department has also been in a transition period during the last year.

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.

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

With the impact of COVID-19 the College at large provided resources such as a laptop loan program, meals in partnership with World Central Kitchen, emergency food grants, and WiFi Hot Spots.

Data regarding the obstacles in completing transfer level English and/or Math was obtained through the Equity Research Survey conducted by the Guided Pathways Equity Team. Out of 685 students who were identified as having attempted transfer level English or Math and did not pass, 400 of them were surveyed.

During Spring 2022 we distributed a two question survey to students who had applied for and received with an Emergency Food Grant or a WiFi Hotspot, or both. Students were asked, Have the strategies and/or resources provided by the Student Activities and Campus Life office helped you overcome obstacles that would otherwise hinder you from achieving their educational goals?" Possible responses included:

* Yes
* No
* It help but not the much everything is expensive
* I used Food emergency grants and Free Product market but I am not sure what services belong to Student Activities and Campus Life office.

Through the survey that we distributed via email we learned that 84.6% of the students who responded felt that the strategies and resources offered by the Office of Student Activities and Campus Life did help them overcome obstacles that would otherwise hinder them from achieving their educational goals. Of the respondents, 7.7% felt that our strategies and resources did not help them; 3.8% thought that they were helpful but not much because everything is expensive; and 3.8% were unsure which of the strategies and services that they used belong to the Office of Student Activities and Campus Life.

Through our survey distribution we also learned that we had a very low response rate. One hundred and forty-eight (148) surveys were distributed and only received 26 responses. Based on this analysis of our data, we learned that we likely need to have our survey be open for a longer period of time, and

that we need to do outreach that consists of multiple platforms, such as texting and phone calls, in addition to email solicitation.

In the Spring of 2023 the Service Learning Outcome that was to be assessed was to increase the persistence and retention rates of students involved in Student Activities. Due to staffing shortages and competing deadlines, this SAO has yet to be assessed.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

From the data that we have been able to access we have learned that our students continue to have a high need for assistance with food insecurity (free market, free breakfast, and free food for finals data) as well as housing concerns. 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.

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

The students at the College of Alameda would benefit from a permanent and accessible location for their Basic Needs Center.

The Basic Needs Center at CoA would benefit from additional staff support. At minimum, one part-time support staff would allow the Basic Needs Coordinator more flexibility to focus on higher-level initiatives that could better serve the student population at CoA.

Degrees & Certificates Conferred

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD (Peralta Community College District) 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? For more information on awards click on the **Degrees & Certificates Dashboard link**

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) Continuing to support 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) Continuing to empower 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) Continuing to partner with the college's learning communities and special programs (Puente/ACCESO, Umoja, Salaam) 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.

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:

- Tasty Tuesday
- Free Produce Market
- Cougar Closet
- Black History Month events & celebrations
- Latinx Heritage Month events & celebrations
- SWANA Heritage Month events & celebrations
- APIDA Heritage Month events & celebrations

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.
- In partnership with Financial Aid and Basic Needs ASCOA representatives were able to receive a stipend for their participation and collaboration in Tasty Tuesday efforts
- In partnership with CoA's chapter of PAAA, assisted with the planning and execution of Black History Month events & celebrations
- In partnership with ACCESO/Puente and the Latinx Heritage month planning committee, assisted with the planning and execution of Latinx Heritage Month events & celebrations
- In partnership with EOPS/Salaam, assisted with the planning and execution of SWANA Heritage Month events & celebrations.
- In partnership with the APIDA Heritage Month planning committee, assisted with the planning and execution of APIDA Heritage Month events & celebrations.

Prioritized Resource Requests Summary

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

Resource Category	Description/Justification	Total Estimated Cost
Personnel: Classified Staff	Currently the department shares a staff assistant with another campus department. Having a part-time staff assistant negatively affects department operations by limiting productivity and effectiveness. The addition of a full-time 10-month staff assistant would help increase productivity and program support.	$59,000
Personnel: Classified Staff	One part-time support staff would allow the Basic Needs Coordinator more flexibility to focus on higher-level initiatives that could better serve the student population at CoA.	$5,000
Personnel: Student Worker	A minimum of two student workers would be able to assist the Basic Needs Coordinator with keeping the Basic Needs Center fully functional at all times.	$25,110
Personnel: Part Time Faculty		
Personnel: Full Time Faculty		

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD (Professional Development) needed		
Professional Development: Personal/Individual PD needed		
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional		
Supplies: Non-Instructional		
Supplies: Library Collections		
Technology & Equipment		
Library materials/collections		
Facilities: Classrooms/Labs		
Facilities: Offices		
Other		