

De Anza College

Program Review – Annual Update Form 2024

Department: Office of College Life (OCL)

Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

Our OCL team has actively engaged with the feedback provided by the RAPP Committee to enhance program effectiveness and align our objectives with OCL's and institutional core values. During our bi-annual staff retreats in summer and winter, we reviewed our progress and set new priorities to meet our goals. We also incorporated some of the recommended feedback that we received into our strategic planning process. Specific initiatives were prioritized based on the committee's feedback, such as reviewing our mission statement, improving our operational services and workflows, and identifying resources that can help stabilize and further grow our program. In addition, based on the feedback we received, we examined various ways to assess and evaluate our programs and services so that we may foster a culture of continuous improvement for our office. While some of the goals are still in progress, we made huge leaps with others as noted below in item #3.

1. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

There were no significant changes to our objectives and goals since our last submission.

2. **Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

Objective 1: Ensure that OCL policies and procedures are clearly outlined

- We have an annual calendar for all department events and programs and continue to refine the timeline.
- Some DASG Finance forms have been converted to online Microsoft Forms and more are being transitioned. Further refinements and streamlining will take place based on user feedback.
- We have discussed making changes to our facility reservation forms but have yet to finalize and implement any changes.
- We continue to review, update, and create, if necessary, our policies and manuals.

Objective 2: Streamline Flea Market and Marketspread processes

We are now accepting credit and debit card payments online and have been transitioning to having vendors select their own spaces online, freeing up staff time. Starting with the January 2025 Flea Market the transition period is complete, and spaces are no longer being held for longtime monthly vendors.

Objective 3: Seek funding from college and other sources

College funding has been restored for one of the Student Activities Coordinator positions which had been funded by the DASG from 2019-2020 through 2023-2024. We continue to work on securing funding for other areas of the program.

Objective 4: Enhance Leadership Training and Development of Student Leaders

We offer training sessions in the spring for the newly elected DASG Senators for the following academic year, and a week and a half of training for all the DASG Senators, ICC Officers, Mentors@De Anza, and Student Assistants. The trainings are robust and cover a wide range of topics including team development, conflict management, diversity, civic leadership and shared governance. We invite several guest speakers to present on the brown act and parliamentary procedures, leadership styles, and equity and inclusion.

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We do not have any new goals or resource requests; however, we want to ensure that we continue to receive the resources we have been receiving in regards to staff positions. For clarification, a new position has been added to the Student Development Division, the Associate Dean of Student Affairs, who supervises the Office of College Life Department. The primary role of the Associate Dean is overseeing Student Judicial Affairs and serves as the administrator for the Office of College Life.

The former Faculty Coordinator in the Office of College Life has taken the position of Associate Dean leaving a vacancy in the Office of College Life. The Office of College Life still needs one (1) Faculty and four (4) Classified Professional positions in order to meet our daily operational demands and needs. While our office is primarily known to support our DASG and ICC, we also handle all the campus photo ID cards including the VTA pass, and manage several important services like our bike and legal programs, and coordinate several large scale events throughout the year including Homecoming, Fall Welcome Days, Student Leadership Conference, and Club Days.

4. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

❖ **Institutional support and funding of our Leadership Development & Student Activities position:** As a reminder, this position became vacant when the previous staff member retired and as we were going through budget cuts at the time, this position was eliminated but was fortunately picked up by DASG on the condition that once the college

had the funds, DASG would no longer provide the funding. Fortunately, this position was approved for funding-removing the responsibility on DASG and releasing those funds back to our student government. Having institutional support for this position has ensured continuity and support for our clubs and organizations that are a critical part of a thriving student engagement culture at De Anza. We have seen an explosion of student club involvement in the past couple of years: clubs have increased from about 10 during the pandemic to almost 100 as of January 2025.

- ❖ **Vacant Faculty Director of College Life position:** Unfortunately, this position was not ranked high on the RAPP vacancy list for the 2025-26 year. Without institutional support of this position, there will be critical gaps of service and the absence of a primary advisor for DASG. Failure to fill this position, will seriously disrupt the daily operation of the Office of College Life, as this position provides oversight and leadership for this office.

Other justification for this position includes:

- The Faculty Director is mandated by FHDA District Board Policy/Administrative Procedures 5562 and California Education Code Sections 76063-76065 that an advisor provide oversight of the program and approve program activities including expenditures. Furthermore, Board Policy requires that students are provided training and guidance to ensure they are prepared to fulfill their roles as student representatives on college and district shared governance committees. In addition, the Faculty Director will be responsible for providing training to DASG and all student clubs on the new “Stop Hazing Act” policy.
- The position is responsible for curriculum development, teaching and learning/training, assessment of student learning via SLOs, and the coordination of co-curricular activities. These areas are clearly within the role and purview of faculty members. Moreover, they are responsible for overseeing DASG budget deliberations and ensuring that students demonstrate the skills and leadership principles in carrying out their roles as student senators. Classified professionals and administrators cannot fulfill faculty roles or meet responsibilities under faculty purview.
- Finally, strong financial backing from the college ensures that the role is impactful, sustainable, and aligned with broader institutional goals—ultimately benefiting students and the entire campus community.
- We are hopeful that this position will be ranked high and will have the support of RAPP to be filled during the 2025-26 year. Currently, this position is being filled full time on a temporary basis for one year by a part time faculty member.

5. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The InterClub Council (ICC) Leadership Development & Student Activities position advises student clubs via ICC, and coordinates events like Club Day and Cultural Day, ensuring that clubs representing underrepresented groups are well-supported and can engage with the broader student body. ICC currently has over 100 participating clubs that represent the

incredible diversity present in our student body, which fosters a more inclusive campus environment for all students. This position focuses on advising and direct support, which further enhances the success of disproportionately impacted students both academically and in campus life.

This position, perhaps more than any others on campus, is the heart and pulse of campus engagement, as they are critical in developing, promoting, and facilitating activities and programs directly related to student involvement and civic engagement. Exposing students to clubs and organizations and other leadership opportunities early on in a student's academic journey will provide opportunities for connection and sense of belonging which is vital for student retention and educational success. There is much literature that shows that student engagement at the early stages of a students' academic journey is critical to their long-term educational success both in terms of their overall positive experience with the college and increased chance of graduation.

We use demographic data to better target our programs for different populations to meet their needs. We have analyzed the demographics of the DASG Senate and the DASG Equity and Diversity Committee (changing to DASG Student Rights and Equity Committee in 2023-2024) has been working on improving outreach to underserved populations to increase their participation.

Additionally, we have sought out campus programs that focus on serving various underrepresented communities for feedback on why they do or do not engage with our programs. For example, a number groups representing students of color and those from low-income households shared that the student government positions being unpaid leadership positions kept them out of reach since they needed to prioritize their time to roles that would help them pay for their academic and living expenses. We used that feedback to set up a scholarship for those positions to make it more accessible.

The Newly hired Associate Dean position has provided the opportunity to focus on the needs of students who are struggling with academic concerns, basic needs, lack of support or disabilities, all of which can have an impact on students' behavior and or engagement in the campus community. In addition, having a single person working with students to address their concerns and needs related to student judicial affairs ensures that students receive equitable access to information and resources.

- 6. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Familiarity & confidence in campus resources/practices; in equity and working effectively with others; and aspects of their leadership roles.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<ul style="list-style-type: none"> • Pre-Evaluation Survey before training began <ul style="list-style-type: none"> ○ Leadership experience when entering ○ Pre-training level of familiarity and comfort level with topics related to knowledge of resources and practices of our campus ○ Pre-training level of familiarity and comfort level with topics related to equity working effectively with others ○ Pre-training familiarity with aspects of role • Post-Evaluation Survey sent out right after training completed <ul style="list-style-type: none"> ○ Post-training assessment of knowledge and confidence in topics related to campus resources and practices ○ Post-training assessment on knowledge and confidence in topics related to equity and working effectively with others ○ Post-training assessment with aspects of role ○ Most impactful, relevant and helpful sessions ○ General feedback of training week
<p>Summary of Assessment Results</p>	<p>We received 42 pre-assessment and 38 post-assessment responses.</p> <p>We found that coming into training, 55% have held at least one other leadership role before but not with their OCL organization, and 26% had never been in a leadership position before.</p> <p>When assessing how training helped with the knowledge and confidence in campus resources and practices, we found</p> <ul style="list-style-type: none"> • 97.4% agree or strongly agree in feeling more knowledgeable and confident about De Anza campus resources • 81.6% agree or strongly agree in feeling more knowledgeable and confident about Roberts Rules of Order • 81.6% agree or strongly agree in feeling more knowledgeable and confident about the Brown Act • 94.8% agree or strongly agree in feeling more knowledgeable and confident about De Anza’s grievance policy & procedures • 92.1% agree or strongly agree in feeling more knowledgeable and confident about Title IX’s importance and De Anza’s procedure • 100% agree or strongly agree in feeling more knowledgeable and confident about strategies for wellness and self-care <p>When assessing how training impacted the knowledge and confidence related to equity and working effectively with others:</p> <ul style="list-style-type: none"> • 97.4% agree or strongly agree in feeling more knowledgeable and confident about effective communication and boundary setting • 100% agree or strongly agree in feeling more knowledgeable and confident about dealing with conflict

	<ul style="list-style-type: none"> • 97.4% agree or strongly agree in feeling more knowledgeable and confident about concepts related to DEI • 94.7% agree or strongly agree in feeling more knowledgeable and confident about applying DEI to their roles and practice of leadership <p>When assessing how training impacted the knowledge and confidence in aspects of their roles,</p> <ul style="list-style-type: none"> • 89.4% agree or strongly agree in having more clarify on their role(s) and position duties • 94.7% agree or strongly agree in having more clarity on the purposes of OCL and its programs (DASG, ICC, M@DA) • 89.5% agree or strongly agree in having more clarity on important forms/process and how to complete them • 97.4% agree or strongly agree in having more confidence in their time management skills as student leaders • 97.4% agree or strongly agree that they were able to connect with their peers within their team and across other teams
<p>Reflection on Results</p>	<p>Overall, these results show that our training results in significant improvement in knowledge and confidence in all of the above core areas. There is still room for further development and improvement, particularly with having clarity with their roles, and clarity in important forms and processes from training.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<ul style="list-style-type: none"> • Review parts of training with the lowest percentages that agreed and strongly agreed. • Invite student participants to focus group discussion to brainstorm ways training can be more engaging and helpful in meeting these outcomes for all participants. • Mid-year survey to assess how they feel in the above assessed areas after their first quarter in their actual positions.

Done? Please email this form to your dean/manager.

7. Dean Manager Comments: N/A