



Council for the Advancement of Standards in
Higher Education

Office of College Life

**Campus Activities
Programs**

Final Report

Presented By:
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**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020 the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission-HC
- Part 2: Program and Services -Maritza
- Part 3: Student Learning, Development, and Success-HC
- Part 4: Assessment-Dennis
- Part 5: Access, Equity, Diversity, and Inclusion-Maritza
- Part 6: Leadership, Management, and Supervision-HC
- Part 7: Human Resources -Dennis
- Part 8: Collaboration and Communication -Dayna
- Part 9: Ethics, Law and Policy-Dennis
- Part 10: Financial Resources-HC
- Part 11: Technology -Dennis
- Part 12: Facilities and Infrastructure-Dayna

The review team for the Office of College Life consisted of four professional team members. Members were recommended by the Student Development office.

Team Member Name

Dr. Hyon Chu Yi-Baker

Dennis Shannakian

Maritza Arreola

Dayna Swanson

Team Member Title

**Faculty Director of College Life & Judicial
Affairs Officer**

**Operations Specialist & Student Activities
Coordinator**

**Leadership Development & Student
Activities Coordinator**

Flea Market & Special Events Specialist

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

The Office of College Life (OCL) has several notable strengths much of which can be contributed to the dedicated and committed members of the staff. However, inadequate conditions including budget limitations, staffing issues (although this has been corrected recently), and lack of clear identity, has created challenges for the OCL and its ability to develop and achieve departmental outcomes. Such growth requires the aforementioned in addition to adequate support from the institution and effective guidance from executive administration. To that end, it is critical that OCL adheres to periodical review and integrates the results into the Centers' strategic efforts as well as align with the College's mission and core values.

While the Office of College Life (OCL) has been around since the inception of De Anza College, the office has morphed over the years and has struggled to maintain an identity and image that is consistent to providing conventional support and services. The office has had a long history supporting the De Anza Student Government (DASG) and has often dominated the office's resources including staff time and energy. Furthermore, it has overshadowed some other programming like the Inter Club Council (ICC) and prevented the office from creating their own signature programs and events. OCL stands at a cross-road where it has much potential to mirror the many guidelines as outlined in the CAS assessment. Some of the structural issues like staffing has been already been addressed or they are currently being worked on, which will dramatically elevate OCL's work and its promising future.

While OCL has several partnerships across the campus community, we can continue to strengthen our community support by engaging more with faculty, alumni affairs, advancement and professional associations. Continued involvement with the California Community College Student Affairs Association (CCCSAA) will serve to benefit OCL in many ways, the most significant being the supportive network of professionals that can provide mentorship, professional development, and collegiality.

Meaningful limitations to completion of the program review:

While time was set aside to work on the program review, we underestimated the time and effort it took to do a comprehensive analysis of our area.

Summaries

The following pages represent the Review Committee's collective responses and serves as the initial report.

Overall Section Average Scores

Section 1: Mission (2)

Section 2: Program and Services (1)

Section 3: Student Learning, Development, and Success (1.5)

Section 4: Assessment (0)

Section 5: Access, Equity, Diversity, and Inclusion (1.5)

Section 6: Leadership, Management, and Supervision (1)

Section 7: Human Resources (1)

Section 8: Collaboration and Communication (1.5)

Section 9: Ethics, Law and Policy (1.5)

Section 10: Financial Resources (1)

Section 11: Technology (1)

Section 12: Facilities and Infrastructure (1)

Section 1: Mission

CAS Section 1 Purpose Summary

The mission of Campus Activities Programs (CAP) must be to enhance the overall student educational experience through providing activities and events to facilitate students' sense of belonging and connection to the institution and the overall academic mission. The CAP mission must emphasize student involvement in meaningful activities that facilitate connection, involvement, leadership skill development, citizenship and social responsibility, and that supplement the overall academic experience.

Section 1 Committee Summary – Average rating (2)

Our mission is consistent with the criteria's established in section 1.1. We define and advance our mission, which is consistent with the institutional mission, policies, procedures, and standards. By doing so, we promote student engagement, leadership and development, and civic engagement (see full mission statement below). About five years ago, OCL implemented our new mission statement; it is listed on our department website, office brochure, and shared with our larger campus community.

OCL Mission Statement:

The Office of College Life (OCL) is dedicated to providing an enriching campus life experience for De Anza's diverse student body. Rooted in our commitment to the values of diversity, engagement, and community, OCL strives to promote the ideals of leadership, empowerment, and civic capacity through a comprehensive college life program. Utilizing an integrated approach, OCL bridges our institutional core

values with evidence-based practices to produce high impact programs and services that celebrate and fosters a climate of respect, integrity, and inclusion. We provide opportunities for students to engage and develop their full potential and prepare them to be responsible and engaged citizens of the world.

Achievements

When the new Faculty Director arrived in 2017, the OCL team went through a vigorous process of drafting a new mission statement that better reflected our values and our alignment with the colleges mission and core values.

Opportunities for Growth

Engage in annual review process to ensure that our work reflects our mission statement.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Work with Outreach and their Orientation program to promote the work of OCL.
- Work with larger campus community to ensure that they understand the work of OCL.

Section 2: Program and Services

CAS Section 2 Purpose Summary

Campus Activities Programs (CAP) must be guided by a set of written goals and objectives that are directly related to the stated mission. The CAP goals must be aligned with institutional priorities and expectations of the functional area.

Section 2 Committee Summary – Average rating (1)

Achievements

OCL is a key information and resource center for students, staff, and community members. Among the many services we provide are the Photo ID Cards, VTA SmartPass, DASG, ICC, and Mentors@De Anza. We also provide through DASG free legal advice, free bike rentals, approval for posting, and more. The Flea Market office is located in the Office of College Life and is one of the major sources of revenue for DASG. Also located in the Office of College Life is the Student Accounts Office offering services such as discount movie passes, club and DASG accounts, and more.

Our consistent offerings have been important aspects of campus life for our students as our services and resources help meet their various needs in order to succeed in their time at De Anza. Accessing campus resources with their ID card, transportation with the VTA SmartPass or DASG rented bike, mentorship guidance with Mentors @ De Anza, and scholarships through DASG and ICC are just some ways our office supports our students day-to-day.

- The De Anza ebike loaner program is said to be the first college-based e-bike loaner program on the West Coast and maybe even the first in a community college in the US.

Each year, we've worked more and more in collaboration with the programs we house, and we are excited for the shifts to come that will enable even more student engagement from the parts and whole of OCL.

Opportunities for Growth

While written goals of CAP and the programs within can be inferred from our mission statement, they are not all clearly laid out, centralized or regularly revised. There are many aspects of the support services and opportunities that our office does engage in, but most need further development, structure, and to be in writing.

In addition, funding has been a key obstacle for our office to effectively engage with students. Currently OCL relies heavily on the relatively small budget received from DASG. We are exploring ways to seek funding from external sources.

There is also a need for clear and organized documentation and guidelines to recurring (quarterly and annual) processes, which could help ensure we are timely with our offerings and communication of them.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Objection: Review and revise all documentation of guidelines and procedures in office and on website to ensure they are up-to-date and understandable.
 - Key results: Clarity on process across staff, ease of communication for students and other partners
 - Lead: Dennis & Maritza with all team input
 - Draft Timeline
 - Winter 2023: Solicit feedback of team on updates needed or suggested changes
 - Spring 2023: Draft edits, incorporate visual guides or multimedia?
 - Spring 2024: Finalize changes, update all webpages and in-office binders

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

Campus Activities Programs (CAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. CAP must contribute to students' progression and timely completion of educational goals. CAP must help students and designated clients prepare for their careers and meaningful contributions to society. CAP must work with the institution to identify relevant and desirable student success outcomes. CAP must identify relevant and desirable student learning and development outcomes. CAP must implement strategies and tactics to achieve these outcomes.

Section 3 Committee Summary – Average rating (1.5)

OCL provides several opportunities for students to develop their leadership skills, engage in civic discourse, and increase their awareness and understanding of issues related to equity, diversity, and social justice. Our student development opportunities, such as leadership positions and student employment, continue to help students further their leadership, personal, and professional development to strengthen their readiness for post-De Anza life, build relationships and networks, and overall, positively enrich their college experiences.

Utilizing an integrated approach, OCL bridges our institutional core values with evidence-based practices to produce high impact programs and services that celebrate and fosters a climate of respect, integrity, and inclusion. We provide opportunities for students to engage and develop their full potential and prepare them to be responsible and engaged citizens of the world. We are able to do this primarily with our work with DASG and ICC.

OCL provides the infrastructure and oversight for the ICC and DASG and are governed by both internal, college, and state codes, policies, and bylaws. All elected members of both these organizations all undergo rigorous leadership training during Spring and Fall quarters and receive regular targeted training/information. DASG and ICC work collaboratively with other leadership and civic engagement campus entities including but not limited to the Vasconcellos Institute for Democracy in Action (VIDA), Faculty Association Political Action Committee (FA PAC) De Anza Mentors, and the Honors program.

Achievements

- Annual collaboration with VIDA and is co host of the Student Voices United for Change conference
- Successfully restructured DASG and ICC to better meet our mission and goals.
- Established Mentors@DeAnza just 3 years ago and it continues to thrive.
- Have developed a comprehensive spring and fall training module for our student leaders.

Opportunities for Growth

- Create 3-unit leadership class for student leaders (i.e DASG, ICC, Mentors) for Spring 2025
- Develop a leadership modules based on best practices for general student leadership involvement

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Work with VP of Instruction to begin securing the course for 2024-25 academic year

Section 4: Assessment

CAS Section 4 Purpose Summary

Campus Activities Programs (CAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. CAP must design assessment plans that incorporate an ongoing cycle of assessment activities. CAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary – Average rating (0)

While we do have some levels of assessment for Student Leadership Programs (SLP) we do not currently have any assessment in the area of Campus Activities Programs (CAP). In the past we have conducted pre-training and post-training assessments of our student leaders, but nothing else. Even the student leader assessments were limited.

Achievements

N/A

Opportunities for Growth

Develop assessment plans and processes that document progress toward achievement of mission, goals, and objectives. In addition, conduct annual learning outcomes assessment and reflection activities in accordance with our program goals and objectives to assess student learning and development and for program quality improvement.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Develop OCL Assessment Plan
 - Review and identify goals, outcomes, and objectives for assessment process.
 - Identify assessment methods and metrics for assessment plan.
- Establish assessment priorities
 - Establish processes for gathering, interpreting and evaluating data; determining desired outcomes/metrics and defining methods for learning assessment, which may include program participation data, quizzes, student development activity evaluations and student satisfaction surveys. Annually, SLO results are reviewed to determine whether modification of the activities or assessment methods are needed.
- Utilize assessment data for program improvement. Interpret and review findings
 - Process data
 - Determine areas of strength and weaknesses
 - Create reporting mechanism
 - Report results and implement improvement.
- Determine strategies to strengthen areas of development and maintain areas of strength

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Campus Activities Programs (CAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Section 5 Committee Summary – Average rating (1.5)

OCL ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment. One way to achieve this is to provide training that highlights implicit bias and compassionate communication with our student employees who serve as our frontline staff. This will help us go beyond “good customer service” and work towards making the space truly welcoming, accessible, and inclusive for everyone. It also goes into equity 101, Title IX awareness, and understanding the college's harassment policies and procedures.

OCL staff are part of a number of shared governance committees and other partnerships that ensure we can connect and outreach effectively. These partnerships have also been a great opportunity to get outside feedback on how different students may experience our programs and services which give us an opportunity to identify and address our blind spots.

We have been developing and strengthening our campus partnerships, particularly those that serve underrepresented populations. Ensuring that outreach and promotion isn't just made available but is shared with direct invitations to those spaces is crucial for both raising awareness of the opportunities from our office, but also giving us crucial feedback on these services and our communication efforts.

We are committed to advertising our positions to all partner areas of campus to ensure all students have an opportunity to apply. We work to hire the most qualified applicants where some skills are desired, but these are for the most part trainable positions. However, the diversity of the applicants still hasn't fully reflected the diversity of our student body so this is definitely an area we need to do further explore.

Lastly, we provide training for our student staff that introduces concepts around equity, inclusion, bias, and cultural humility. This also includes opportunities to apply these concepts to the scope of their roles. Professional staff are encouraged to participate in equity-centered professional development opportunities such as trainings.

Achievements

While there are structural changes that are out of our control like having Friday's closed for most of the Summer, we have worked to explore ways to make the space accessible, especially with COVID and learning to adapt and change our delivery methods. Addressing areas of operation that perpetuate systems of privilege and oppression is also ongoing work, but we have done a good job of responding to them and addressing these issues when raised by community members and through our own internal realization.

For at least 5 consecutive years, OCL has partnered with VIDA to host the annual Student Voices United for Change that has benefitted hundreds of De Anza students as they explore their identities and learn to advocate for themselves and their communities.

Opportunities for Growth

While we certainly strive to create a space free of bias and discrimination, OCL should consider more training for our student employees and student leaders (by OCL, HR, Financial Aid?) In addition, more could potentially be done for student employees to develop in this area, and DASG and ICC are still struggling to reach various populations for representation and involvement. Furthermore, additional training and on-going professional development in this area for professional staff should happen annually either by attending conferences or taking advantage of on-line or campus workshops delivered by the college or CCC system.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Identify specific training and professional conferences to attend annually
 - Keep up with trends and utilize recent research and best practices

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

Campus Activities Programs (CAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for CAP must provide management and supervision as well as lead strategic planning and program advancement.

Section 6 Committee Summary – Average rating (1)

One of the strength of OCL is that the director is a tenured faculty whose credentials afford better engagement with other faculty members across the campus and in the greater community.

OCL leaders are able to identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement as we have been able to adapt and show flexibility during time of staff turnovers, the pandemic crisis, and periods of budget shortfalls. OCL leadership has continued to promote multiple opportunities for student learning and development through our hiring practices and development of student leaders. We have continuously improved our programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

Guided by an overarching intent to ensure student learning and development, OCL must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations. Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes.

Achievements

The permanent hiring of the Flea Market Coordinator and Leadership Development & Student Activities Coordinator as well as the reclassification and title change of our Operation Specialist & Student Activities Coordinator.

Opportunities for Growth

For OCL to continue in its delivery of effective service to an increasingly diverse population and to adapt to a hybrid learning environment, several organizational and management structuring should be considered including best practices for staffing and delivering effective services. In addition, performance expectations for all job descriptions should align with proposed CAS standards for CAP.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Update the organizational chart to clearly delineate the workflow for all employees and identify the channels of authority for student workers
- Compile and utilize a policies and procedures manual for the center that addresses accountability, evaluation systems and clearly states delivery expectations

Section 7: Human Resources

CAS Section 7 Purpose Summary

Campus Activities Programs (CAP) must identify the level of staffing necessary to achieve its mission and goals. CAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

Section 7 Committee Summary – Average rating (1)

Achievements

All our Faculty and Classified Professional positions are currently filled as well as most of our Student Employee positions. We are also making progress toward getting funding to hire a Classified Professional to take the place of the De Anza Student Government (DASG) and Inter Club Council (ICC) secretaries. We also provide ongoing training and opportunities for professional development, which includes having our Student Employees attend some of our Student Leader training sessions.

Opportunities for Growth

Hire a Classified Professional to take the place of the De Anza Student Government (DASG) and Inter Club Council (ICC) secretaries (this is in progress). In addition to preparing the agendas and taking the minutes a Classified Professional could take on other duties that could not be assigned to student employees.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Get approval to add a Classified Professional position in the Office of College Life and secure the funding for said position (in progress).
- Lobby for the Student Activities Coordinator be funded by the College again rather than the DASG.

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

Campus Activities Programs (CAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program. CAP must maintain relationships with vendors whose functions and services serve students. CAP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

Section 8 Committee Summary – Average rating (1.5)

Achievements

In 2022 we reopened our doors to our students after being closed during the Pandemic except for online support. A sense of unity, enthusiasm and community was embraced with in person learning and activities. Our fall leadership training was offered to all DASG and ICC student leaders and to our College Life student assistants. All meetings were offered via Zoom and in person and since January 2023, we required in person meetings.

We have public reader boards (glass cases) for posting upcoming activities. The OCL is an office that provides information and promotes student activity with responsibility for student and staff Id's, bus program, and the bike program. The DASG government, ICC, and clubs are liaisons for outreach to our student body.

We re-opened the Flea Market after being closed for two years during COVID and set up an online process for vendor communication and space assignment.

Weeks of WOW was reinstated as an on campus, in person event with student government, ICC and clubs being represented. The Flea Market involved vendors in the last week, to provide an activity on Campus for student involvement and promoted by vendors offering student and faculty discounts.

Opportunities for Growth

Continually improving the interactions that we have with various college departments and programs to expand and promote student involvement in De Anza Student Government and encourage a diverse student population. Reaching out to Villages, Departments and Programs to reach a larger more diverse audience for our student government population, programs, and activities.

Working more closely with departments that have an overlap with Office of College Life activities so that we are

working together and utilizing our resources more effectively rather than duplicating programs and events. This would allow annual campus wide events that bring cohesiveness, spirit and pride to our students.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- The OCL professional team to develop a flow chart for events with yes and no answers that lead the student organization through a step-by-step process for achieving their goals. This will provide a direct and clear path for a well-planned progression of collaboration with other campus entities.
- The OCL to develop a flow chart for event planning that leads the requester through the stages of the event from planning (budget process, timelines, food & beverage, venue selection, marketing) and execution.
- Develop a communication plan for ensuring that OCL is inclusive: websites, social media, faculty involvement, meeting participation and communication, and on campus events.

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

Campus Activities Programs (CAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. CAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (1.5)

The Office of College Life does not have any specific statements it follows other than those of the College and District. Other than FHDA Board Policies and Administrative Procedures the Office of College Life does not have many policies in place.

We follow FERPA and make sure all our student employees also receive FERPA training. In addition, any files of a confidential nature such as contact information, are only directly accessible by Faculty and Classified Professionals and clearly marked confidential.

Whenever an issue arises, we reach out to appropriate College or District personnel for clarification.

Achievements

We have created a draft “Social Media Guidelines for Student Leaders and Organizations at De Anza College” that is mostly complete. We still need to complete the section on Moderation that details Students’ and Advisors’ responsibilities. We will also be creating a policy on Student Travel and Off Campus Events.

Opportunities for Growth

While we meet most of this requirement, there are some legal issues that are still unclear despite our attempts to get clarity from our central services, and there is no clear channel of communication for when changes or new laws are put in place.

The crucial legal, policy and, governance issues faced by CAP are liability and risk management, licensing of copyrighted materials, and guidelines for appropriate spending.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- The Policy on Student Travel and Off Campus Events mentioned in section 9.4 will be based on a discussion we had with the District Manager, Contracts and Risk Management.

- OCL must provide channels within the organization for regular review of administrative policies and procedures to ensure all laws and guidelines are followed correctly.

Section 10: Financial Resources

CAS Section 10 Purpose Summary

Campus Activities Programs (CAP) must have the funding that is necessary to accomplish its mission and goals. CAP must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (1)

OCL has been operating without a programming budget since its inception. While the college provides minimal operational funds (around 5k), the majority of the programming money comes from DASG. This is clearly inadequate given the nature of OCL and its mission statement.

A unique aspect of our budget is tied to our DASG Financial Resources: DASG is trying to shift their funds to support cocurricular and extracurricular student activities as that is what Student Activity/Student Body Membership Fees are traditionally supposed to be used for. In the process they are having to educate students and employees about those traditional uses because for so long DASG has just been used as a bank for the college and people got used to it.

History: In the early 1990 during a budget crisis the college asked DASG to fund the Accounting Assistant position (currently Jennifer Nguyen). Just like with your position it was presented as temporary and to help with budget cuts during those years. The DASG did not agree to fully funding it but agreed to 25%.

During the past 30 years that temporary funding went up to 50%, then 75%, then 100%. In that time, they also asked for the Accountant position (currently Lisa Kirk) and DASG agreed to 40%. Then they asked for 50% of my position which DASG funded, although currently DASG funds 25% and VTA SmartPass Fee funds 25%. The latest position is the other Student Activities Coordinator (Maritza Arreola) which DASG is funding 100%.

DASG is pushing back and wants the college to start funding these positions again.

OCL is keenly aware of the responsibility that we have in overseeing a million-dollar DASG budget. To that end, we have practiced responsible stewardship and use of fiscal resources. All of our procurement procedures adhere to our institutional policies and comply with California Community Colleges guidelines and codes.

While OCL receives very little financial resources for business and operational needs, the student government (DASG) funding is quite substantial, typically averaging a little over a million dollar annually

Achievements

NA

Opportunities for Growth

OCL does not participate with administrative leadership in determining the financial resources needed for our operation. However, we have been following the work of a recently created shared governance committee called RAPP that serves as the colleges centralized budget committee.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Seek external funding from college to fund Leadership Development and Student Activities position
- Work with Foundation to raise funds from donors.

Section 11: Technology

CAS Section 11 Purpose Summary

Campus Activities Programs (CAP) must have current technology to support the achievement of its mission and goals. CAP must incorporate accessibility features into technology-based programs and services. CAP must ensure that personnel and constituents have access to training and support for technology use. CAP must back up data on a cycle established in partnership with the institution's information technology department. CAP must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary – Average rating (1.25)

OCL has current technology programs, services, and systems to meet its mission. The FHDA District Educational Technology Services (ETS) department provides support and resources to meet the OCL hardware and software needs and provides a refresh program to keep current with our technological demands.

In accordance with FHDA Board Policy and Administrative Procedure 3260 (Electronic Information Security) and all applicable state and federal laws, the OCL professional staff safeguards and protects confidential information and records accessed and utilized in conducting its functions and completing its responsibilities. These transactions and activities are conducted on secure District technology platforms.

OCL oversees and manages our VTA program.

Achievements

We have now been producing a regular weekly newsletter for just over a year greatly enhancing our communications reach. In addition, we switched to an online Flea Market management system and are working our way toward accepting Credit and Debit cards.

Took the leadership of the VTA changes for both campuses and satellite campus.

Opportunities for Growth

We use our websites and email to offer information and help. However, we could be using more technology to engage with students in a more meaningful and immediate way. For example, there are apps and services specifically for facilitating student engagement and student activities, but we are currently not using them, mostly due to inadequate funding.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Research the current available apps and services to see which one's might meet our needs to enhance student communication and engagement.
- Contact the companies to schedule demos and get price quotes.
- Secure funding if necessary.
- Submit ETS Project Request if necessary.
- Work with ETS and other departments as needed to implement the solution.

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

Campus Activities Programs (CAP) facilities must be located in suitable spaces designed to support the functional area's mission and goals. CAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. CAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. CAP must incorporate universal design principles. CAP facilities must be designed and constructed to be energy-efficient and sustainable.

Section 12 Committee Summary – Average rating (1.25)

Opportunities for Growth

As OCL is set to move into a new Student Services building in the foreseeable future, many of our current challenges will either be addressed or have the potential to be in a better position to fix those problem areas.

Achievements

Right before the pandemic, OCL went through an intense analysis and evaluation of our centers' interior design and office layout. Through this process we were able to refurbish and renovate our entire space which involved replacing all old furniture, equipment, and carpet. We painted our walls yellow and added professional signage and replaced a dilapidating pair of photo ID screens. The end result was a much more inviting and welcoming environment for both employees and guests.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

- Prepare a suitable working space for new classified position
 - In the process of working with Tina Lockwood to receive adequate furniture and create a viable working space
- Continue to create an inviting and friendly space for students and guests