

Student Services Units Program Review Year Five Update - Office of Student Life Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by Archaga, Teresea on 01/28/2022 21:09

a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The mission of the Office of Student Life is to provide leadership development opportunities that support students in becoming agents of positive social change and responsible members of a diverse and global society.

The Office of Student Life oversees the following student organizations and activities on campus: Los Medanos College Associated Students (LMCAS), Interclub Council (ICC), Leadership Programming and Development, LMC Marketplace, oversight of the Student Lounge and second floor of the Student Union, and the International Students Program.

The Office of Student Life strives to provide programming that focuses on engagement of the entire campus community. Our work presents opportunity to expose students to information and resources that contribute to their development both inside and outside of the classroom. In addition, the Office of Student Life works towards developing activities and events that are in line with Los Medanos College's mission and values with a focus on social justice, cultural awareness, and leadership development of students.

b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The Office of Student Life engages in strong partnerships with LMC campus programs and community groups to achieve the mission of the department. Some highlights of collaborative efforts include:

Welcome Week Activities	Campus Administration, Student Services, Learning Communities, Los Medanos College Associated Students (L.M.C.A.S) and Inter- Club Council, Community partners come together to support students in the first week of the semester
LMC Marketplace (formally LMC Food Pantry)	The Office of Student Life strives to reach marginalized student populations and advance student equity measures by working with Equity and Inclusion, L.M.C.A.S., EOPS, LMC faculty and staff, the LMC Foundation and community partners to serve LMC students through the LMC Marketplace. Through charitable donations, the LMC Marketplace has been able to serve more than 900 students since its opening in 2017.
Los Medanos College Associated Students (LMCAS)	Office of Student Life staff (acting in role of Advisor to L.M.C.A.S.) communicate frequently with chairs of Shared Governance Committees as well as departments and programs seeking support or input by students for move their programs or projects forward with student support.
Interclub Council (ICC)	Office of Student Life (acting as advisor to ICC) communicates frequently with club advisors. In addition, the ICC advisor often conducts outreach to faculty and staff to seek opportunities to serve as advisor to clubs that meet their interests.
Cultural Awareness Activities	Throughout the year, the Office of Student Life is host to a variety of events on campus that brings awareness to the community. Collaborations with programs and departments on campus include: Puente, Umoja, Equity and Inclusion, Honors, Interclub Council members, World Languages faculty, Counseling, and various instructional areas
Courageous Conversations (Formally A Place to Talk)	Partnership with the LMC Counseling Department and Equity and Inclusion has a consistent following and participation ranges from 5-10 individuals depending on topic being discussed

c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

The LMC Marketplace does not currently have stable funding to operate and relies heavily upon external donations and grants to purchase food and provide staffing. As part of the sustainability plan, a focus has been made to enroll as many students as possible onto the CalFresh (formally known as the Supplemental Nutrition Assistance Program or S.N.A.P). The Food Bank of Contra Costa & Solano provides a \$40.00 credit to the LMC Marketplace for every student who obtains the CalFresh benefit. Students who are food insecure are more likely to drop out of school because of financial barriers. Assembly Bill 612 provides that the CalFresh benefit can be used on campus to purchase food from vendors who are part of the "Restaurant Meals Program (RMP) though this will require further exploration once a food service provider is identified in the new Student Union.

The pandemic and campus closure also resulted in bringing to light the lack of access students have to technology. As a result, the LMC Marketplace in partnership with Equity & Inclusion and LMCAS distributed Chrome Books, laptops, and hot spots for students to participate in classes in remote environment.

The pandemic which resulted in campus closure negatively impacted the Office of Student Life, as the remote environment presented a challenge in marketing and outreach to promote events.as programming was limited to a virtual environment. Attendance in virtual events was reduced and it was assumed that the reason for the reduction in attendance was due to the virtual fatigue experienced by students.

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

The Office of Student Life currently has the following positions:

- 1) Director of Student life, International Students Program, LMC Marketplace (1.0 FTE)
2. Sr. Program Coordinator (VACANT)
- 3) Hourly Program Assistant for LMC Marketplace (up to 20 hours per week)
- 4) 4 Student Workers for LMC Marketplace (up to 10 hours per week)
- 5) 8 Student Workers for Office of Student Life and Student Lounge (up to 15 hours per week)

The Office of Student Life has been without a Sr. Program Coordinator since fall of 2019. We were in the midst of interviewing candidates when the pandemic began and the administration made a decision to postpone hiring of this position. Due to the lack of staffing in the Office of Student Life, programming has been reduced.

e. How does your department ensure that students are aware of learning support outcomes?

The identified learning support outcomes for the Office of Student Life (including the International Students Program and LMC Marketplace) are displayed on the Office of Student Life website, and in the college catalog.

2. Engagement : Version by Archaga, Teresea on 01/28/2022 21:09

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Director of Student Life has contributed to institutional efforts through participation in several shared governance and sub-committees to include:

- Equal Employment Opportunity (EEO) Committee
- Institutional Development for Equity and Access (I.D.E.A.)
- Social Justice Coalition (formed out of IDEA)
- Student Services Learning Outcome Committee
- Student Services Leadership Team
- District Wide International Education Committee
- Civic Engagement on Campus Committee

In addition, Office of Student Life has conducted numerous presentations in classes, orientations, events about all aspects of the department including LMCAS, ICC, and LMC Marketplace.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Through the Food Bank College Collaborative, the LMC Marketplace has been able to identify ways of bringing attention to food insecurity on the LMC campus. It has also provided the opportunity to extend our community network to provide referral and support services in the areas of housing, childcare, medical care, and legal services.

Since program review 2019-2020 Program Review Update, the following partnerships have been developed and maintained

Trinity Center of Walnut Creek
NAMI
League of Women's Voters

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

The hourly program assistant for Office of Student Life is actively involved in program planning, coordinating, and improvement. Her knowledge and experience as a former LMC student are vital to the success of the program. Due to her contribution, we have been able to identify other needs aside from food that students are seeking to include school supplies, personal care products, diapers, clothing, and transportation. We have been able to secure most of these items by sharing this information with the LMC Foundation and community partners.

All student employees in the Office of Student Life and LMC Marketplace participate in a weekly scheduled meeting to discuss program effectiveness and improvements. Training is incorporated within these meetings as needed. In addition, student workers are also provided direct training through webinars and in person learning opportunities on campus.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

NA

3. Vision for Success Goals Update : Version by Archaga, Teresea on 01/28/2022 21:09

a. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.*

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx> (<https://www.losmedanos.edu/equity/plan.aspx>)

The LMC Marketplace serves all students of LMC but focuses on low-income, African Americans, Veterans, and former foster youth. We do target our outreach and marketing strategies to these student populations and participate each semester in recruitment orientations for various programs on campus to bring awareness of the LMC Marketplace to both students and employees of the college. Below is data over the course of the past two years that demonstrate access and impact to some of the student populations identified in the LMC Equity Plan.

Fall reporting: July 1- January 2

Spring reporting: January 3- June 30

*Individuals served includes family members

*Unduplicated Usage are individual students

*Total Number of visits is duplicated

Data Reports used for the information below:

SQL (Quick Facts, Pantry Partaker, and Learning Community Partaker)

www.foodpantrymanager.org

WUFOO

LMC Food Pantry Utilization Report (Spring 2021)

Total # of Individuals Served:687

Total # of Unduplicated Usage:330

Total # of Visits: 1000

Of the 300 of the students that accessed the LMC Marketplace spring 2021, 38 identified as African American (13%)

There were 891 students that identified as African American in the spring 2021 term (14% of the student body)

112 were participants in EOPS/CARE

There were 508 students in EOPS spring 2021 and 22% of their students accessed the LMC Marketplace at least once during the spring 2021 term.

14 identified as former foster youth

There were 258 students that identified as former foster youth in spring 2021 and 5% of the students accessed the LMC Marketplace at least once during the semester.

LMC Food Pantry Utilization Report (Fall 2020)

Total # of Individuals Served:991

Total # of Unduplicated Usage:331

Total # of Visits:1,665

47 of the students that accessed the LMC Marketplace fall 2020 identified as African American (14% of the users)
 There were 1041 students that identified as African American in the fall 2020 term (12% of the student body)

119 were participants in EOPS/CARE
 There were 484 students in EOPS fall of 2020 and 25% of their students accessed the LMC Marketplace at least once during the fall 2020 term.

16 identified as former foster youth
 There were 290 students that identified as former foster youth in fall 2020 and 6% of the students accessed the LMC Marketplace at least once during the semester.

LMC Food Pantry Utilization Report (Spring 2020)

Total # of Individuals Served:814
 Total # of Unduplicated Usage:355
 Total # of Visits: 1,412

62 of the students that accessed the LMC Marketplace spring 2020 identified as African American (17% of the users)
 There were 1,148 students that identified as African American in the spring 2020 term (13% of the student body)

99 participants that accessed the LMC Marketplace were in EOPS/CARE
 There were 539 students enrolled in EOPS spring of 2020 and 18% of their students accessed the LMC Marketplace at least once during the spring 2020 term.

26 identified as former foster youth that accessed the LMC Marketplace in spring of 2020 (7% of the users)
 There were 300 students that identified as former foster youth in the spring of 2020 and 9% of the students used the service at least once during the semester.

LMC Food Pantry Utilization Report (Fall 2019)

Total # of Individuals Served:482
 Total # of Unduplicated Usage:261
 Total # of Visits: 1,561

56 of the students identified as African American who accessed the LMC Marketplace (21% of the users)
 There were 1,247 students who identified as African American in the fall of 2019 (13%)

68 were participants in EOPS/CARE
 There were 570 students enrolled in EOPS in the fall of 2019 and 12% of the students accessed the LMC Marketplace at least once during the fall 2019 term.

21 identified as former foster youth
 There were 363 students that identified as former foster youth in the fall 2019 term and 6% of the students used the service at least once during the semester.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

**Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
<i>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</i>							
<i>VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</i>							
<i>VFS3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</i>							
<i>VFS4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</i>							
<i>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</i>							

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
<i>Accreditation: Course Success</i>							
<p><i>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</i></p>	<p>Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15</p>	<p>Student Engagement & Success</p>	<p>Review Student Roster and addition/retention each semester of officers and senators serving on LMCAS senate</p>	<p>In progress</p>	<p>In fall 2019, L.M.C.A.S. reached the goal of 15 student senate. In the spring of 2020, the pandemic negatively impacted student involvement and engagement on the Board resulting in a significant loss in membership. The campus reopened in fall 2021 with a new board. The current board consists of 5 officers and 13 senators. The focus will be on maintaining and/or increasing this number by 2023. - LMCAS will be actively recruiting members in their respective classes and learning communities - LMCAS will host on-campus activities and tabling events to recruit new members and engage with their constituents</p>	<p>This goal will be evaluated at the end of each spring semester through 2023.</p>	<p>LMCAS membership and LMCAS Advisor</p>
	<p>Goal 2: Increase high involvement in student clubs. By 2023, we would like to increase and maintain chartered clubs/organizations to 40 active clubs/organizations</p>	<p>Student Engagement & Success</p>	<p>Roster and addition/retention of club membership</p>	<p>In Progress</p>	<p>Fall 2019 membership was at 34 clubs. In the spring of 2020, the pandemic negatively impacted the involvement and engagement of clubs as they typically assembled on campus for their meetings and events. There were only five clubs chartered in the spring 2020 term all of which all participated in bi-weekly Interclub Council meetings. The campus reopened in fall 2021 and there are currently nine chartered and active clubs. The focus will be on bringing attention to engagement outside of the classroom through participation and leadership of clubs in hopes of increasing club charters. Classroom presentations and announcements will continue to be made. In addition, notifications on social media, Canvas, and Student E-Newsletter will be made.</p>	<p>This goal will be evaluated at the end of each semester through spring 2023.</p>	<p>Student Life Staff to include Student employees within Office of Student Life</p>
<p><i>VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</i></p>							

<p><i>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</i></p>						
<p><i>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</i></p>						
<p><i>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</i></p>	<p>Goal 3: Expand the current offering of student activities and leadership programs that focus on social justice that lead to high engagement on campus including the continuation of the annual Impact Leadership Conference</p>	<p>Equity & Inclusion</p>	<p>Continue to track activities/events as well as attendance at individual events. Create and review evaluation assessments by participants throughout the academic year</p>	<p>In Progress</p>	<p>At the end of each academic year, we will continue to evaluate and engage with students, faculty, and staff to identify gaps as well as interest for learning in areas of social justice programming.</p> <p>An increase of focus was placed on cultural sensitivity programming in the last two years to include: Black History (BHM 365), Asian Pacific Islander Desi American, LGBTQ+, and LatinX communities on campus. In addition, a focus has also been given to mental health and well-being.</p> <p>Webpages have been created for most areas listed above and are updated frequently with programming and resources to support and inform those who visit the sites.</p>	<p>This goal will be monitored each semester through spring 2023.</p> <p>Director of Student Life, Equity & Inclusion, LMC Campus Learning Communities, and Student Leaders, faculty, and staff</p>

	<p>Goal 4: Increase the utilization of the LMC Marketplace by the student body. By spring 2023, we would like to increase and maintain the student utilization to 100 unduplicated students per month each semester (fall/spring).</p>	Equity & Inclusion	Electronic intake for improved tracking and maintaining records.	In Progress	<p>Beginning in fall 2019 and will be ongoing through spring 2023 - In order to continue the momentum of intakes for new users towards the end of each semester, a plan with marketing and outreach strategies will be developed.</p> <p>In addition, there will be more research conducted to determine if there may be opportunities for support and/or services that the LMC Marketplace can offer students in order to increase retention and success of students while attending to the basic needs of their households.</p> <p>Targeted Outreach to learning communities and special programs</p> <p>Classroom Presentations and tabling events</p> <p>Cooking demonstrations and community outreach</p> <p>Identify the need for professional development and areas for program improvement</p>	This goal will be evaluated each semester through spring 2023.	Director of Student Life Hourly Program Assistant Student employees
	<p>Goal 5: A Professional development plan will be developed in the summer of 2020 to be implemented in fall 2020 to ensure that all Student Life staff and Student Leaders are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #3.</p>	Equity & Inclusion, Student Engagement & Success, Empowering Student Services Professionals, Commitment to Innovation & Creativity	Create space for dialogue and design survey(s) to identify gaps and areas for further development as well as interest for learning in areas of social justice programming	Behind	Identify the needs of the department and secure opportunities for development. Additional training and development may be necessary and provided to the Sr. Program Coordinator when the position is filled.	This goal will be evaluated each semester through spring 2023.	Director of Student Life, Sr. Program Coordinator (VACANT) Hourly Program Assistant Student Employees

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Recommended Actions	<p>Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15</p> <p>Goal 2: Increase high involvement in student clubs. By 2023, we would like to increase and maintain chartered clubs/organizations to 40 active clubs/organizations</p> <p>Goal 3: Expand current offering of student activities and leadership programs that focus on social justice that lead to high engagement on campus including the continuation of annual Impact Leadership Conference</p> <p>Goal 4: Increase the utilization of the LMC Marketplace by the student body. By spring 2023, we would like to increase and maintain the student utilization to 100 unduplicated students per month each semester (fall/spring).</p> <p>Goal 5: A Professional development plan will be developed summer 2020 to be implemented fall 2020 to ensure that all Student Life staff and Student Leaders are adequately prepared to meet the needs of students and engage with social justice programming as set out in goal #3.</p>	<p>0 linked SLOs 0 resource requests</p> <p>0 linked SLOs 0 resource requests</p> <p>0 linked SLOs Resource Requests: • Fill Sr. Program Coordinator Vacancy - (Status: Pending)</p> <p>0 linked SLOs 0 resource requests</p> <p>0 linked SLOs 0 resource requests</p>		

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

4. Assessment Update and Effectiveness : Version by Archaga, Teresea on 01/28/2022 21:09

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<i>Example:</i> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* <i>*Please indicate a status from the following options:</i>	
<ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	<i>Example:</i> Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	<i>Example:</i> Jennifer Ma, Financial Aid Office
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<p>LSO 1: Student employees in the Office of Student Life will be able to demonstrate leadership skills in planning and implementing sponsored events by the Office of Student Life</p> <p>LSO 2: LMCAS students will better understand shared governance through their active participation in on-campus shared governance committees.</p>
TARGET* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	<p>Student</p> <p>Student</p>
	<i>Example:</i> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).

MEASURE	Evaluation of student employees facilitated by Director of Student Life and student employees upon completion of activity/event to include the following criteria: Initiative, Accountability, Communication, Time Management, and Budget	<p>Evaluation of officers and senators/Representatives as it relates to their active participation within shared governance committees representing student voice by Chair of the committee.</p> <p>The form includes Committee Name with Officer/Senator/Representative Name</p> <ol style="list-style-type: none"> 1. Overall attendance at meetings 2. Preparedness for meetings (ex. completing committee assignments, readings, review of pre-meetings materials) 3. Overall level of engagement in meetings 4. Suggestions for improvement: Rating Scale: 1 __very poor, 2 __poor, 3 __average, 4 __good, 5 __very good <p>A separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee</p>			<p>Example: Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.</p>
STATUS* <i>*Please indicate a status from the following options:</i>	<ul style="list-style-type: none"> • Abandoned • In Progress • Progress • Completed • New Outcome 	In Progress			
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	https://email4cd-my.sharepoint.com/:b:/g/personal/tarchaga691_email_4cd_edu/EU0-srQzzZRGmQS5qMOVJHABQ8DXuLFOQ33tuDy79WKtcQ?e=eHWFx0 https://email4cd-my.sharepoint.com/:b:/g/personal/tarchaga691_email_4cd_edu/EU0-srQzzZRGmQS5qMOVJHABQ8DXuLFOQ33tuDy79WKtcQ?e=eHWFx0				
NEXT STEPS	<p>Areas for further development include continued training and development in event planning for all student employees.</p> <p>A "pre/post" evaluation will be administered at the annual fall retreat and upon completion of each event. Rubric for evaluations is in process of development as evaluation as we have not had associates hosting events during the pandemic.</p>	<p>LMCAS members will be evaluated by chairs of committees to measure student contribution to discussions and decision-making upon completion of each semester to gauge learning and participation to support the training and development of student leaders.</p> <p>A separate Evaluation will be provided to Student Officer/Senator/Representative to evaluate their contribution(s) or learning to/from the committee.</p> <p>This action began in spring 2021 and will be ongoing through 2023.</p>			<p>Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</p>
RESPONSIBLE PARTIES	Director of Student Life and Student Life Associates	Director of Student Life, LMCAS Members, and Chairs/Co-Chairs of committees			<p>Example: Jennifer Ma, Financial Aid Office</p>
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	STUDENT ENGAGEMENT & SUCCESS	EQUITY & INCLUSION STUDENT ENGAGEMENT & SUCCESS			<p>Example: SS Theme #1: Demonstrate proficiency in the use of college online services.</p>
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	Goal 5: A professional development plan is still in development for implementation in the 2021-2022 academic year to ensure that all Student Life staff are adequately prepared to meet the needs of students and engage with confidence when involved with Social Justice programming and activities as set out in goal #3	Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15.			<p>Example: Increase the FAFSA filing and completion rate for currently enrolled students.</p>

Impact of Resource Allocation