

LMC Comprehensive Program Review

Student Services Units

Fall 2017

Program: Office of Student Life

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

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 Food Pantry, and the International Students Program. The Office of Student Life strives to provide programming that focuses on engagement of the 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, Office of Student Life works towards developing activities and events with a focus on social justice, cultural awareness, and leadership development of students.

Over the course of the past four years, there were many staffing changes in the Office of Student Life. As a result, some of the goals set out by the office were not achieved.

One of the four concentrations areas of the Office of Student life has been to grow the student participation and engagement of LMCAS. We are currently

behind on this program goal. LMCAS has encountered challenges in the recruitment and retention of senators and representatives. Some of the challenges include having a consistent LMCAS Staff Advisor to mentor and support student leaders. Another challenge that was identified included internal turmoil within the student senate that resulted in a shift and shortage in student membership and interest.

Numbers of representatives

Spring 2017: 3 Officers, 8 Senators, 1 Representative |

Fall 2017: 5 Officers, 3 Senators, 1 Representative

Spring 2016: 4 Officers, 5 Senators, N/A Representatives |

Fall 2016: 4 Officers, 2 Senators, 3 Representatives

Spring 2015: 6 Officers, 4 Senators, N/A Representatives |

Fall 2015: 6 Officers, 3 Senators, N/A Representatives

Spring 2014: 5 Officers, 6 Senators, 2 Representatives

Fall 2014: 5 Officers, 2 Senators, N/A Representatives

Spring 2013: 6 Officers, 6 Senators, 3 Representatives |

Fall 2013: 5 Officers, 5 Senators, 2 Representatives

A permanent Student Life Coordinator was hired in spring of 2016. The coordinator assumed the role of LMCAS Advisor. The LMCAS Advisor has committed to providing training and development through retreats and weekly meetings with the LMCAS Advisor. In addition, consistent evaluation of student leaders will be conducted to identify areas of development.

With the understanding that staff changes will occur some of the strategies that have been developed to resolve challenges to increase numbers of participants in LMCAS include: recruiting during Welcome Week, Club Days, conducting classroom presentations, and tabling in visible and accessible spaces to inform students about the work and mission of LMCAS. In addition, extra attention will be given to highlight their contributions on marketing materials of LMCAS sponsored events.

Another area of concentration for the Office of Student Life has been to grow the student participation and engagement of student clubs. We are currently behind on this program goal. The numbers of chartered and active clubs have waivered over the course of the past five years. This may be as a result of inconsistent leadership in the form of an ICC Advisor in addition to the lack of club activity and outreach/recruitment on campus.

Number of chartered clubs

2017- 23 chartered clubs

2016- 32 chartered clubs

2015- 21 chartered clubs

2014- 29 chartered clubs

2013- 27 chartered clubs

Strategies for achieving this goal include providing consistent and regular communication with current and former advisors regarding opportunities for engagement. In addition, special attention will be given to student clubs and organizations that appear to be struggling. Furthermore, the ICC Advisor will seek opportunities for the department to create clubs that students have not expressed an interest in, but might benefit from (ex. Black Student Union, Muslim Student Association, Parent Support Group, etc.). We will also work towards more Interclub Council sponsored events and activities to build awareness of the active clubs on campus and encourage development of new clubs to meet the needs and interests of the student body.

The Student Life Ambassador roles have also gone through a shift in focus and responsibilities. Their presence extends beyond the Office of Student Life and reaches into the campus community both inside and outside of the classroom.

A focus over the course of the past two years has been to create a vibrant and visible traditional campus activities team that supports department programming. We are on target in achieving this goal and the process is on-going as we learn more about the needs of our students and campus community.

Strategies used to achieve this goal include conducting intentional recruitment of student leaders identifying students that possess commitment and desire to

engage with the LMC community. Student Life Ambassadors are provided ongoing training and support to plan and facilitate activities and events throughout the semester. As a result of this development, the Office of Student Life has been able to successfully hold many campus events including a popular Halloween event, LatinX cultural event, Women's History Month events, movie nights, and more.

Strengthening collaborations with departments such as (Athletics, learning communities, etc.) and development of new programs will continue to be a focus of the Office of Student Life. While we have experienced a significant increase in student, faculty, and staff engagement in campus life, it is critical that we continue to enhance collaborations across departments.

Highlights of activities include:

Movie Nights offered by LatinX Committee for the viewing of Dolores Huerta documentary that had over 95 participants at Maya Cinemas. This event included extra credit for students and dialogue at the end of the movie to talk about issues covered in the film.

Other Movie Nights with high attendance included a collaboration with the Philosophy Department to show Inception, Groundhogs Day, and Big Fish. The number of participants were consistently reached at 25 or more.

The IMPACT Leadership Conference has resulted in the development of a student club (California Association of WOKE Students) as well as active participation in the community for such events such as Women's March, building/renovating local parks, and active participation in on campus events that highlight equity and/or inclusion related issues.

Going forward, a heightened focus will be on building campus spirit with improved planning and events around athletics in addition to attendance at athletic events. The ongoing collaboration with Athletics Department will support the development of student athletes in addition to implementation of additional intramural opportunities outside of the annual 3 on 3 basketball.

1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

The PSLOs of the Office of Student Life from fall 2012-fall 2016 were as follows:

PSLO1: Students who participate in LMCAS (student government) will be able to effectively use LMCAS bylaws and parliamentary procedure during senate meetings

PSLO2: Students who participate in LMCAS (student government) will be able to actively engage in the shared governance process, through committee involvement

PSLO3: Students who participate in IMPACT (student leadership retreat) will develop an understanding of their own leadership style and how it relates to others.

PSLO 4: Students who participate in IMPACT (student leadership retreat) will learn skills and strategies for becoming effective leaders in their programs, clubs, and organizations.

Due to changes in staffing and restructuring in the Office of Student Life, PSLO 1 and PSLO 2 were not evaluated during this report period.

PSLO #3 and #4 were assessed in fall of 2013 and spring 2014

Following participation in the IMPACT student leadership retreat, students completed an event evaluation form administered at the end of the conference.

The evaluation included assessment questions with quantitative responses for PSLO #3 and qualitative responses for SLO #4.

For SLO #3, a total of 38 students completed the evaluation and 50% of the participants were determined to be above proficient with material presented.

For SLO #4, a total of 38 students completed the evaluation and 60% of the participants were determined to be above proficient with material.

Upon evaluation and discussion amongst Student Life staff, it was determined that further concentration will be on the development and improvement of SLO #4.

Upon further evaluation of the assessment tool, it was determined that a new evaluation will be created for next report period to better understand the learning taking place at the student leadership retreat.

Due to restructuring in the office and direction of focus within the Office of Student Life the following goals have been identified for the next comprehensive review period.

PSLO #1: Student Life Associates will be able to demonstrate strong leadership skills in planning and implementation of sponsored events by the Office of Student Life.

PSLO #2: Students who participate in the Impact Conference will learn skills and strategies for being effective leaders in their clubs, communities, organizations and programs.

PSLO #3: LMCAS students will understand shared governance by participation on committees and be able to engage in thoughtful discussion regarding funding initiatives and programs.

In fall 2016, the Office of Student Life began assessment of updated PSLO #2 focusing on IMPACT student leadership conference.

What we have learned thus far based on feedback from conference evaluations and follow up discussions, students communicated a strong interest to continue seeking out opportunities to practice strategies to be more active on campus and to have conversations that may lead to understanding and change.

Prior to fall 2016, the IMPACT conference was focused on learning about leadership styles through activities such as leadership colors and the Myers-Briggs Personality Test. Prior to the 2016 IMPACT conference, students asked for a conference that focused more on providing them tools and resources to make a difference in their community. Due to their responses, the activism concept was born.

Evaluations from fall 2016 conference reflect the following:

Of the 51 students who registered for the conference, 43 students attended at least one of the two day sessions offered.

92% stated 'Agree' or 'Strongly Agree' with the statement "I learned skills/strategies for becoming more involved in my community".

92% stated 'Agree' or 'Strongly Agree' with the statement "I would be interested in attending a follow up, more advanced workshop on this subject".

Although feedback of the conference was favorable, the assessment instrument used post- conference did not touch on the intent of the PSLO as student were not asked to demonstrate skills or strategies learned to be more involved in the community. This was identified upon reviewing the responses of the participant surveys.

Evaluations from fall 2017 conference reflect the following:

Of the 97 individuals who registered for the conference, 75 students participated in the event

93% stated 'Agree' or 'Strongly Agree' with the statement, "The conference information was relevant and useful"

82% stated 'Agree' or 'Strongly Agree' with the statement, "The conference stimulated my learning around change"

Although feedback of the conference was favorable, the assessment instrument used post-conference did not touch on the intent of the PSLO as students were not asked to reflect on their learning and how they may apply it to the campus or local community.

Areas for further development

An evaluation tool will be constructed with assistance of the SLO committee to determine if we are asking appropriate questions to meet the needs of the SLO created for this activity.

Exploration of presenter and workshop content will continue for the fall 2018 conference. A survey will be put out to the campus community to determine focus of interest as we begin planning. It is our experience that when students are interested in the subject matter presented, they are more likely to retain the information presented and be more involved in the scheduled activities.

Preliminary work has started to assess **PSLO #1 Student Life Associates will be able to demonstrate strong leadership skills in planning and implementation of sponsored events by the Office of Student Life**

Prior to each semester, Student Life Associates are provided training in successful event planning along with Los Medanos College policies and procedures to coordinate events.

Associates are evaluated by the Director and Coordinator of Student Life at the end of each activity or event facilitated or lead by an Associate. Associates are evaluated on the following criteria:

- Initiative
- Accountability
- Communication
- Follow through

- Time Management
- Budget
- Marketing Strategies
- Implementation of event/activity

Since the inception of this PSLO, the Office of Student Life has been able to evaluate two events lead by our Associates.

Halloween Event 2016 and Halloween Event 2017 were evaluated using the above mentioned criteria. In 2016, the responsibility of the event fell upon one associate to not only get the word out about the event but to ensure that the event met budget and timeline requirements. The event was deemed “successful” as a result of meeting more than half of criteria outlined above.

Areas of improvement for 2017 included formation of a committee lead by an associate. This resulted in more work being completed prior to the actual event. Marketing strategies expanded beyond the LMC campus and appeared to increase participation from the 2016 event. Feedback from clubs participating in the event indicated that the 2017 event was more organized and structured.

Post Event Meeting with Lead Associate

The lead associate for the Halloween 2017 was also the associate who hosted the Halloween 2016 event. Through his participation in both events, he indicated strengthening of time management skills as he had a committee depending on him to meet established deadlines rather than waiting until last minute to meet weekly objectives. Through the process of preparing event he was also able to foster collaboration through direct communication and securing input and feedback of the committee members.

Areas for further development include continued training and development in event planning for Student Life Associates, and consistent “post event” survey amongst participants and associates for all events going forward.

PSLO #3 LMCAS students will understand shared governance by participation on committees and be able to engage in thoughtful discussion regarding funding initiatives and programs

A retreat is held for LMCAS senators and representatives regarding Parliamentary Procedures, Brown Act, and Los Medanos College policies and procedures at the beginning of every semester. LMCAS senators are evaluated by the LMCAS Advisor throughout the semester based on their ability to utilize parliamentary procedures to facilitate their meetings and make informed decisions.

Additional advising and coaching has been provided in LMCAS meetings as needed when questions or issues arise from student representatives.

LMCAS senators and representatives participate in the shared governance process through participation in various campus committees.

Areas for further development

No formal assessment has been performed on this PSLO.

Going forward, a focus will be directed towards assessment by committee chairs regarding student's ability to represent student body and contributing to conversations and decision making process. In addition a pre and post semester evaluation will be administered to student representatives to determine areas of development and improvement. We will also work towards building the number of student participants through outreach and recruitment.

The Office of Student Life will continue to work with LMCAS on strategies to improve participation and retention.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

- APAHE Conference – Staff attended the Asian Pacific Americans in Higher Education (APAHE) conference to learn about how staff can address issues affecting Asian Pacific American students, staff, faculty, and administrators.

- CCCSAA Conference – Staff attended the California Community College Student Affairs Association (CCCSAA) to learn tools and resources on how to improve student activities on campus and how to address issues of inequity on college campuses.
- Participant in the CCCSAA listserv that has relevant information and questions regarding student affairs
- A formalized professional development plan is in process that will tie into department goals for the upcoming annual program review

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

The Office of Student Life engages in strong partnerships with campus programs and community groups to achieve the mission of the department.

Some highlights of collaborative efforts include:

- Welcome Day: Student Services, Learning Communities and Inter Club Council participate in this event each semester
- Academic Competition in collaboration with LMCAS and the LMC Foundation, thousands of dollars in academic scholarships have been awarded to students
 - o 2016 participation: 98
 - o 2017 participation: 83
- Heritage Activities and Events throughout the year: Puente, Umoja, Office of Equity and Inclusion, Interclub Council members, World Languages faculty, Counseling, and various instructional areas
 - o LatinX Heritage Movie Night for Dolores Huerta documentary sold out (90 seats). Participation included students, faculty, staff, and local community members
- IMPACT Conference- Honors Program, Interclub Council, and Office of Equity and Inclusion
 - o 2016 Participation: 130
 - o 2017 Participation: 100

- “A Place to Talk” in partnership with the LMC Counseling Department has a consistent following and participation ranges from 5-10 individuals depending on topic being discussed
- Movie and Dialogue Nights- various areas of instruction have joined in the effort of exchanging thoughts and conversation with students, faculty, and staff. Faculty have offered extra credit for students who participate in these discussions.
- The department strives to reach marginalized student populations and advance student equity measures by working with the Dean of Equity and Inclusion and creating equity focused activities and events
- LMC Food Pantry- Interclub Council Food Drive, Staff Payroll Deduction, and Athletics spirit event canned food drive
- Blood Centers of the Pacific provides 2-4 blood drives annually (on-going)
- Kaiser Permanente provides resources for the Student Life health and wellness page in addition to an annual Health Fair (on-going)
- Contra Costa & Solano County Food Bank- provides training and additional resources and financial support towards the operation of the LMC Student Food Pantry operated through Office of Student Life (on-going)
- Contra Costa Community Health Department provides HIV/AIDS and Hep C Testing and education (on-going)
- International Institute of the Bay Area (IIBA)- DACA forums and Q&A Sessions

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
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<p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase high involvement in LMCAS. By 2023, we would like to increase and maintain LMCAS membership from 10 to 15.	1. Increase equitable student engagement, learning, and success.	
Goal 2: Increase high involvement in student clubs. By 2023, we would like to increase and maintain chartered clubs/organization to 40 active clubs/organizations.	1. Increase equitable student engagement, learning, and success.	
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 continuation of annual	1. Increase equitable student engagement, learning, and success.	6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy,

programming and development of new programs.		demonstrating empathy and compassion when working with students.
Goal 4: Increase the utilization of the LMC Food Pantry by the student body. By 2023, we would like to increase and maintain the student utilization to 100 unduplicated participants per month.	1. Increase equitable student engagement, learning, and success.	
Goal 5: Professional Development By fall 2019 a professional development plan will be implemented to ensure that staff are adequately prepared to meet the needs of students and engage in social justice programming as set out in goal #3		6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

<u>Faculty/Staff Resource Request</u>			
Goal #3		#1	
Office of Student Life		Student Worker	
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	\$13.00/hour salary & benefits \$4000.00
Request to increase allocation for student workers to cover reception desk and support permanent staff during peak activities and events. This resource will help to alleviate amount of overtime for classified staff for special events and activities and support in the planning and implementation of events and activities on campus.			
It will also ensure that the Office of Student Life consistently has coverage within office and allow for classified staff and management to devote more time towards planning and implementation of activities through office in addition to participation in committee/ shared governance and other college activity.			
This has been a challenge in the past year due to fluctuations in Federal Work Study allocations mid-year which has lead to challenges in planning and implementation of some of the activities we set out in the beginning of the year.			

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

<u>Operating Resource Request</u>		
#3	#1 and #6	
Office of Student Life	<input checked="" type="checkbox"/> Equipment <input checked="" type="checkbox"/> Supplies <input checked="" type="checkbox"/> Service/Contract	<input checked="" type="checkbox"/> IT Hardware/Software <input checked="" type="checkbox"/> Facility Improvement <input type="checkbox"/> Other
Inclusion of the International Students Program within the umbrella of Office of Student Life has presented challenges in applying funding towards specific activities and events allocated for this student population. International Student Program currently does not have an allocated budget therefore funds have been redistributed using Student Life funding. As a result, development of Student Life programming and activities has been impacted and limited. Technology- Zoom or other programming to utilize that will offer opportunities for participation at the Brentwood Center when we have guest speakers or other activities at the main campus.		\$7000.00
Creating a budget allocation for the International Student Program will support the needs of the program and offer International Students opportunities to discover all that the campus and the Bay Area has to offer our visiting students. The Office of Student Life also acknowledges that our local students also need exposure and experiences beyond East Contra Costa County. Additional funding allocations to the program would allow for field trips in addition to specialized programming that can work towards expanding world view and dialogue. When the Student Union project is completed the Office of Student Life will operate out of offices in the new building. It is expected the new space will be equipped with adequate space and technology to support programming. In addition, the location of the new building will make it more visible and potentially accessible to students, faculty, and staff.		

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

<u>Professional Development Resource Request</u>	
Goals #1, #2, and #3	#6

Office of Student Life	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
Due to change in direction of equity focused events, staff will require foundational training and support to offer quality and appropriate activities and events to campus.	\$5000.00
<p>New staff to the Office of Student Life requires professional development to better understand targeted student populations on campus and the needs of the community. Given the current climate, it is important to develop the skillset and identify tools and resources to better support students and the community.</p> <p>In addition, annual conferences afford staff an opportunity to network and identify best practices in the area of Student Leadership, Equity, Student Affairs, etc.</p> <p>A formalized professional development plan is in process of creation and will be completed by the end of summer to identify small scale development opportunities during the fall semester and progress to a larger scale conference in the spring focusing on social justice and multicultural programming.</p>	

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

Completion Rate (program/discipline)			
Success Rate (program/discipline)			

3.2 CURRICULUM UPDATE

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

3.3 CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4 COURSE OFFERING ANALYSIS

Analyze your course/section offerings and trends, and report any new course or program plans.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.