Campus Life
Program Review

June 2017
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Program Overview

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The Campus Life & Student Learning department is committed to providing an environment that enhances and enlightens student experiences on campus through our Student Activities Center, leadership and mentoring programs, and various campus extra-curricular activities. Our Campus Life & Student Learning team strives to provide a welcoming environment that focuses on guiding and developing students’ leadership skill sets, creativity, cultural awareness, character development, and civic engagement.

In order to help achieve our mission, the Campus Life & Student Learning team will:

- Identify and attract students who will benefit from Campus Life & Student Learning programs and contribute to the diversity of the educational, social, and cultural environment of the campus.
- Evaluate the effectiveness of activities, programs, and services in meeting students’ needs and develop ways to improve them.
- Provide student services and programs that will facilitate academic success, personal growth, and global awareness.
- Encourage student participation in activities that will help build an appreciation of cultural diversity and expression, communications skills, leadership skills, civic responsibility, personal and professional accountability, self-discipline, self-understanding, self-confidence, and a set of personal and professional goals and values.
- Promote student/faculty/staff/administrator interaction as a means of improving the quality of campus life.

Overview of the Program

The purpose of Campus Life & Student Development is to develop student skill sets that will prepare them for the workforce environment, community service, and civic engagement. We aim to enhance students’ leadership knowledge and ability to plan and lead though extra-curricular activities and community service.

Campus Life & Student Development (east and West) are responsible for:

- Campus Clubs
- Campus Posting Regulations and Monitoring
• Campus Wide Activities
• Commencement
• Gale Awards Ceremony
• Identification Cards for Student, faculty, and staff
• Oversight of the East Campus Student Center (Campus Life Office, Student Activities Center) & West Campus Mary Stuart Rogers Building
• Student Benefit Program
• Student Government (ASMJC)
• Student Internship Program
• Student Leadership Programs & Trainings
• Student Worker Program
• Volunteer Program

**Campus Clubs**- Modesto Junior College is home to over 32 clubs. Clubs operate through a governing system referred to as the Inner Club Council. The Inner Club Council is composed of one club representative from each club on campus. All club meetings, events, activities, trainings, expenditures, and governing meetings are coordinated by the Campus Life Program Specialist.

**Campus Posting Regulations and Monitoring**- The Office of Campus Life is responsible for the monitoring of all postings (posters, banners, flyers) on both the east and west campus.

**Campus Wide Activities**- Major campus events, such as the Hispanic Education Conference, African American Education Conference, Positive People Speaker Series, Guest Speakers, etc. are organized through the Office of Campus Life & Student Learning. These activities are large in scale and require the entire staff.

**Commencement**- Modesto Junior College’s commencement ceremony, including the graduation luncheon, is organized by the Campus Life office. This event is large in scale and requires the entire staff. The event participants include 500+ students, 100+ faculty, and 4,000-5,000 guests.

**Gala Awards Ceremony**- The Campus Life Gala Awards Ceremony is an event attended by over 100 students. Students who participate in extra-curricular activities are honored through a variety of different awards and award nominations handed out. This event is facilitated by the entire Campus Life staff.

**Identification Cards for Student, faculty, and staff**- Anywhere from 2,500-3,000 identification cards are issued by the Office of Campus Life annually. In addition to the ID card, student enrollment stickers are issued through the Campus Life Office as well.

**Oversight of the East Campus Student Center (Campus Life Office, Student Activities Center) & West Campus Mary Stuart Rogers Building**- The main office of Campus Life & Student Learning is located inside the MJC East Campus Student Center. This office serves as the main office for the department and is home to the Campus Life Program Specialist and the Associate Dean. Most administrative, coordination, or oversight work is completed in this office in addition to student and staff trainings. The Student Activities Center is located in the MJC East Campus Student Center right next door to the Office of Campus Life. The Student Activities Center is the hub for all student government and club activity. Additionally, the Student Benefit Program and ID Card Machines are operated out of this office. The office is
Project LEAD (Leadership Education and Development) is a program designed to walk students through every aspect of campus involvement and leadership. Project LEAD is a one-semester program that hosts seminars on MJC History and Structure, Service Learning, Teamwork, Communication, Conflict Resolution, Time Management, and Leadership. In addition to seminars, students are assigned to an on-campus mentor that they meet with three times during the semester, and students are required to complete a community service project. The program accepts 15-20 students on average. During Fall 2016, 17 students completed the program. Their community service project was an MJC campus cleanup day and volunteering at the Language Learning Institute at Davis High School. The Spring 2017 semester saw 26 students complete the program. Their community service project was a semester-long voter registration drive and voter promotion day.

Student Benefit Program—Through funding by the Associated Students, MJC students are able to apply to receive free scantrons, green books, print cards, and pencils on a first-come first-served basis. This program serves 1,500-2,000 students annually.

Student Government (ASMJC)—The Associated Students of Modesto Junior College, as cited by California Educational Code 76060-76067: “The governing board if a community college may authorize the students to organize a student body association. The association shall encourage students to participate in the governance of the college and may conduct activities” and Yosemite Community College District Board Policy 5400 “the students of the District are authorized to organize student body associations. The Board hereby recognizes that those associations as the Associated Students of the District, Modesto Junior College and Columbia College”, serve as the official representative body of the students of MJC. ASMJC is a full-time organization that organizes, plans, and implements over 50-60 events and activities each year through an annual operating budget of $220,000 per year as funded through a $5 Activity Fee paid by the students of MJC. In addition to activities, students host 40-50 student senate meetings per year, 30-40 ASMJC committee meetings per year, and have student representatives on the six college-wide councils and various campus committees, attending more than 100 meetings per year. These meetings, events, and activities are in addition to completing their studies and moving forward toward their educational goals. All of this is overseen by the ASMJC Faculty Advisor, who is a part-time employee.

Student Internship Program (SIP)—Students in the Student Internship Program are exposed to all the various operations, processes, and happenings of Modesto Junior College. Ten students are selected for the yearlong internship and are assigned to various departments on campus. Students in the program receive leadership training, are assigned to a mentor, and are awarded a $500 honorarium (made possible by the MJC Foundation). Students in this program are mentors to their peers and have the opportunity to learn many wonderful career skills. The Associate Dean of Campus Life & Student Learning oversees this program.

Student Leadership Programs & Trainings—The office of Campus Life is responsible for leadership programs and trainings for ASMJC, Campus Clubs, Student Workers, and faculty and staff holding events. The Office of Campus Life addresses leadership through student participation in Social Science 58: Student Leadership as well as Project LEAD, a program designed to enhance student leadership and participation. Social Science 58 is taught by the Associate Dean and Project LEAD is coordinated by the Associate Dean. Campus Life hosts
over 40 trainings for Campus Clubs per year. These trainings are conducted and coordinated by the Campus Life Program Specialist.

**Student Worker Program** - The Office of Campus Life employs at least 10 student workers per year that work at the three department locations. Student workers receive detailed training at the start and end of each semester in addition to ongoing trainings throughout the year. By the time student workers finish the year, they are proficient in: customer services skills, office skills, teamwork, conflict resolution, time management, and MJC information. This program is coordinated by the Campus Life Program Specialist.

**Volunteer Program** - The Office of Campus Life coordinates the MJC Volunteer Program. This program is designed to give students an organized manner in which they can volunteer and get involved in the community. Students attend various volunteer trainings and volunteer in the community. Students are recognized at the end of the year for their service.

Briefly describe the activities and accomplishments of the department since the last program review.

Campus Life & Student Learning was directly responsible for nearly 65 campus events associated with Campus Life and ASMJC. Additionally, Campus Life prepared paperwork, expenditures, and followed up for over 100 club events and activities.

**Campus Life**

- African American Education Conference
- Club Rush
- Commencement
- Dr. Martin Luther King Commemoration
- Graduation Luncheon
- Homecoming
- Hispanic Education Conference
- Motivational Mondays
- Positive People Speaker Series
- ASMJC Child Development Day
- ASMJC Connecting with Agriculture
- ASMJC Constitution Day
- ASMJC Cram Night
- ASMJC Ears, Open, Eyeballs Click
- ASMJC Evolution of the MJC Student
- ASMJC Experiment with Chemistry
- ASMJC Financial Literacy Project (FliP)
- ASMJC Find Your Pathway
- ASMJC FLOW (Free Lunch on Wednesdays)
- ASMJC Food for Finals
- ASMJC Inside: A Showcase of Perspective
- ASMJC Library & Learning Center Awareness Day
- ASMJC Mental Health Awareness Day
- ASMJC Pirates Promotional Day
- ASMJC Skilled Workforce Career BBQ
- ASMJC You Are What You Eat
- ASMJC Write Your Way Out: Effects of School to Prison Pipeline
- ASMJC Undocumented
ASMJC Graduates- 12 of 22 students graduated. Transfer schools included UC Berkley, UC Davis, UC Irvine, UC Merced, UC San Diego, CSU East Bay, CSU Fresno, CSU Stanislaus

Campus Life Grade Point Average- 43 students were awarded the Campus Life Academic Excellence Award for having a grade point average of 3.0 or higher.

MJC Commencement- Over the last three years, the MJC Commencement ceremony has witnessed the largest student participation rates in school history with 427 (2015), 575 (2016), 525 (2017).

Project LEAD- 17 of the 20 students enrolled in Project LEAD for the Fall 2016 semester completed the program. In the Spring 2017 semester, 29 of the 32 students enrolled in Project LEAD completed the program.
Student Achievement and Completion

College Goal for Student Achievement: Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the completion rate from 43% to 53% on the CCCC Scorecard Completion Rate for Degree and Transfer [view] by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

Success

The following questions refer to data from the Success Rate Data Dashboard or data regarding student achievement from the Office of Institutional Effectiveness. If using the data dashboard, use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

First, define the achievement data you are using for program review. What groups are you measuring? What indicators are you measuring? For how long (two-year trends are recommended)? Is there a comparison group—for example, against the college average or students who do not participate in your activity?

The achievement data that is being used is the success rates of students enrolled in Social Science 58: Student Leadership 2014-2017. Additionally, data highlighting the academic performance of students participating in student government will be used. Each of these groups are compared to the overall institutional data.

Consider your data. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data? Write a brief analysis.

Social Science 58-Course Success Rates

In looking at fall semesters since 2014, the data shows the following: in 2014, there was an 81% pass rate; in 2015, there was no class; and in 2016, there was an 82% pass rate. In looking at spring semesters since 2015, the data shows the following: in 2015, there was a 93% pass rate; in 2016, there was a 64% pass rate; and in 2017, there was an 81% pass rate. With success rates being consistent over the last three years, excluding one semester, Social Science is contributing to the college’s goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

These rates were consistent and somewhat expected. There was a major gap in the success numbers for spring 2016 as the Course Success Rate dropped to 64%. This was due, in part, to several students dropping the course. The pass rates for students that completed the course each semester were quite high. The gap needs to be addressed through intentional interventions.

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. Social Science 58 contributes to the college mission by teaching students the basic components of leadership and how it applies to every part of their
lives, including each and every part of their academic pursuits. MJC looks to facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens. Social Science 58 guides students through the learning process by teaching the significance of character, innovative thinking, and the importance of being involved.

**Student Government Grade Point Averages**

In looking at fall semesters since 2014, the data shows the following: in 2014 a 2.73 average GPA for Student Government students versus 2.18 average GPA for all MJC students, in 2015 a 2.88 average GPA for Student Government students versus 2.16 average GPA for all MJC students, in 2016 a 3.20 average GPA for Student Government students versus 2.19 average GPA for all MJC students.

In looking at spring semesters since 2015, the data shows the following: in 2014 a 2.51 average GPA for Student Government students versus 2.19 average GPA for all MJC students, in 2016 a 2.70 average GPA for Student Government students versus 2.18 average GPA for all MJC students, in 2017 a 3.37 average GPA for Student Government students versus 2.19 average GPA for all MJC students.

These rates were expected as they were listed as goals for Campus Life. Part of reaching these goals meant that students involved in student government must submit copies of and follow their educational plans, as well as submit grade checks on a monthly. This process began in the fall 2016 semester and the positive impact is abundantly clear. No large negative gaps exist in the overall performance of student government students. There is a significant gap for students not participating in student government. This was one of the more surprising elements of the data. Students participating in student government significantly outperform non student government students. Additionally, there is a rise in grade point average of 0.47 in just three fall semesters, and a rise in grade point averages of 0.86 in just three spring semesters.

**Student Government Course Success Rates by Ethnicity**

In looking at students enrolled in student government from fall 2014-spring 2017, the data shows success rates based on ethnicity as the following: the Asian student government student success rate is 92% versus 70% for all MJC Asian students, the African American student government student success rate is 63% versus 51% for all MJC African American students, the Hispanic student government student success rate is 85% versus 64% for all MJC Hispanic students, the Pacific Islander student government student success rate is 100% versus 64% for all MJC Pacific Islander students, the white student government student success rate is 91% versus 70% for all MJC White students, and the Mixed Race student government student success rate is 87% versus 68% for all MJC Mixed Race students.

These rates are consistent with the student government grade point average data. The rates were expected, again given the intervention measures taken to assist student government students with their academic performance. There are no negative existing gaps, which was surprising. The data clearly supports the notion that students across all ethnicities participating in extra-curricular activities outperform those who do not.

Campus Life & Student Learning is very connected to the overall mission of Modesto Junior College. With MJC being committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning, Campus Life & Student Learning is
connected to the mission through the current success of Social Science 58 and student government. As the collage aspires to reach the goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022, Campus Life does and will continue to contribute to this goal. This progress is attributed to the student success in Social Science 58 and the stellar academic performance of students participating in student government.

Given the data, what is your set goal for success? Does your department and individual course rates meet this goal? If your rates for success are lower than your goals, what are your plans to improve them?

**Social Science 58**

The course success rate goal for Social Science 58 is 80%. At this time, the fall semester data shows an average success rate of 81% over the past three years. The spring semester shows an average success rate of 79% over the past three years. We are meeting that goal on average but plan on improving the rates in order to surpass the goal.

![Course Success Rate for SOCSC-58](image)

Consider your department equity rates on the Success Rate Data Dashboard (by pressing on the equity tab) or through the data provided by the Office of Institutional Effectiveness. Examine your disaggregated data over the last two years. Consider any student equity gaps—the differences across student populations, especially in relation to the highest performing group. How do you plan on addressing issues of equity in your area? In other words, how do you plan on closing achievement gaps across student populations?

In regards to equity work, despite not currently showing and gaps in services, it is imperative that Campus Life & Student Learning continue to evolve and grow the equity experience. If we don’t we could begin to see equity gaps in years to come. Evolving and growing includes looking at the services we offer, the policies associated with them and understanding how they are viewed and interpreted by our students. Additionally it will be import to continue to create programs, events and activities that are looked at through the equity lens.
Student Government Grade Point Averages

The GPA goal for student government is 3.0. At this time, the fall semester shows an average GPA of 2.93 over the past three years. The spring semester shows an average GPA of 2.86. These numbers are just shy of the overall goal. However, as a result of the interventions used, the fall 2016 GPA was 3.20 and the spring 2017 GPA was 3.37. This data show a very sharp rise in the academic performance of student government students over the past year.
Student Government Course Success Rates by Ethnicity

The course success rates by ethnicity for student government students’ goal is to always surpass the college average. Over the past three years, student government students have had the following rates higher than the college average: Asian 9% higher, African American 9% higher, Hispanic 18% higher, Pacific Islander 32% higher, White 17% higher, and Mixed Race 3% higher. The data shows that this goal is being met.
Student Learning Outcomes

Student Learning and Outcomes Assessment

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Service Area Outcomes (SAO)
What is your set goal for SAO success? Do your overall rates meet this goal?

Our set goal for Service Area Outcomes (SAO) is that 100% of interested students will have the opportunity to gain leadership training and development. The SAO goal was achieved with a rate of 100% for both 2016 and 2017.

Institutional Learning Outcomes (ILO)
What is your set goal for ILO success? Do your overall rates meet this goal?

Our set goal for Institutional Learning Outcomes (ILO) is 100%. The ILO goal was achieved with a rate of 100% for both 2016 and 2017.

Communication
Communication development is a crucial component to any student learning environment. The ability for a student to learn to be expressive, articulate, and to work with others to effectively communicate is essential. In Campus Life & Student Learning, students that participate in Project LEAD are taught these communication skills directly. Project LEAD hosts seven seminars each semester on various topics, one of which is communication. This seminar discusses the importance of communication and how to develop communication. Students then get to put these newly-learned skills into use when they plan, develop, and implement their own community service activity. They also get to use their new communication skills when scheduling and attending mentoring sessions with campus administrators.

Creative, Critical, and Analytical Thinking
The foundation for any great leader is the ability to be a strong critical thinker with the ability to analyze situations. In Project LEAD, students work on a community service project throughout the semester. This project requires that they come up with an innovative idea, develop the parts that must be put in play to ensure the project is a success, and analyze each step and component of the project.

Cultural Literacy and Social Responsibility
Being civically minded is an essential part of leadership. Project LEAD has a major focus on social responsibility, cultural interactions, volunteerism, and civic engagement. This occurs through several different avenues. The seven seminars that take place each semester are taught mostly by esteemed members of our community. Each of these presenters is active in the community. They not only teach the seminars, but many connect with students after the seminars in a mentoring capacity. One of the seminars taught in Project LEAD specifically centers on the topic of service and being engaged in one’s community. Additionally, students must complete a civic engagement project in order to successfully complete the program.

Information and Technology Literacy
Students who participated in Project LEAD, in an effort to meet program objectives, learned how to become more technology literate. This was achieved by the research of program
topics and projects, the creation of social media campaigns, and the use of technology for developing better time management and communication skills.

**Personal and Professional Development**

The entire existence of Project LEAD is to ensure that students develop lifelong personal growth tendencies and success in the workplace. Through their participation in leadership seminars and mentoring sessions, students learn specifically how to identify and assess individual values, knowledge, and skills to reach personal and professional goals. Student participation ensures students increase their ability to apply skills of cooperation, collaboration, negotiation, and group decision making. Evidence of this is in the Campus Life Student Services Learning Outcome which asserts that Students entering the Project LEAD program will increase skills regarding MJC History, Teamwork, Conflict Resolution, and Time Management. For the Fall 2016 and the Spring 2017 semesters 100% of the students completing the program achieved this outcome.

**Continuous Quality Improvement**

If your rates for success for any SAOs or ILOs are lower than your goals, what are your plans to improve them?

While there are no success rated were lower than our goals, it still remains a top priority to not only meet our equity goals through our SLOs, but to exceed them. If we don’t we could begin to see equity gaps in years to come. Evolving and growing includes looking at the services we offer, the policies associated with them and understanding how they are viewed and interpreted by our students. Additionally it will be import to continue to create programs, events and activities that are looked at through the equity lens.

**Equity and Success**

Do your rates for your SAOs and ILOs vary across student populations? How you do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

Our rates across student populations do not vary. The data shows the following success rates across student populations: Asian 100%, African American 100%, Hispanic 91%, Pacific Islander 100%, White 90%, Mixed Races 100%. At this time, there are no gaps. Students from various populations are experiencing high levels of student success.
Program Analysis

Program Personnel

Please refer to the Department Faculty and Sections Dashboard to supply the names of faculty and adjuncts for the periods requested, and also supply the names of classified professionals and administrators in your area. Additional comments or narrative can be added below.

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<tr>
<td>Alejandra Espinoza</td>
<td>ASMJC Faculty Advisor-Part-Time</td>
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<td>Monika Schortner</td>
<td>Graphics Specialist-50%</td>
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<tr>
<td>Bryan Justin Marks</td>
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Additional Notes regarding personnel

Only 2 out of 6 employees are full time. Both 3/4 employees and the 50% employee are not funded by the institution, but they are funded by the student government (ASMJC). Campus Life facilities are manned by two ¾ employees, student government is manned by one part time faculty member, and all of Campus Life is manned by one full time classified staff member and one full time administrator.
Long Term Planning and Resource Needs

Long Term Planning

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

Campus Life & Student Learning is one of the fastest growing departments at Modesto Junior College. In looking at trends within the department over the past two years which include, the increase in programming and services, the increase in locations, and the increase in the development of students participating in extra-curricular activities, it is realistic to believe that Campus Life & Student Learning would grow in services, breadth, and staffing.

MJC data clearly supports the notion that students who are involved in extra-curricular activities are more successful in school. What many on campus often fail to realize is how many of these activities tie directly into the classroom and over academic experience. For example, MJC currently has 32 campus clubs. Of those 32 campus clubs, nearly half are directly tied to an academic discipline and are directly supervised by a faculty member affiliated with the academic discipline.

By 2020, it would be very realistic to see the department double in the clubs on campus, the programming, and student development activities offered. This will be a very large contributor to the colleges overall mission and the goal to increase the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.
Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

Campus Life & Student Learning outreaches to students from disproportionately impacted groups by connecting with area high school Associated Student Bodies (ASBs) to connect them to campus extra-curricular activities at MJC. Campus Life & Student Learning inreaches to students from disproportionately impacted groups on campus through marketing, events, and activities to connect them to campus extra-curricular activities.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

Campus Life & Student Learning provides training to faculty to support the success of students at risk of academic failure through faculty participation in clubs and student government. For campus clubs, more than 30 training workshops are offered each year to ensure student success in clubs, which include a focus on academics. One goal for the next year is to focus on the academic success of students participating as executives in clubs.
Executive Summary

Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

It is a challenge for many to understand what exactly Campus Life & Student Learning is and, even moreover, the role this department plays in both instruction and students services across the entire campus in achieving student success. Campus Life & Student Learning has grown very quickly over the past two years. From 1999-2015 the department was known as Student Development and Campus Life. During this time, the department oversaw student government, processed student government and club paperwork, and hosted nine events in five years with no new programming. Additionally, the department coordinated commencement activities.

In 2015, Student Development and Campus Life changed to Campus Life and Student Learning. In the time since that change, Campus Life and Student Learning has grown significantly. Student Government now hosts 45-55 active campus events per year. These events include anything from Club Rush and Agricultural Day to Free Lunch on Wednesdays which happens every single Wednesday and feeds over 10,000 students a year.

New activities in the Campus Life & Student Learning department now include: MJC Homecoming (football-fall, Basketball-spring), Positive Speaker Series, Hispanic Education Conference, African American Education Conference, Campus Conversations, MJC Welcome Week, Campus Life Gala awards ceremony, and Motivational Mondays.

New programming in the Campus Life & Student Learning department now include: Project LEAD, Student Internship Program (SIP), and the Volunteer Program.

In addition to programing and activities, Campus Life oversees the operations of 32 Campus Clubs that includes participation from over 40 faculty and staff and over 300 students. Half of these clubs are directly related to instruction. Campus Life also oversees the entire ID Card operation for students, faculty and staff on two campus. This function includes issuing anywhere between 3,000-4,000 IDs per year. Lastly, Campus Life oversees the ASMJC Benefit Program that provides free scantrons, green books, pencils, and print cards. This program serves over 1,500 students per year.

Campus Life and Student Learning directly contributes to the MJC Mission, Institutional Learning Outcomes, as well as closing equity gaps as part of the college equity plan. This is highlighted in several parts of this program review. Most notably, this contribution is highlighted by the success rates of the department. While many departments are in need of a variety of resources, the only glaring need of Campus Life and Student Learning is a full-time advisor for student government. This additional resource would allow the Campus Life and Student Learning department to fully meet the needs of the student body and the institution.