

# **STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW**

## **Student Activities FISCAL YEAR 2017**

## FY2016: Student & Academic Support Services: **Student Activities**

### What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

### Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

### Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-August	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the VP of Research, Planning and Information Affairs.
Fall semester	Areas conduct their program reviews using this template. The Vice President is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the VP for review to stay apprised of progress.
<b>December 20 or sooner</b>	<b>Program reviews are due.</b> Area supervisors/leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College's Program Review Committee and the Administrative Review Team will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results are fully substantiated. Recommendations are placed in writing and forwarded to the president.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <b><i>approved</i></b> program reviews should be completed. They will be forwarded by the VP to President's Cabinet for consideration.
April	Areas will submit next year's operational plans, including action items identified in the program review.

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### Instructions

- The program review leader will form a program review team comprised of 3-4 individuals recommended from the following groups:
  - Area/department staff
  - Other employees that are outside the department
  - Students
  - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
  - Past Operational Plans for your area (last five years)
  - Last Program Review for your area
  - Access to the College catalog (online)
  - Access to Student Satisfaction Inventory (SSI) data from Noel-Levitz (online)
  - Personalized surveys for your department
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed.**
- The Leader of the area's program review committee is responsible for submitting a completed program review. The Leader should submit the following by **December 20<sup>th</sup>** or earlier to the VP:
  - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
  - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
  - Submission of the completed PR template to the Program Review Committee and ART alone does not constitute approval.
  - The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee and ART may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
    - Reviews must be approved by the committee *by April* in order for budgetary requests to be considered. Reports submitted after December 20<sup>th</sup> may not be approved by the Program Review committee and ART by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

**Data forms** will be supplied to you as an **appendix** and attached as a separate file. Please access this file in order to answer the questions found within this template.

**QUESTIONS:** Contact the Vice President of Research, Planning, and Information Affairs, Steve Nunez (ext. 263), with any questions regarding your program review.

## **Major Functions and Alignment with the College Mission**

**College Mission:** SVCC is dedicated to teaching and scholarship while engaging the community in lifelong learning, public service, and economic development.

**Identify the major functions carried out by this unit and how they align to the SVCC mission (include as many as are appropriate):**

The mission of Student Activities is to involve and support students in extra-curricular activities which will help develop life skills such as critical thinking, effective leadership, problem solving, decision making, goal setting, cultural appreciation and the ability to relate with people who are different from oneself.

Student Activities aligns with the college's mission by supporting:

- **Teaching and scholarship:** providing leadership trainings, educational and cultural programs as well as opportunities for students to serve in college committees that enhance the college experience. It is through these educational programs and opportunities that students receive the needed support, learn about responsibility, experience success, and assume leadership roles within the college and in the community.
- **Engagement in lifelong learning, public service, and economic development:** promoting a sense of community. Students clubs and organizations provide students with the opportunities to make meaningful connections and work as a team practicing problem solving, communication, critical thinking, leadership, and cultural competency. It is through learning about community affiliations, fundraising as a group, and participating in volunteer activities or community service that students can experience a sense of belonging, and feel empowered to make a difference.

The functions carried by Student Activities help create a positive impact on students and draw potential students to the institution by offering a welcoming and comfortable environment where students do not feel isolated and can grow and develop socially while having fun with peers.

The Student Activities Coordinator:

1. Directly advises and provides leadership to the Student Activities Board in financial matters, programming, workshops, and general administration.
2. Administers the annual budget.
3. Oversees all recognized student clubs/organizations and students who wish to create new organizations as needed in order to provide diverse and comprehensive opportunities.
4. Reviews and processes all event and performance contracts for student activities.
5. Updates the student organizations manual as needed.
6. Attends an annual regional programming conference with the Student Activities Board to network with other college representatives and expose the Students Activities Board to opportunities for programming of events, speakers, and performers.

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1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

Even though the financial data shows being a little over budget in FY 12, 13 and 14, there were salaries budgeted in those years that were not spent. The current allocated budget has been adequate for the needs of the program and Student Activities continues to negotiate fees to reduce costs.

2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

The Student Activities budget remained mostly the same for FY 13, 14 and 15 but it went through a \$10,000 budget cut in FY 16. The Student Activities Coordinator made the best effort to negotiate prices with speakers and performers and hiring local talent in order to minimize negative impact to the quantity and quality of student-centered entertainment and educational programming.

3. *Describe* what your area did during the previous five years to improve the program's financial viability.

To reduce expenses, Student Activities has hired local talent to perform at Sauk and has collaborated with other colleges to bring in entertainers and speakers in the same time frame for a lower price.

4. Describe what your area will do over the next five years to improve the financial viability of the program.

Continue to look for local talent and enthusiastic community leaders to invite as performers or presenters and continue to collaborate and network with other colleges to get programming ideas and presenters at a price range we can afford. To assist clubs in raising funds during spring 2017, the office of Student Activities will provide an opportunity for clubs to sell tickets to a concert, to be held on campus, and divide the profits between the clubs that assist in the ticket sale. If enough funds are raised and good attendance is obtained, similar opportunities will be offered in the future.

→**Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.**

## **PART 2: QUALITY**

### **STAFFING**

5. Using **Table 2** as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

The staffing remained the same until FY14 when an eight-hour per week work-study position was added to assist with basic office duties and event logistics. In addition to coordinating Student Activities, the Student Activities Coordinator also serves as Cross-Cultural Coordinator and is responsible for providing assistance to the Hispanic community, especially limited English speakers by connecting them to college and community resources as well as organizing programs

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that expose them to higher education. At the current funding level this is the appropriate level of staffing to accomplish all of the Student Activities duties and responsibilities.

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

<b>FY needed</b>	<b>Name of Position</b>	<b>Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.</b>	<b>Estimated Salary and Benefits (\$)</b> (contact the Director of HR for estimate)
	NONE		

→If applicable, add the proposed staffing changes to the Operational Planning matrix for the appropriate FY.

**PROFESSIONAL DEVELOPMENT**

7. List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don’t include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place “none” in the description area.

<b>Full-time Employee Name</b>	<b>Description of Professional Development Activities (list all activities for each individual in one row)</b>	<b>Fiscal Year of Activity</b>
Ana Salgado	2012, 2014, 2015, 2016 APCA Regional Campus Activities Conference – Conference focuses on program planning, risk management, multicultural education, community service initiatives, and student and professional leadership development.	FY 13, 15, 16, 17
Luis Moreno, Former Dean of Student Services	2013 National Association of Campus Activities (NACA)	FY 14

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8. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

<b>Part-time Employee Name</b>	<b>Description of Professional Development Activity</b>	<b>Fiscal Year of Activity</b>
N/A		

9. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

<b>Employee Name/Position</b>	<b>Description of Specialized/Required Professional Development Activity (include the word “required” in the description)</b>	<b>Fiscal Year Necessary</b>
N/A		

→Add the required professional development to the Operational Planning matrix for the appropriate FY.

10. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

<b>Employee Name/Position</b>	<b>Description of Anticipated Professional Development Activity.</b>	<b>Fiscal Year(s) of Activity</b>
Ana Salgado, Student Activities Coordinator	APCA Conference	FY 18, 19, 20, 21, 22

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→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

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**EQUIPMENT & SUPPLIES**

11. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

<b>FY Needed</b>	<b>Name of Item</b>	<b>Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).</b>	<b>Quantity (#)</b>	<b>Unit Cost (\$)</b>	<b>Total Cost of Equipment (\$)</b>	<b>Additional Annual Cost (if applicable) (\$)</b>
FY18	Pool table for game area.	Games in the cafeteria provide a way for students to relax and have fun between classes. The pool table that is currently in the cafeteria was purchased in fall 2011, it will need to be recovered with new cloth and repaired since pockets are worn and the balls are starting to get stuck in the ball return. A new table costs between \$3500-4000, therefore repairing the current table or purchasing a used one will be less expensive than purchasing a new one.	1	Cost to repair \$350-\$400  Used table \$600		
FY20	Inflatable games.	Inflatable games will most likely need to be replaced. Current games were purchased in 2010 for \$8740. The inflatables have been a key attraction to events. They create a high level of excitement and attendance at the fall and spring SaukFest which leads to increased awareness and involvement in student organizations. Renting three inflatable games costs about \$2000 each time justifying the expense of purchase.	1		\$10,000-12,000	

→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

**FACILITIES**

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12. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

<b>FY Needed</b>	<b>Describe why it is necessary to conduct the renovations?</b>	<b>Describe the renovation and what area of the building (room #) it will affect.</b>	<b>Estimated Expense (\$)</b> (contact the Director of B&G)
	NONE		
		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

→If facility improvements are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

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### SERVICES

Student Satisfaction Inventory (SSI) to help answer some of the following questions.

13. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years?

Fiscal Year	Average rating (0-4)
2010-2013	<p>Ratings on a scale of 1 to 7.</p> <p>I have the opportunity to participate in extra-curricular activities. Importance: 5.84 Satisfaction: 5.67</p> <p>I am aware of leadership opportunities afforded to me through student clubs/organizations. * Importance: 5.64 Satisfaction: 5.60</p> <p>*Per the Analysis of the 2010 and 2013 Student Satisfaction Surveys, Student Activities substantially grew in student satisfaction from 2010 to 2013, having the largest increase in satisfaction of all questions.</p>
2015	<p>I have the opportunity to participate in extra-curricular activities - Importance: 5.78 Satisfaction: 5.73</p> <p>I am aware of leadership opportunities afforded to me through student clubs/organizations such as student government, PTK, etc. - Importance: 5.75 Satisfaction: 5.63</p>

14. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

After the 2010-2013 survey, Student Activities focused on promoting leadership opportunities and events. The 2015 survey demonstrated that students grew more aware of leadership opportunities and events through student clubs/organizations.

15. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

Student Activities administered an in-house survey in fall 2014 through Survey Monkey to assess students’ preferences regarding events. The survey collected data from 182 students. Results of the survey indicated that work, homework and driving back to campus prevented them from attending student activities events or joining a student organization. Students were asked if they prefer live

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entertainment events or interactive events. A majority (63.43%) indicated that they prefer live entertainment. 81.71% of students prefer social programs: comedians, performers and musicians, 41.14% prefer social justice programs: community service, diversity and environmental programs, 36% prefer personal development: finances, communication, conflict resolution, and 16% indicated lectures. Respondents were also asked about the best way to notify them of upcoming events, email was the preferred method. In response to the survey, more social programs have been offered and emails and text messages have been sent to students regarding events. Survey results help guide the order of preference but price and availability of artists and speakers play a large role in booking events.

16. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

Yes, in order to better serve students, an in-house survey through Survey Monkey will continue to be administered every two years starting fall 2017 to determine students' participation in student organizations and activities, barriers to getting involved, students programming preferences, best days/times to hold events, social media preference, and best ways to notify them about Student Activities opportunities.

→If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.

**If a survey instrument has not been approved by SVCC's IRB, contact the VP for approval.**

17. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; **OR** indicate "None."

Proposed Change	Proposed Fiscal Year Implemented
NONE	

→If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

**MARKETING**

18. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	Marketed activities and events through the web, online college calendar, Facebook page, posters, flyers, TV monitors, marquees, press releases, emails to students and employees, text messages, Chamber offices' online calendars, and posting posters at local restaurants.
2.	Announcements at all Student Activities events and Student Government meetings, and by word of mouth.
3.	Presentations and Student Activities video showings at Jump Start sessions, New Student Orientations, and Discover Sauk Days.
4.	The First Year Experience course includes an assignment in which students interview the Student Activities Coordinator, club advisors, and club officers about student involvement, this

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has helped inform and motivate students to join student clubs/organizations and attend Student Activities events.
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19. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? [It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.](#)

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
Update Student Activities video used in FYE.	Increase the appeal of getting involved in Student Activities.	FY18
Include articles written by Student Government officers in the student newspaper that promote Student Activities.	Increase awareness of student involvement benefits.	FY 17
When possible, arrange performer interviews for the Student Newspaper staff to be included in student newspaper.	Increase awareness of entertainment events that are open to students and the community.	FY 17

**Additional Information**

20. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put “none”.

NONE
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21. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively (or positively) affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or accreditation expectations OR indicate “none.”

Describe the “imposed change”	Fiscal Year change will take affect
NONE	

22. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
NONE	

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix during the appropriate FY.

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23. Use the space below to tell the PR committee about any program issue or concern not already addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

NONE

→**If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.**

24. Use the space below to tell the PR committee about any program accomplishments that were not already addressed within this program review or indicate “none.”

- The Student Activities Office is now more accessible to students since it is located in the new Student Services Center.
- Student Activities videos were created in FY 13, 14, and 16 to communicate the role and benefits of student involvement.
- To defray expenses to the Student Activities budget, the Student Activities Coordinator increased collaboration with community agencies to co-sponsor the 2013, 2014, and 2015 Empowering Disabilities Expo. Partner agencies included the IL Dept. of Rehabilitation Services, Kreider Services Inc., NICIL, Ogle County Education Cooperative, and Jack Mabley Center. These partner agencies reached out to their contacts for donations and sponsorships to fund the majority of the cost associated with hosting these events. Through these collaborations, **Student Activities offset approximately \$12,000 in expenses** during FY 13 and FY 14 alone.
- Student Government opened a 1991 time-capsule on April 20, 2016 and created one to be open in 25 years.
- Hosted Pizza with the President during fall and spring semesters of FY 14, 15, 16 and invited college personnel to Student Government meetings to introduce students to them and increase students’ awareness about college resources.
- Student Activities funded and helped organize the Take Me Out to the Ball Game events on April 2014, 2015, and 2016 to support baseball and softball teams.
- Fall and Spring leadership trainings that expose students to new ideas, stimulate critical thinking and discussion presented by well-known professional speakers have been offered for students and evaluations showed appreciation of the programs and learning as a result of their participation. For one of the training evaluations, students were asked to choose the top 2-4 areas of their life that will have the most improvement directly because of the presentation. The top choices were confidence and risk taking. This was closely followed by: leadership, communication, personal awareness and personal fulfillment.

Students’ comments from different sessions were overall positive: “I will be more open to trying new things, step out of my comfort zone and do things I normally wouldn’t.” “Speaker was very good, kept my attention from beginning to end.” “Very inspirational and funny.” “This was amazing.” “Bring him back.” “I had a lot to walk away with, and even more to share with others. The physical interactions kept us energized and made this so much more interesting. I was expecting lecture and PowerPoint, but this was an awesome workshop!”

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- Two of our students, Drew Dawson and Tristan Bushman, participated in the 2016 APCA Midwest Regional Campus Activities Planning Conference's Talent Show and Tristan Bushman won the competition. Our Student Activities Board also won 1st place in both, the t-shirt and novelty items competitions.
- The following clubs were established: Future Educators – Spring 2012, Social Justice and Science Clubs – Fall 2014, Pep Band – Spring 2015, Psychology Club – Summer 2016, Art and Table Tennis Clubs - Fall 2016.
- There are currently 21 student clubs & organizations that consist of anywhere from 8 to 25 students. The following clubs initiated the use of social media by developing Facebook pages: Social Justice, Science, Future Educators, and Association for Disability Awareness.
- Seven student organizations supported the 50<sup>th</sup> Anniversary College Celebration by participating at Sauk's Safari Day with fun activities and serving as volunteers.
- With the help of their club advisors, student clubs have fundraised to cover the cost of their activities, volunteered at college and community events, invited guest speakers to meetings, and attended conferences. Some of the activities that clubs have sponsored include: field trips, blood drives, Habitat for Humanity, YWCA Increase the Peace Projects, Clothesline Project Displays, Walk-a-Mile in Her Shoes Events, Grade school RAD TECH presentations, Spanish Conversational Sessions, One Night without a Home, Clothing and Food Drives for the Homeless, Marrow Donor Registry, Adopt the Highway, De-stress with Pets, Visit to St. Francis Hospital, Pediatric Unit, Allies for Inclusion Abilities Exhibit, etc.

NOTE: Please see the attached list of Student Activities events and club sponsored activities.

### **Administrative Review Team Questions**

**Question 1. Is there an opportunity to expand the concessions (e.g., more items, more events, extended times) at Sauk events? If so, how can it be done cost effectively and still provide opportunities for clubs to raise money for their club accounts?**

Response to question 1 (please refer to any data sets or evidence to support your case):

The decision to fundraise must be made by the club members and club advisor. Since clubs are diverse and with various interests, some choose to fundraise while others do not. Although there are a variety of events offered at Sauk where clubs could sell items, good attendance to events is not always guaranteed which make it difficult for clubs to be able to raise enough funds after investing time, effort, and money into a concession sale. Also, offering concessions near the gymnasium is not practical considering the lack of kitchen facilities including running water and proper sanitation requirements.

Fundraising activities available for clubs include: internal fundraising, external fundraising, and solicitations, donation, or in-kind contributions. For external fundraising, clubs need to obtain permission from the Student Activities Coordinator and the Foundation Office, and adhere to local, state or federal regulations. In order to assist clubs, the Student Activities Coordinator will continue to look for and share fundraising ideas. This year the Student Activities Coordinator referred a club

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to a local bakery and the club raised \$1200 from their fundraiser. As mentioned in the answer to question #4 above, a fundraising opportunity through a concert will be offered in the Spring semester and if successful, and enough clubs are interested, the Student Activities Coordinator will continue to offer those types of fundraising opportunities if Student Activities budget can cover the upfront costs.

**Question 2. Does the current array of shows/events hosted by Sauk’s Student Activities provide enough interest to all student groups? Are the events held at times for students of these different groups to easily attend?**

Response to question 2 (please refer to any data sets or evidence to support your case):  
Yes, as referenced by attendance at Student Activities events and in discussion with the Student Activities Board and SGA members, Student Activities programming does provide enough interest to all student groups. In addition, student clubs/organizations, offer a variety of opportunities suitable for every student. All students have the opportunity to organize and start a club of interest if none of the clubs meet their needs.  
Some of the programs that have been offered by the Student Activities office include: comedians, hypnotists, mentalists, music performers, as well as diversity, motivational and leadership speakers. In addition, student clubs and organizations offer a variety of events and activities based on their mission and interest. Programs are offered at different times to allow all students to get involved: activity hour allows students to attend meetings, activities, and events, Student Activities has had success offering programs at 7pm on Thursdays, and attendance to Leadership Trainings has been ranged from 40-90 students on Fridays.

Question 3.

Response to question 3 (please refer to any data sets or evidence to support your case):

Question 4.

Response to question 4 (please refer to any data sets or evidence to support your case):

Question 5.

Response to question 5 (please refer to any data sets or evidence to support your case):



**STUDENT & ACADEMIC SUPPORT SERVICES  
PROGRAM REVIEW SUMMARY REPORT  
Required ICCB Report**

**Sauk Valley Community College (506)**

**Academic Year 2016-2017**

<b>Student &amp; Academic Services Area</b>	Student Activities
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**Major Findings and Improvements/Modifications to the Area**

*Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.*

Student Activities provides opportunities for students to be involved and strives to provide students with an enjoyable college experience. While offering social, cultural, educational, and recreational programs, Student Activities encourages students to use leisure time productively by participating in student clubs and organizations, attending Student Activities and other college sponsored events, developing leadership abilities, and developing connections that can provide needed support.

The biggest improvement to Student Activities has been the way events and opportunities have been promoted to students. The support from faculty, staff, and Marketing Department, has been essential and has resulted on increased student awareness of the opportunities available to them. Since work, homework and driving back to campus prevent students from attending student activities events or joining a student organization, Student Activities has continued to collect information from students about the best time to offer programs to try to offer events at a time that is convenient for them.

Unfortunately, due to some partner community organizations losing funding from the state, the Disability Expo was not offered in 2016. Student Activities plans to continue its educational programming regarding diversity and disabilities by collaborating with the SVCC's Disability Support Office and the Association for Disability Awareness Club.

Over the next five years, it will be critical for Student Activities to assist the college in reducing expenses and increasing stream of revenue. One way this can be accomplished is for the Student Activities Coordinator to invest time and energy to build connections with community agencies to co-sponsor events and connect with businesses to keep informing clubs about fundraising opportunities. Referrals from Sauk staff who collaborate with outside agencies and businesses would be appreciated to increase collaborations. Outside revenue streams will serve to supplement the Student Activities budget.

Overall, Student Activities programs strengthen campus and community relationships and reinforce a positive image for the college. Student Activities will continue to offer experiences that enhance self-esteem and assist students in developing skills that help them become productive citizens and community leaders.

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<b>Program Review Team Signatures</b>		
<b>By signing this page, the members of the review team concur with the findings of this program review.</b>		
<b>NAMES (Indicate chair/co-chairs)</b>	<b>SIGNATURES</b>	<b>DATE</b>
Ana Salgado, Student Activities/Cross-Cultural Coordinator		
Curt Rendall, Instructional Designer		
Sarah McFarlane, Academic Advisor		
Lirim Mimini, ICAP Coordinator & Adjunct Faculty		
Rebecca Munoz-Ripley, Director of Marketing & Community Services - YWCA of the Sauk Valley		
Stephanie Abarca, Student Activities Assistant (Work-Study)		

<b>Program Review Team Meeting Date(s)</b>	
These are the meeting dates for area's program review team.	
<b>11/30/16</b>	
<b>12/14/16</b>	

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<b>Program Review Committee &amp; Administrative Review Teams Recommendations</b>	
<b>This Program Review is considered complete.</b>	
<b>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</b>	
<b>Signature of the Program Review Committee Chair</b>	

<b>President's Recommendation</b>	
<b>The Program Review has been reviewed.</b>	
<b>The following are the recommendations from the President:</b>	
<b>President's Signature/Date</b>	