STUDENT LIFE

Summary of Program Review:

A. Major Findings

1. Strengths:

Over the past few years, the Office of Student Life has spearheaded the creation of the NVC Food Basket and the Basic Needs Center. Thanks to the hard work and dedication of the Student Life staff during that time, the Basic Needs Center has emerged as a stand-alone department no longer under the purview of Student Life. This will not only alleviate some of the responsibilities of our department but will also allow the Basic Needs Center to continue to grow.

Our Associated Students of Napa Valley College (ASNVC) Board currently has all vacancies filled, with students interested in volunteer roles to support ASNVC. The group is truly diverse, which is crucial to represent our campus accurately, and the group has sought ways to collaborate with staff, faculty, and administrators.

Our Angel Tree gift giving program exceeded expectations this fall. We partnered with NVC EOPS/CARE/CalWORKs programs to support children of students in those programs, along with children who attend the Child Development Center (CDC) on our campus, making a total of 98 children. All 98 children were able to receive a gift.

Our Glade Lighting event in December, although small and casual, was well attended. In the spring of 2023, we introduced the Fresh Sounds Series (a partnership with the Basic Needs Center) to host free, live performances by local musicians while providing CalFresh information to students. We hope to continue to bring new events to campus and create more annual events for the campus community.

Also in the spring of 2023, ASNVC coordinated a Food Truck Festival open to both on-campus and off-campus community members. The success of the festival led to the Office of Student Life inviting food trucks for other campus events and creating a partnership with NVC Food Services to bring food trucks to campus once a month, giving student another on-campus option to purchase food. We are now looking to invite food trucks every week to prepare for the opening of River Trail Village.

2. Areas for Improvement:

The requests for student representatives on campus committees and planning groups have increased, and ASNVC has struggled with filling all of them. We have recruited NVC students outside of ASNVC to help us meet the demand, and ASNVC will be putting a strong focus on student representation for the upcoming semester to make sure that we are effectively representing the student body while bringing information back from committee meetings.

While the college continues to build up its on-campus student population, the Office of Student Life has struggled with low participation at events. We will continue to promote events in diverse ways, reach out to students to see what type of events they would be interested in attending, and work on building a stronger bond between clubs.

The opening of our on-campus housing is quickly approaching, and Student Life could still use some more preparation. We are working on creating an Activities Calendar which will be shared with prospective residents so that they have an idea of what events they can participate in.

Our department oversees the Student ID process, and the equipment we have is outdated. We were preparing to install new equipment, but the software built for this project was lost due to the cyber-attack the college faced. It would take time and assistance from the college's IT department, but we hope to revisit installing new software to better accommodate student ID requests.

To encourage diversity and variety of clubs and student organizations, we plan to connect with our ESL department and our Learning Communities to encourage students to get involved with current clubs or create their own clubs.

3. Projected Program Growth, Stability, or Viability:

Viability. Now that the Basic Needs Center is no longer under the Office of Student Life, and to prepare for the opening of River Trail Village in Fall 2024, our department is re-focusing and re-defining itself as one of the hubs for extracurricular activities at Napa Valley College for both our regular students and our student residents. In previous years, there has been more focus on Basic Needs and less time spent developing extracurricular activities. We hope to get back to the point where we were before COVID, and then hopefully surpass that point, regarding student participation and engagement.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Office of Student Life prepares students for evolving roles in a diverse, dynamic, and interdependent world through our Student Government program and Inter-Club Council (ICC).

2. Assessment of Program's Recent Contributions to Institutional Mission:

Through Student Government and ICC, students gain leadership skills, public speaking skills, they learn how to collaborate on events and projects, and more.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Food Truck Festival: Collaboration with local food truck vendors to sell food on campus. The event was open to the community, and staff from neighboring organizations were invited.
- General ASNVC Meetings: Through Student Government, students gain leadership skills, public speaking skills, they learn how to collaborate on events and projects, and more.
- Transfer Day: Student Life partnered with the Transfer Center to help coordinate the event, where the majority of attendees are high school students. Office of Student Life staff and ASNVC board members got the opportunity to connect with several high school students.
- The Office of Student Life has organized donations from local businesses for ASNVC and NVC clubs.

C. New Objectives/Goals:

We are seeking to improve the ID card process, encourage the diversity/variety of clubs, create an activities calendar, and seek financial support exclusively for the Office of Student Life.

D. Description of Process Used to Ensure "Inclusive Program Review"

Both full-time staff in the Office of Student Life provided feedback on this Program Review, and we utilized feedback from some of the ASNVC board members.

I. DESCRIPTION OF PROGRAM

A. Program Purpose

Describe the purpose of the program – as a general statement.
Following the general statement, a bulleted list may be used to describe the services offered.

The mission of Student Life is to support the development of the whole student by providing opportunities to connect and learn from other students, faculty, and staff through serving in student government, being part of a campus club or committee, or attending an event or conference on campus.

Student Life values and supports the college experience, social justice, building community, respect for all people, learning from each other, and having fun.

Services we offer:

- Issuing Student ID cards
- Overseeing clubs and student organizations, including ASNVC
- Help with starting or reactivating campus clubs
- House the ASNVC student government office
- Coordinate several campus events

B. Alignment with the Student Pipeline

Identify how the program's areas of responsibility align with the student's experience.
At what point(s) does the program support students? Use the response in Section I.A to guide this reflection.

Student Life aligns with the student experience by promoting growth beyond the classroom. College is more than classes. To have the full college student experience, we encourage students to participate in a variety of extracurricular activities. We support them by informing students which clubs/student organizations are currently active, or how to go about creating a new club/student organization. There are many benefits to participating in student clubs and organizations. Leadership opportunities, networking opportunities, and a chance to demonstrate creativity.

C. Student Population(s) Served

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

The Office of Student Life serves the entire student population.

D. Delivery of Services (Modalities)

How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

We deliver our services in person, as well as virtual options for meetings (ASNVC and ICC meetings). Virtual option for ID requests is in progress.

E. Effective Program

Program Reflection:

What does an effective student support service of the type that your program offers look like?
Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.

Since the Office of Student Life serves the entire NVC student population, we strive to engage as many students as possible, across demographics, to participate in Clubs, Student Government, Activities, Events, etc. Either a strong percentage of the student population or a positive trend from year to year would indicate an effective student support service.

II. PROGRAM DATA

A. Demand

Students Issued ID Cards

Table 1. Summary of IDs issued, by student type.

ID Type	Count of IDs by type				Percent of IDs in AY by type		
	2019-20	2022-23	Diff.	Pct. diff.	2019-20	2022-23	Diff.
General Students	469	336	-133	-28.4%	65.0%	71.2%	***6.2%***
Health Occupations Students	253	136	-117	-46.2%	35.0%	28.8%	-6.2%
Associate Degree Nursing	78	44	-34	-43.6%	10.8%	9.3%	-1.5%
Emergency Medical Technician	32	27	-5	-15.6%	4.4%	5.7%	1.3%
Licensed Vocational Nursing	2	19	17	850%	0.3%	4.0%	3.7%
Psychiatric Technician	86	21	-65	-75.6%	11.9%	4.4%	-7.5%
Respiratory Therapy	55	25	-30	-54.5%	7.6%	5.3%	-2.3%
Total	722	472	-250	-34.6%	100%	100%	--

Source: NVC Student Life.

Note: ***Bold italics*** denote a statistically significant change from 2019-20 to 2022-23. ID data is only available for 2022-23 in this program review cycle; the most recent comparison data available is from the prior review cycle.

RPIE Analysis: Between 2019-20 and 2022-23, the total number IDs issued decreased by 34.6%. The number of student ID cards issued to non-Health Occupations (general) students declined by 28.4%, while the number issued to Health Occupations students declined by 46.2%. The majority of ID cards are issued to general students. The increase in the share of ID cards issued to general students (between 2019-20 vs. 2022-23) was statistically significant. Among Health Occupations students, the Psychiatric Technician program claimed the largest decrease in the share of IDs issued (2019-20 vs. 2022-23). The Licensed Vocational program claimed the largest increase in the share of IDs issued.

Program Reflection:

The COVID pandemic affected community college enrollment across the state. Due to the pandemic, we saw a decline in the IDs we were issuing. We are exploring ways to efficiently offer ID Card requests virtually, but that is still in the works. This semester (Fall 2023), we have already processed 309 IDs, which indicates that we will surpass last year's figure.

Table 2. Comparison of NVC students and students issued general IDs, AY 2022-23.

Group	All NVC students	Students issued a general ID	Difference students issued a general ID from all NVC students
Total headcount	6,164	322	--
Race/Ethnicity			
African American/Black	4.7%	5.9%	1.2%
American Indian or Alaska Native	0.2%	0.0%	-0.2%
Asian	14.1%	14.9%	0.8%
Latinx/Hispanic	45.7%	52.8%	***7.1%***
Multi-Racial	4.8%	4.3%	-0.5%
White	25.4%	16.1%	-9.3%
Unknown/Not reported	5.1%	5.9%	0.8%
Gender			
Female	56.3%	59.6%	3.3%
Male	40.5%	36.6%	-3.9%
Unknown/Not reported	3.2%	3.7%	0.5%
Age Group			
19 or younger	45.4%	57.8%	***12.4%***
20 to 24	26.5%	23.3%	-3.2%
25 to 29	9.6%	2.5%	-7.1%
30 to 34	5.9%	2.2%	-3.7%
35 to 39	3.6%	3.4%	-0.2%
40 to 54	5.1%	2.8%	-2.3%
55 and older	3.8%	5.0%	1.2%
Unknown/Not reported	0.1%	3.1%	3.0%

Source: NVC Student Life. NVC Colleague SIS (Retrieved October 16, 2023).
Note: ***Bold italics*** denote a statistically significant change from 2019-20 to 2022-23. ID data is only available for 2022-23 in this program review cycle; the most recent comparison data available is from the prior review cycle.

RPIE Analysis: The data reported in Table 2 pertain to fall 2022 and spring 2023. Just over 5% of all NVC students received a general ID card in those two academic terms.

The demographics of students who were issued a general ID card generally reflect the demographics among all NVC credit enrolled students in 2022-23. The exceptions to that pattern include Latinx/Hispanic students and students ages 19 or younger. Those two groups claimed a significantly larger proportion of students who received IDs that year they did among the credit-student population, with differences of 7.1% and 12.4%, respectively. White students and students ages 25 to 29 claimed smaller shares among students issued general IDs than they did among the NVC student population, with differences of 9.3% and 7.1%, respectively.

Program Reflection:

NVC Student IDs are not required, but we could increase awareness, letting students know that they are eligible for a free ID, and the benefits of getting a student ID. However, we will need more staffing and technological improvements the closer we get to providing IDs to the full student population.

Table 3. Comparison of enrollment/course-taking patterns by NVC students and students issued general IDs, by term, AY 2022-23.

Group	All NVC students		Students issued a general ID		Difference students issued a general ID from all NVC students	
	22/FA	23/SP	22/FA	23/SP	22/FA	23/SP
Total headcount	4,444	4,038	187	138	--	--
Credit units enrolled						
Full-time	31.8%	32.2%	54.5%	44.9%	***22.7%***	***12.7%***
Part-time	68.2%	67.8%	42.2%	52.2%	***-26.0%***	***-15.6%***
Unknown/Not reported	0.0%	0.0%	3.2%	2.9%	3.2%	2.9%
Course modality						
Both online and in-person	41.1%	49.2%	74.9%	68.1%	***33.8%***	***18.9%***
In-person only	23.9%	16.8%	7.5%	10.1%	-16.4%	-6.7%
Online only	35.0%	34.0%	14.4%	18.8%	***-20.6%***	-15.2%
Unknown/Not reported	0.0%	0.0%	3.2%	2.9%	3.2%	2.9%

Source: NVC Student Life. NVC Colleague SIS (Retrieved October 16, 2023).

Note: ***Bold italics*** denote a statistically significant change in the selected term between students issued general student IDs and credit enrolled NVC students.

RPIE Analysis: In 2022-2023, fewer students enrolled at NVC in the spring than in the fall (a decrease of 9.1% between terms). The number of general ID cards that were issued also decreased between the two terms (by 26.2%). Table 3 compares the enrollment/course-taking patterns among the population of students that received a general student ID card in fall 2022 or spring 2023 with the enrollment/course-taking patterns among all NVC credit students in each of those terms. In both terms, full-time students claimed a significantly larger proportion of students who received ID cards than they did among the credit-student population. (Part-time students claimed a significantly smaller proportion of students who received ID cards than they did among the credit-student population.) Students who enrolled in both online and in-person courses also claimed a significantly larger proportion of students who received ID cards than they did among the credit-student population. (In fall 2022, students who enrolled in online courses (only) claimed a significantly smaller proportion of students who received ID cards than then did among the general student population.) The differences between students issued ID cards and the overall credit enrolled NVC population were more pronounced in the fall than they were in the spring.

Program Reflection:

Based off the data from the last academic year, we could improve on connecting with part-time students as well as online students. With part-time students, those taking evening classes might be harder to reach, but still possible if they have availability during the day. The real challenge lies in connecting with fully online students. Online students need a strong reason to come to campus, and we need to discover ways to encourage online students to engage in campus activities.

Participants in Student Clubs

Table 4. Summary of club participants, 2020-21 to 2022-23.

Metric	Value
Total number of students in clubs	228
Percent of students in more than one club	13.0%
Average number of clubs (for students in more than one club)	3.5
Percent of students participating in more than one AY	23.2%

Source: NVC Student Life.

RPIE Analysis: From 2020-21 to 2022-23, a total of 228 students participated in NVC student clubs. Over that period, 13% of student participants were active in more than one club. Students involved in multiple clubs over the three-year period averaged 3.5 clubs per student. Almost 25% of students who participated in student clubs did so in more than one academic year.

Program Reflection:

Compared to the full student population, we have a small group of active and engaged students. We are always looking for ways to increase the number of students who are involved in extracurricular activities by coordinating different types of events and encouraging students to create new clubs on campus.

Table 5. Club participants from 2020-21 to 2022-23, by club.

Club	2020-21	2021-22	2022-23	Annual average
Alpha, Beta, Gamma	8	12	7	9.0
ASNVC	10	11	10	10.3
Augmented Reality	11	--	--	11.0
Chemistry Club	--	--	7	7.0
Collegiate Aerospace, Astronomy, And Physics Society (CAAPS)	8	--	11	9.5
Community of Animal Lovers (COAL)	--	--	8	8.0
Dreamers of Community Change (DOCC)	10	10	8	9.3
Finance, Investing, and Cryptocurrency (FIC)	9	--	--	9.0
Ganime	8	8	12	9.3
Improving Dreams, Equality, Access, and Success (IDEAS)	--	--	7	7.0
LGBTQ+	9	9	--	9.0
Mixed Martial Arts Club	--	--	13	13.0
Nursing Student	18	22	19	19.7
Peer Coaches are Awesome	--	--	9	9.0
Phi Theta Kappa	9	18	--	13.5
Psychiatric Technician Class of 2022	--	7	--	7.0
Robotics	7	14	11	10.7
Society for Hispanic Professional Engineers (SHPE)	7	12	8	9.0
Society for the Advancement of Chicano/Hispanics and Native Americans in Science (SACNAS)	7	8	10	8.3
Total unduplicated students in time period	85	105	91	93.7
Average club participation in time period	9.3	11.9	10.0	10.3

Source: NVC Student Life.

RPIE Analysis: Between 2020-21 and 2022-23, NVC had 19 active student clubs. Participation peaked in 2021-22, with 105 (unduplicated) students involved in clubs. Over the three-year period, an average of 94 students participated in clubs each year. Approximately 58% of clubs (11 out of 19) had participants in at least two of the three years reported. The average number of participants per club ranged from 7.0 to almost 20, with an overall average of 10 students per club each year.

Program Reflection:

The list above includes both clubs and student organizations. While the college continues to boost its on-campus student population, we also hope to increase the number of campus clubs and support clubs to remain active for both fall and spring semesters. We would like to create a plan of succession so there is more continuity when executive club and student organization members transition out.

Table 6. Comparison of NVC students and club participants, 2020-21 to 2022-23 total.

Group	All NVC students	Club participants	Difference club participants from all NVC students
Total headcount	13,018	228	--
Pct of group by Race/Ethnicity			
African American/Black	4.8%	3.9%	-0.9%
American Indian or Alaska Native	0.3%	0.0%	-0.3%
Asian	13.6%	22.4%	***8.8%***
Latinx/Hispanic	40.8%	37.3%	-3.5%
Multi-Racial	4.9%	4.4%	-0.5%
White	26.4%	21.9%	-4.5%
Unknown/Not reported	9.1%	10.1%	1.0%
Pct of group by Gender			
Female	57.0%	53.9%	-3.1%
Male	40.7%	38.6%	-2.1%
Unknown/Not reported	2.3%	7.5%	5.2%
Pct of group by Age Group			
19 or younger	45.0%	33.3%	***-11.7%***
20 to 24	23.1%	34.6%	***11.5%***
25 to 29	11.2%	11.0%	-0.2%
30 to 34	6.9%	7.9%	1.0%
35 to 39	4.1%	3.1%	-1.0%
40 to 54	6.2%	2.6%	-3.6%
55 and older	3.4%	0.0%	-3.4%
Unknown/Not reported	0.1%	7.5%	7.4%

Source: NVC Student Life, NVC Colleague SIS (Retrieved 10/16/2023).

Note: ***Bold italics*** denote a statistically significant difference between the percent of all NVC students and the percent of club participants.

RPIE Analysis: Table 6 reports demographic information pertaining to the 228 participants in student clubs between 2020-21 and 2022-23, alongside the demographics among all NVC credit-students over that period. Among the three demographic characteristics (race/ethnicity, gender, and age), the following groups claimed the largest proportion of club participants: Latinx/Hispanic students, female students, and students 20 to 24 years old.

The demographics among club participants generally reflect the demographics of the credit-student population. The exceptions to this pattern include: Asian students and students ages 20 to 24 (who claimed a significantly

higher proportion of club participants than they did among the student population) and students 19 or younger (who claimed a significantly lower proportion of club participants than they did among the student population).

Program Reflection:

To better serve the student population, we need to encourage diversity and variety of clubs and student organizations to be a better reflection of our campus. A couple of ways we plan to tackle this is by connecting with our ESL department and connecting with our Learning Communities.

Table 7. Comparison of enrollment/course-taking patterns among all NVC students and club participants, by term 2022-23.

Group	All NVC students		Club participants		Difference club participants from all NVC students	
	22/FA	23/SP	22/FA	23/SP	22/FA	23/SP
Total Headcount	4,444	4,038	66	51	--	--
Credit units enrolled						
Full-time	31.8%	32.2%	65.2%	74.5%	***33.4%***	***42.3%***
Part-time	68.2%	67.8%	30.3%	23.5%	***-37.9%***	***-44.3%***
Unknown/Not reported	0.0%	0.0%	4.5%	2.0%	4.5%	2.0%
Course modality						
Both online and in-person	41.1%	49.2%	68.2%	72.5%	***27.1%***	***23.3%***
In-person only	23.9%	16.8%	16.7%	19.6%	-7.2%	2.8%
Online only	35.0%	34.0%	10.6%	5.9%	-24.4%	-28.1%
Unknown/Not reported	0.0%	0.0%	4.5%	2.0%	4.5%	2.0%

Source: NVC Student Life, NVC Colleague SIS (Retrieved 10/16/2023).

Note: ***Bold italics*** denote a statistically significant difference between the percent of all credit enrolled NVC students and the percent of club participants.

RPIE Analysis: Table 7 reports the enrollment patterns among club participants and all NVC students. In fall 2022, more students participated in student clubs than in spring 2023. The number of participants decreased by 22.7%. While the majority of NVC students were enrolled part-time in fall 2022 and spring 2023, the majority of club participants were enrolled full-time (in both terms). While the plurality of NVC students enrolled in both online and in-person courses each term, a solid majority of club participants enrolled in both of those modalities each term. These statistically significant differences are highlighted in the table.

Program Reflection:

The fall semester is usually the busiest time for clubs and student organizations due to the excitement of the start of the school year. Our department hopes to encourage students to continue to be engaged through the spring semester and support clubs to continue to be active.

III. EVALUATION OF EFFECTIVENESS

Program Reflection:

**This field might be in here by mistake, but I answered it anyway. ** The data overall highlights areas of improvement rather than areas of strength. Some data that would be helpful would be feedback from current club members, ASNVC board members, and members of student organizations.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- Creation of a Basic Needs Center.
- Increase in funds for Student Government thru Student ID sales.
- Creating positions to oversee Basic Needs program and Student Governance.
- Update and expand on campus, and Student housing, communication through the Network
- Expansion of Food Basket Program to include a Hot Meal Program

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

One of the biggest accomplishments since the last program review has been the creation of the Basic Needs Center. It has developed so well that it is no longer under the purview of the Office of Student Life. A position has also been created to coordinate the Basic Needs Center (currently a Student Affairs Specialist) who reports to the Dean of Student Affairs, Student Life & Engagement. The Basic Needs Center also has done special Hot Meal Programs, but not yet regularly. The mention of "communication through the Network" in the last review refers to the monitors that hang in various hallways throughout campus to promote campus activities and information. The responsibility for these monitors has been passed to the Public Information Office.

B. Recent Improvements

The increase in funds Activities Fee was increased from $5 to $12, with the caveat that students would get free IDs once per semester. The funds are now helping to pay for ID card materials as well as provide extra funding for student government events. There is no longer a need to increase funds through Student ID sales.

C. Effective Practices

One practice that the Office of Student Life has successfully accomplished has been developing partnerships with NVC departments, groups, and organizations. We have partnered with the Student Health Center (Blood Drive), Basic Needs Center (Fresh Sounds Series), Transfer Center (Transfer Day and Transfer Celebration), NVC Food Services (Food Truck Tuesdays), River Trail Village (Grand Opening of the Info Office), and Phi Theta Kappa (Game Night), and EOPS/CARE/CalWORKs along with the Child Development Center (Angel Tree), just to name a few.

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- (●) Viability
- ( ) Stability
- ( ) Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)
Based off Student ID cards processed (Table 1) and participation in NVC clubs (Table 4), demand has been lacking for Student Life services. We have not seen a positive trend in these areas, so our goal will be to reach the point where we were prior to the pandemic. Our department has been affected by turnover and a change in structure, but we hope to reach a state of Stability or Growth for the next Program Review.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

Many resource needs would be from our campus departments in order to help us achieve our goals. IT could help us with our ID Card process, the ESL program and Learning Communities to help us encourage students to get involved in extracurricular activities, and other departments we would be partnering with on specific events. The ID Card process may require some extra technology, and we are also looking to identify an operating budget for the Office of Student Life.

THREE-YEAR PLAN

PROGRAM:	**Office of Student Life**				
PLANNING YEARS:	2024-2025 through 2026-2027				
Program/Service	*Unit-Level Initiative*	*Anticipated Year of Implementation*	*Anticipated Outcome of Initiative*	*Description of Resource Need*	*Type of Resource Need*
Technology for IDs	Implement a new system (technological and procedural) to process student IDs.	2025-2026	At the end of '25-'26, we will have a solid ID Card process with new equipment and a new system.	We need software that is compatible with our new, unused ID card printer, as well as assistance from the IT department.	Technology
Encourage More Club Diversity	Connect with ESL and Learning Communities to increase the diversity and variety of clubs.	2024-2025	At the end of '24-'25, we will have strong partnerships with the Learning Communities and ESL program on our campus.	Promotional materials (Printed flyers, brochures, merch)	Supplies
Activities Calendar	Implement an Activities Calendar specifically for students who are living on-campus, but can be shared with all students.	2023-2024 (Current)	By Fall '25, we hope to have a strong list of annual events, and increased participation in campus events.	Staff support from individual programs we are partnering with, as well as financial support to produce the events.	Other
Operating Budget for Student Life	Identify funding for Student Life that can be used separate from the ASNVC budget.	2025-2026	At the end of '25-'26, we will have higher quality events with greater attendance.	Currently the Office of Student Life relies on funding from Student Government and does not have its own budget. We would need to identify a way for our office to have an account with funds that we can use at our own discretion.	Other

STUDENT LIFE FALL 2023

Completed by Supervising Administrator:

Robin Darcangelo

Date:

6/30/24

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The program has progressed, but COVID caused several delays with increasing student activities and engagement. The Student Life program has gained great success this past academic year and continues to evolve with student activities and events.

Areas of concern, if any:

NA

Recommendations for improvement:

Continue to increase participation and engagement with campus community and students' clubs and organizations.

Additional information regarding resources:

Continue to build partnerships to grow stronger connection and support to resources on campus.