

# De Anza College

## Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name** – Student Services | Office of College Life at De Anza College
2. **Name of individual(s) completing the form:** Maliah Kenoly, Maritza Arreola, Dayna Swanson, Dennis Shannakian, Dr. Hyon Chu Yi-Baker
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

The OCL team has actively engaged with the feedback provided by the RAPP Committee to enhance program effectiveness and align our objectives with OCL's and the institution's core values. During our biannual staff retreats, we have thoroughly reviewed this feedback, using it to strategically plan our objectives for **the year and identify areas for improvement.**

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**

There were no significant changes to our objectives and goals since our last submission.

5. **Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).**

Goal title:	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
<b>Objective #1:</b> Ensure that OCL policies and	Some DASG Finance forms have been converted to	Associate Dean (Hyon Chu) and Faculty	Student Activities Coordinators (Maritza and	A greatly reduced number of questions	Compared the feedback and data	The annual DASG Budget Request Forms were first converted to Microsoft Forms in 2024-2025 for the 2025-2026 requests. Based on

<p>procedures are clearly outlined</p>	<p>online Microsoft Forms and more are being transitioned. Further refinements and streamlining has taken place, and continues to take place, based on user feedback and increased knowledge of and improvements to Microsoft Forms. We have discussed changes to our facility reservation forms and will begin implementing them this coming winter quarter; we have implemented and are further refining a new process for submitting many of our forms to better</p>	<p>Director (vacant)</p>	<p>Dennis), Administrative Assistant (Maliah)</p>	<p>regarding completing the annual DASG Budget Request Forms, improvements in the completeness and responses on the forms</p>	<p>from the submitted annual DASG Budget Request Forms for 2025-2026 and 2026-2027</p>	<p>user feedback, the submitted data, and additional research on the functionality of Microsoft Forms, the forms were revised in Summer and Fall 2025 for the 2026-2027 request forms.</p>
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	track and manage those submissions by anyone in our office through the use of Microsoft Forms rather than email. We continue to review, update, and create, if necessary, our policies and manuals.					
<b>Objective #2</b> Streamline Flea Market and Marketspread processes	Online payments by credit card where Vendors can select their own space.	Flea Market Coordinator (Dayna)	Student Activities Coordinators (Dennis) and Student Accounts	Reports showing a change from checks to payment made by credit card.	Vendors paid by Credit Card 2024-26% 2025-75%	Redirect staff time to improve flea market experience and revenues.
<b>Objective #3</b> Seek funding from college and other sources	We continue to seek permanent funding for OCL to enhance professional staffing and office resources, addressing both programmatic and operational need	Associate Dean (Hyon Chu) and Faculty Director (vacant)	Foundation, Dean of Student Development, and VPSS	The staff have been engaged in regular staff meetings and one on one's to identify sources of potential funding. We are also looking outside the box to see if we would be eligible for grants from external	We plan to monitor our progress by developing a timeline for 2025-26	NA

				<p>resources like the state Chancellor's office.</p> <p>We will be improving our Vendorship program and looking at increasing our registration fee's and doing more outreach to local businesses to come and promote their business.</p> <p>Lastly, we have plans to host a Student Leadership Alumni event where past students involved in our DASG &amp; ICC will be invited to a special recognition event but it will also serve as a fundraising event.</p>		
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<p><b>Objective #4</b></p> <p>Enhance Leadership Training and Development of Student Leaders</p>	<p>We offer training sessions in the spring for the newly elected DASG Senators for the following academic year, and a week and a half of training for all the DASG Senators, ICC Officers, Mentors@De Anza, and Student Assistants. The trainings are robust and cover a wide range of topics including team development, conflict management, diversity, civic leadership and shared governance. We invite several guest speakers to present on the brown act and parliamentary procedures, leadership styles, and</p>	<p>Associate Dean (Hyon Chu) and Faculty Director (vacant)</p>	<p>Student Activities (Martiza and Dennis) &amp; Flea Market Coordinator (Dayna) and Admin Asst (Maliah)</p>	<p>Evaluation responses, student leader scholarship self- and peer-evaluations</p>	<p>Pre- and post-evaluation surveys just before and after Student Leadership Training; mid-year debriefs; end-of-quarter self- and peer-evaluations to assess student progress</p>	<p>We collaborated with a new partner led by LeaderShape which is a nationally recognized student leadership training institute. They provided ICC/DASG/Mentors leadership training during the Fall 2025 mandatory intensive training session. We are also building on spring training geared for transition, knowledge of resources and timelines for next year, and increasing accountability for departing officers to effectively prepare their successors.</p>
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	equity and inclusion.					
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**6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.**

<b>Goal title</b>	<b>Goal description</b>	<b>Responsible parties</b>	<b>Collaboration with....</b>	<b>What evidence will you use to monitor progress?</b>	<b>How will you assess achievement of the goal?</b>
Reduce wait times for Legal Advice services	Streamline internal processes and improve administrative support to provide timely access to Legal Advice, particularly for students facing immigration and housing issues.	Administrative Assistant (Maliah)	Student Legal Advisors, Faculty Advisor	Average wait times, number of students served, service satisfaction surveys	Compare wait times year over year; track student satisfaction and follow-up outcomes
Increase capacity to support 90+ active student clubs	Enhance advising, coordination, and engagement support for all student clubs, ensuring equitable access and participation opportunities.	Student Activities Coordinator (Maritza) and Administrative Assistant (Maliah)	ICC, Club Officers, Faculty Advisor	Number of clubs served, event participation rates, club satisfaction surveys	Track participation metrics and feedback from clubs; assess responsiveness and support quality
Enhance ICC programming and support infrastructure	Improve planning and execution of campus-wide events such as Club Day and Cultural Day, providing administrative support to ensure successful engagement and inclusivity.	Administrative Assistant (Maliah), Student Activities Coordinator (Maritza)	ICC, Event Planning Committee	Event attendance, logistical efficiency, participant feedback	Evaluate event success via attendance, feedback surveys, and post-event debriefs
Implementation of Marketspread for Office of College	Use of event software platform for OCL and associated programs. Managing internal and	Faculty Director (Vacant), Student	Student Accounts Fiscal Services	Contract executed. Layouts complete for	Accepting payments for OCL tabling. Using marketspread for space assignments for Club Day.

	<p>external activities and events with space assignments, layouts and revenue tracking. Predominately focused on club events and OCL tabling and vending from outside organizations. Help increase vendor participation.</p>	<p>Activities Coordinators (Dennis and Maritza)</p>		<p>Main Quad, Sunken Gardens, Dining Room Tables, and outside spaces for tabling and vending. Club applications with documents uploaded into Marketspread.</p> <p>Improved process for tabling and vending requests, tracking of revenue, ability to accept credit and debit cards in addition to checks and money orders, and increased revenue from increased number of vendors and other outside organizations coming to campus.</p>	
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Flea Market safety and compliance.	Fire extinguishers in 35 aisle locations. Signage and communication for ADA parking and vendor regulation compliance.	Flea Market Coordinator (Dayna)	District Facilities and Operations	Fire extinguishers, parking and vendor signage at gates dropped off and picked up each market day.	Pass City Fire Department inspections. Surveys – shoppers and vendors.
Enhance shoppers experience in food court area of Flea Market.	Purchase tables and chairs for food court and a shed to store equipment and staff to ensure cleanliness of area.	Flea Market Coordinator (Dayna)	Flea Market Coordinator, De Anza Facilities, Furniture, Fixtures and Equipment	Priority list – purchases, staffing, storage, transport	Staffing for set up, cleaning and teardown of tables/chairs each market
OCL Event Tools & Resources	OCL Website Update for event planning tools like checklists, sign in sheets, room diagrams, examples of reimbursement requests, etc to link into one page with ICC and DASG	Flea Market Coordinator (Dayna) and Student Activities Coordinators (Maritza and Dennis)	Technology Services, Student Accounts, Facilities, ICC/DASG Students	Website going live	Students using tools, less questions, less incorrect forms being submitted.
Develop the ICC student assistant position	Add (1) ICC student assistant position. Help with the 90+ clubs on campus – administrative  Funded for Jan-June 2026. Requested funding for 2025.2026	Administrative Assistant (Maliah), Student Activities Coordinators (Maritza and Dennis)	ICC Officers and DASG for funding	On task with weekly administrative responses to emails and meeting room requests, and roster tracking.	Focus of ICC Advisor (Student Activities Coordinator) on assisting ICC Officers and Clubs with growth, consistent practices and engagement
Enhance and improve the transition and learning curve for DASG/ICC/Mentors	Prepare DASG/ICC/Mentors for the fall. Use of SharePoint to access shared documents,	Faculty Director (vacant), Student Activities	DASG/ICC/Mentors Students, Student Accounts, Technology Services	Feedback from Student Accounts, Students and OCL staff	All useable practices and forms in SharePoint for each (ICC, DASG and Mentors) area. Examples of forms easily found

	<p>processes and history so new officers can see what the past officers have accomplished and use existing systems in place instead of re-creating.</p> <p>Upload information and sample forms to appropriate website, providing updated forms and examples on how to complete them.</p>	Coordinator (Maritza)			on OCL, ICC and DASG Websites.
Expansion of OCL's role and development opportunities for more students	<p>It's been an ongoing goal to provide more leadership development opportunities to our students, for those directly involved within our programs but also those that are not. Our aim for a regular workshop series would serve our greater student body by providing skills that can boost their confidence and connect them with ways to get more involved on and off campus. Further, we'd want College Life to be more centrally involved with onboarding / orientation opportunities for our student body, including Weeks of Welcome.</p>	Associate Dean (Hyon Chu) and Faculty Director (Vacant)	OCL Professional and student Staff; our student leadership programs, particularly DASG; campus programs connected to Orientation-type opportunities	Evaluations of programming, surveying topics of interest	Well-attended events, positive reviews, more partnerships across campus, more variety of students involved after introductory / workshop opportunities

<p>Strengthen Student Leadership development for OCL-program-involved student leaders</p>	<p>Our goal is to continues to develop our training (both spring and fall) to prepare our student leaders for success. Each year our students have directly provided crucial feedback, which paired with issues observed have helped give us direction for the next training. It's our intention for next year's training to better balance time for the students to independently prepare while giving more guidance in the approach. We will also focus our spring training tracking on the departing officers. as well as the incoming ones.</p> <p>Given our current scholarship process provides ensured feedback only at the quarter through the peer evaluations and reports, our aim is to create more opportunities for reflection throughout the quarter, using the goals from training to guide. Also, we want to provide more skill</p>	<p>Faculty Director for College Life (vacant), Student Activities Coordinator (Maritza)</p>	<p>DASG/ICC/Mentors Advisors; Club Advisors; leaders of DASG, ICC, Mentors; club officers and advisors</p>	<p>Evaluations before and after training; more debrief opportunities for more input; mid-quarter reflections engaging with what students learned through training and how they're applying it</p>	<p>Ensuring positive feedback of training; success of students in their roles showing preparation and engagement</p>
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	<p>development opportunities beyond fall and spring trainings to give students the opportunity to flex those leadership muscles worked during training sessions.</p> <p>The ultimate goal is to provide a leadership class that our student elected leaders as well as selected leaders can take for course credit. It would be offered during the Spring quarter after elections are completed.</p>				
<p>Improve the accessibility of our online documents</p>	<p>Review and reformat all the files for the DASG Bylaws and Codes, so they are in compliance with ADA guidelines for accessibility. Once the DASG documents are updated, assess any other documents for necessary changes.</p> <p>Many of the files for documents such as the DASG Bylaws and Codes have existed for over two decades and been edited on multiple types of systems (macOS, Windows, and web based) and apps</p>	<p>Student Activities Coordinator (Dennis)</p>	<p>Faculty Director, Student Activities Coordinator, Administrative assistant, Online Education, DSPS/DSS</p>	<p>We will use available accessibility checking tools on both the original Microsoft Word files and the PDFs for online posting and see how they score. We will also reach out to the Online Education and DSPS/DSS departments for additional checking by</p>	<p>We will use the automated scores and individual feedback to determine if we have been successful and further refine the documents as needed.</p>

	(Microsoft Word, Google Docs, and Apple Pages) and multiple versions of those apps. As a result, the formatting of the documents has been broken and in many cases, they were never properly formatted for accessibility in the first place because of technical limitations of the time and lack of awareness of proper accessibility.			people using accessibility tools for feedback if possible.	
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**7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

**❖ Institutional support and funding of our Leadership Development & Student Activities position:**

Having institutional support for this position has ensured continuity and support for our clubs and organizations that are a critical part of a thriving student engagement culture at De Anza. Since the pandemic, we have witnessed a significant increase in student club participation. There has been a notable rise in students on campus eager to engage, connect, and contribute to campus life. As we look to the future and aim to expand our student involvement initiatives, it is essential that we maintain stability in this position. Additionally, we may require further staffing in this area to effectively support our operational needs so that we may continue fostering a vibrant student engagement culture at our college.

**❖ Vacant Faculty Director of College Life position:**

The Faculty Director role is essential to the operations of the Office of College Life. Since this position was not approved through RAPP this past year, we filled it with an interim internal staff member. This decision triggered a domino effect in our department: our Student Activities Coordinator stepped into the Interim Faculty Director role, creating an opening in that

position which was subsequently filled by our Flea Market Coordinator. This, in turn, led to an opening in the Flea Market office, which we temporarily filled with an external employee from a different department.

The presence of three interim positions led to a ripple effect at the end of this Fall quarter, as all three staff members were required to return to their former roles once their term limits expired in accordance with Ed Code and HR policies. This transition caused significant disruption not only to our services but also for the staff members who had to adapt to new roles, only to revert back to their previous positions while also managing additional transitional responsibilities.

Without institutional support of this position, there will be critical gaps of service and the absence of a primary advisor for DASG. Failure to fill this position, will seriously disrupt the daily operation of the Office of College Life, as this position provides oversight and leadership for this office. However, there is good news. As of this date, it appears that the Faculty Director position has been selected by RAPP and has recently been forwarded to the College Council for approval. Should this position not receive full approval from the college, we would like to emphasize the necessity of this role for the following reasons:

Justification for this position includes:

- The Faculty Director is mandated by FHDA District Board Policy/Administrative Procedures 5562 and California Education Code Sections 76063-76065 that an advisor provide oversight of the program and approve program activities including expenditures. The California Education Code also specifies that the designated advisor must be a certificated employee. Furthermore, Board Policy requires that students are provided training and guidance to ensure they are prepared to fulfill their roles as student representatives on college and district shared governance committees. In addition, the Faculty Director will be responsible for providing training to DASG and all student clubs on the new “Stop Hazing Act” policy.
- The position is responsible for curriculum development, teaching and learning/training, assessment of student learning via SLOs, and the coordination of co-curricular activities. These areas are clearly within the role and purview of faculty members. Moreover, they are responsible for overseeing DASG budget deliberations and ensuring that students demonstrate the skills and leadership principles in carrying out their roles as student senators. Classified professionals and administrators cannot fulfill faculty roles or meet responsibilities under faculty purview.
- Finally, strong financial backing from the college ensures that the role is impactful, sustainable, and aligned with broader institutional goals—ultimately benefiting students and the entire campus community.

❖ **Addition of Administrative Assistant Position:**

The addition of an administrative assistant position to the Office of College Life has had a significant positive impact. Now in its second year, this role has enabled more effective management of the front office area including better supervision of our student assistants, creating a more welcoming and organized environment for students and guests, and assisting with a number of critical services in our department including the following:

- **Legal Advice Service Support:** The position has also streamlined the management of the Legal Advice service, enabling more efficient scheduling and timely appointments for students seeking legal assistance.
- **Support for Professional Staff:** By handling logistical tasks and administrative details, the new position has allowed professional staff to better focus on larger, high-priority projects, thereby increasing overall efficiency in supporting student activities.
- **ICC Club Support:** The administrative assistant has also taken on the responsibility of communicating with ICC clubs about their status and next steps, reducing the workload of the ICC advisor. This has allowed the advisor to devote more time to directly supporting the ICC Council's advising needs. Additionally, the administrative assistant provides general advising to the Inter Club Council (ICC) and plays a key role in support with coordinating major events such as Club Day, Cultural Day, and other events throughout the year.
- **DASG Support and Advising:** The administrative assistant also supports the logistical needs of the DASG (De Anza Student Government), providing general advising to the DASG Senate. This includes assisting with event coordination, fostering community building, and support with managing lunch set-ups, clean-ups, and materials for DASG leadership trainings, budget deliberations and senate events/meetings.

**8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.**

The addition of the administrative assistant position has greatly enhanced accessibility and support for disproportionately impacted students. By managing logistical tasks and overseeing the front desk student assistants, the role has created a more welcoming and structured environment, especially for students from underrepresented groups. This ensures all students feel valued when interacting with the Office of College Life.

The administrative assistant has also enhanced our Legal Advice Services program by ensuring timely access to our legal representative and by reducing barriers for students facing legal challenges, many of whom come from marginalized backgrounds. Our data shows that a significant number of our students seek legal assistance with issues such as immigration, housing, and other challenges that disproportionately affect our most vulnerable communities, particularly Asian, Black, and Latinx students. This role ensures that these students receive essential support without delays by providing better coordination and setting up a clear process for our students.

In addition, the administrative assistant supports the Interclub Council (ICC), including events like Club Day and Cultural Day, ensuring that clubs representing underrepresented groups are well-supported and can engage with the broader student body. This fosters a more inclusive campus environment for all students.

**9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Familiarity &amp; confidence in campus resources/practices; in equity and working effectively with others; and aspects of their leadership roles.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<ul style="list-style-type: none"> <li>• Pre-Evaluation Survey before training began             <ul style="list-style-type: none"> <li>○ Leadership experience when entering</li> <li>○ Pre-training level of familiarity and comfort level with topics related to knowledge of resources and practices of our campus</li> <li>○ Pre-training level of familiarity and comfort level with topics related to equity working effectively with others</li> <li>○ Pre-training familiarity with aspects of role</li> </ul> </li> <li>• Post-Evaluation Survey sent out right after training completed             <ul style="list-style-type: none"> <li>○ Post-training assessment of knowledge and confidence in topics related to campus resources and practices</li> <li>○ Post-training assessment on knowledge and confidence in topics related to equity and working effectively with others</li> <li>○ Post-training assessment with aspects of role</li> <li>○ Most impactful, relevant and helpful sessions</li> <li>○ General feedback of training week</li> </ul> </li> </ul>

Summary of Assessment Results

We received 49 pre-assessment and 36 post-assessment responses.

We found that coming into training, 63% have held at least one other leadership role before but not with their OCL organization, and 29% had never been in a leadership position before.

When assessing how training helped with the knowledge and confidence in campus resources and practices, we found that

- 83.3% agree or strongly agree in feeling more knowledgeable and confident about De Anza campus resources
- 75.0% agree or strongly agree in feeling more knowledgeable and confident about Roberts Rules of Order
- 75.0% agree or strongly agree in feeling more knowledgeable and confident about the Brown Act
- 86.1% agree or strongly agree in feeling more knowledgeable and confident about De Anza's grievance policy & procedures
- 94.4% agree or strongly agree in feeling more knowledgeable and confident about Title IX's importance and De Anza's procedure
- 100% agree or strongly agree in feeling more knowledgeable and confident about strategies for wellness and self-care

When assessing how training impacted the knowledge and confidence related to equity and working effectively with others:

- 94.4% agree or strongly agree in feeling more knowledgeable and confident about effective communication and boundary setting
- 91.7% agree or strongly agree in feeling more knowledgeable and confident about dealing with conflict
- 91.7% agree or strongly agree in feeling more knowledgeable and confident about effective and compassionate communication
- 97.2% agree or strongly agree in feeling more knowledgeable and confident about concepts related to DEI such as implicit bias and microaggressions
- 83.3% agree or strongly agree in feeling more knowledgeable and confident about applying DEI to their roles and practice of Transformative Leadership

When assessing how training impacted the knowledge and confidence in aspects of their roles,

- 77.8% agree or strongly agree in having more clarity on their role(s) and position duties
- 88.9% agree or strongly agree in having more clarity on the purposes of OCL and its programs (DASG, ICC, M@DA)

	<ul style="list-style-type: none"> <li>• 69.4% agree or strongly agree in having more clarity on important forms/process and how to complete them</li> <li>• 80.6% agree or strongly agree in having more confidence in their time management skills as student leaders</li> <li>• 94.4% agree or strongly agree that they were able to connect with their peers within their team and across other teams</li> </ul>
Reflection on Results	<p>Overall, these results show that our training results in significant improvement in knowledge and confidence in all the above core areas. There is still room for further development and improvement, particularly with having clarity with their roles, and clarity in important forms and processes from training. It's interesting to note that some changes made based on previous feedback seemed to result in some lower ratings in those areas (for instance, students the previous year felt too much time was spent on their roles and duties so that was shifted to be done more independently. It's clear that more structure and guidance is still needed there). We want further changes to balance the feedback received and the issues we observe with our cohorts.</p>
Strategies Implemented or Plan to be Implemented (aka: enhancements)	<ul style="list-style-type: none"> <li>• Review parts of training with the lowest percentages that agreed and strongly agreed.</li> <li>• Invite student participants to focus group discussion to brainstorm ways training can be more engaging and helpful in meeting these outcomes for all participants.</li> <li>• Mid-year survey to assess how they feel in the above assessed areas after their first quarter in their actual positions</li> <li>• Provide on-going training as needed throughout the year.</li> </ul>

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

The Office of College Life continues to play a vital role in supporting student engagement, shared governance, and a sense of belonging at De Anza College. This program review reflects the breadth and complexity of OCL's responsibilities, which include advising DASG and ICC, supporting student organizations, coordinating leadership development, managing large-scale events, and ensuring compliance with state and district requirements. Collectively, this work shapes the student experience in ways that extend far beyond co-curricular activity and directly influence persistence and connection to the institution.

At the same time, the review surfaces a significant strategic opportunity for the college to more intentionally define and invest in OCL as a fully realized administrative and functional office, rather than positioning it primarily as the advisory arm of student government. National best practices and emerging research increasingly point to student engagement, leadership identity, and

belonging as critical drivers of retention and completion. As De Anza advances its Strategic Plan and Strategic Enrollment Management efforts, the work of OCL should be recognized as foundational to those goals. Without intentional investment, there is a risk that student engagement efforts remain fragmented, that compliance responsibilities outpace capacity, and that the college misses opportunities to strengthen early student connection and long-term persistence.

The impact of temporary and interim staffing is also evident in this review. While these arrangements have allowed essential work to continue, they have required staff to absorb additional responsibilities and stretch across multiple functions, reducing efficiency and continuity. Over time, this model creates operational risk, increases burnout, and limits the office's ability to engage in forward-looking planning. Staffing stability is not simply a resource concern; it is central to maintaining consistent student support, governance oversight, and institutional memory.

There is also an opportunity to increase efficiency and transparency through more intentional use of college systems to support DASG operations. Tools such as Live25 could be leveraged to manage space reservations, tabling requests, and potentially Flea Market logistics, while maintaining student authority and decision-making within DASG. Used strategically, these systems can reduce manual processes, improve tracking and reporting, and model a mature governance structure that balances student leadership with institutional support. This approach aligns with best practices in shared governance and supports both accountability and student learning.

Looking ahead, OCL is well positioned to contribute to a more cohesive and intentional student engagement framework across the student lifecycle. This could include the development of First Time College Experience programs that support not only traditional-age students, but also older and returning learners as they build connection and confidence during their initial terms. In addition, there is potential to explore an Advanced College Experience for students who have been enrolled for two years or more, integrating leadership development, workforce exposure, internships, and partnerships that help students transition from enrollment to completion and employment. While these ideas are still emerging, they reflect the kind of innovation needed to align student engagement with workforce readiness and long-term success.

Overall, this program review reflects a dedicated team, strong operational knowledge, and a clear commitment to students. To fully realize OCL's potential, the college must continue to move toward greater staffing stability, clearer role definition, and intentional alignment with strategic and enrollment priorities. Doing so will strengthen the student experience, mitigate operational and compliance risks, and allow OCL to function as a central contributor to belonging, engagement, and student success at De Anza College.

11. Vice President/Associate Vice President Comments:

The Office of College life has played a crucial role in the development of the college's amazing student leaders over the years. The prospect of not having the Director of College Life position rehired created grave concern about the future of student

leadership development, student participation in shared governance, and the lively and vibrant campus supported by the Office of College Life. Fortunately, disaster was averted with the position received approval for filling the vacancy. This will ensure that this department and the students it trains, develops and supports will thrive for many years to come.

**Email the form to RAPP tri-chairs.**