


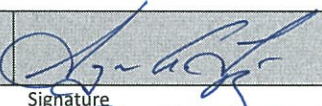


IMPERIAL VALLEY COLLEGE SERVICE AREA PROGRAM REVIEW

DATE:	2/19/2014
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DEPARTMENT/PROGRAM:	Student Affairs
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PREPARED BY:	Sergio A. López, Saria Cardoza, Emily Bill	
	Name	Signature

AREA DEAN/DIRECTOR:	Sergio A. Lopez	
	Name	Signature

AREA VICE PRESIDENT:	Todd Finnell	
	Name	Signature

IMPERIAL VALLEY COLLEGE MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

I. PROGRAM/DEPARTMENT DISCRPTION (include Vision; Mission; Services-
Functions; Funding Sources Statement)

Student Affairs shall afford a co-curricular learning environment that fosters intellectual, ethical, and personal development while promoting a sense of individual and civic responsibility by offering opportunities to participate in activities such as student government, clubs, shared governance, and cultural events. Student Affairs prepares our students to deal with a diverse society by encouraging them to understand, be sensitive to, and become educated on issues dealing with race, religion, sexual preference, and disabilities.

The Student Affairs staff and student employees are trained in the areas of facility reservations, data entry, collection and accounting in order to provide prompt and courteous service to the public. The main operations of Student Affairs are funded by the District. The ASG's activities are funded by vending and food services revenue and the Student Representative Fee.

II. SERVICE AREA OUTCOMES (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

There are a multitude of areas under the department of Student Affairs that can be assessed during any given term. The following outcomes were two key areas that the department focused on assessing over the last year and will continue to assess as needed during future terms.

1. Outcome #1: Efficiently monitor students' behavior on campus that potentially place faculty/staff/students at risk for harm.

First Phase Completion Date: Spring 2012

Second Phase Completion Date: Spring 2013

Outcome Assessment:

First Phase: In Fall 2012, the department established a Student of Concern team to coordinate responses to the student whose behavior raises concern for the health and safety of themselves or other members of the campus community. Included in the team are key campus faculty/staff to provide inter-departmental responses to student behavioral concerns.

Second Phase: By Spring 2012 the SOC team instituted weekly team meetings to coordinate timely response to student of concern issues. In Fall 2013, the team began investigating possible data tracking systems to effectively monitor and share data between team members regarding concerning student behavior. The team plans to implement a formal data tracking system by the end of Spring 2013.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

The SOC team endeavors to respond to SOC team contacts from faculty/staff within 48 business hours. Because the team is still informally gathering data about students of concern, we have not developed a data tracking mechanism, aside from saving copies of Student of Concern team form submissions through the web. The team did respond to 100% of the few electronic SOC form submissions within 48 business hours.

In the Fall of 2012, ASG senators were selected for attendance at shared governance meetings. Senator attendance has been tracked and confirmed, as noted on the attached spreadsheet. Attendance was noted as reaching 69 % of planned attendance during the 2011-2012 (See attachment A). In the 2012-2013 year, the senators attended 74% of meetings (Attachment B). The percentage rate of attendance for the Fall 2013 jumped to 93% (Attachment C).

The ASG senators also attended 5 conferences during the 2011-2012 school year, with 19 students representing IVC at these events (Attachment A). During the 2012-2013 school year, the senators attended 4 conferences, with 20 students attending (Attachment B). The current senators have several more conferences to attend before the end of the year.

The ASG also help 5 cultural events on campus during the 2011-2012 school year and 10 events for the 2012-13 school year. For the 2013-2014 school year, the ASG has held 6 cultural events on campus, with more scheduled for the rest of the year.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

The SOC team has developed into a strong advisory group that has addressed many concerning student behaviors on campus. The team members work well together and have regularly met once a week to discuss students of concern. The team faces several challenges, which we plan to address over the coming terms. First and foremost, the team must begin to formally track/document student of concern incidents/behaviors on campus that could potentially pose a risk to the student or campus community. Unfortunately, data tracking systems and risk-assessment instruments can be costly. Additionally, educating the campus community about the existence and function of the team has been challenging, as it takes time and planning to disseminate the information.

This term, the ASG senators have been very motivated to attend governance meetings and report their findings during ASG meetings. When an ASG member cannot attend a meeting, his/her fellow senators are quick to serve as alternate attendees.

In future terms, the senators will ideally attend over 75% of planned meetings.

More senators have attended leadership conference this school year as compared to last year. This representation of IVC at off-campus events is important for ASG leadership development and for students to stay apprised of relevant political issues that affect the student body.

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

The Student of Concern team is committed to formalizing and strengthening its tracking processes and advisory roles on campus. Recently, the Chancellor's office has offers no-cost technical assistance and training to programs on community college campuses that support student mental health. Consultation and staff training regarding Students of Concern is included in this support. The SOC team will continue to research information tracking systems and assess the cost and implementations of such systems. The team will also simultaneously collaborate with our assigned technical assistants and experts from the Chancellors office to compare and mirror our activities as a team with other colleges in the State.

The Student Affairs department will also continue to support the ASG's involvement in shared governance on campus, through the regular attendance of senators at identified meetings. Additionally, the ASG and Student Affairs office strive to increase student involvement in matters that affect student success and participation in activities that strengthen the comradery of our student body. This will be achieved by improve access to Student Affairs related forms and voting opportunities, via electronics means.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached "Process Improvement Opportunities" form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)

[Click here to enter text.](#)

**SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES**

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Student Affairs
<i>Opportunities for:</i>
PROCESS #1: Digitize all Student Affairs forms and make them available on Student Affairs website. (SP 13)
Work efficiencies: Allows forms to be downloaded from any computer. Less time staff spends on printing and locating forms for student, employees, and public.
Cost reductions: Increases staff availability to address other Student Affairs duties. Reduces printing costs.
Contributions to student enrollment &/or success: Staff can spend more time addressing other student needs
Supports Institutional Goal and Objectives: 2.3
PROCESS #2: Formalize Student of Concern Team's record keeping and tracking processes (FA 14)
Work efficiencies: Formalizing the record keeping and tracking will lessen the amount of time needed for the team to meet in person to discuss students. Implementing a streamlined tracking process will decrease time spent researching data about students of concern.
Cost reductions: Reduction in staff time spent exchanging data in person. Reduction in paperwork.
Contributions to student enrollment &/or success: The Imperial Valley College Students of Concern Team (SOC) is to promote a safe and healthy learning environment at IVC by coordinating response to students whose behavior raises concern for the serious health and safety to themselves or other members of the campus community.
Supports Institutional Goal and Objectives: 3.2, 3.5
PROCESS #3: Convert to electronic voting for ASG presidential, senatorial, and homecoming positions.
Work efficiencies: Reduces staffing spent on monitoring and tallying votes
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: increases student body access to and participation in the electoral process
Supports Institutional Goal and Objectives: 2.3

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)		INSTITUTIONAL GOAL(S) (Check all that apply.)
1	PAST PROGRAM GOAL #1	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<p>Identify Program Goal from Last Program Review: Digitize all Student Affairs forms and make them available on Student Affairs website. (SP 13)</p> <p> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: This objective has been implemented and has provided a convenience for the end user, but has also allowed staff to easily and accurately decipher what is being requested (attachment D).</p>	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	<p>Identify Program Goal from Last Program Review: Formalize Student of Concern Team's record keeping and tracking processes.</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4</p>
	<p>Provide detail on any improvements/effectiveness and detail status on those not fully met: This goal was not met for 2 reasons. One, the purchase of Advocate (a behavioral management system) did not occur until Fall of 2013. Additionally, the team is still undergoing the training required to customize and implement the system. The system will likely go "live" sometime during the Summer of 2014.</p>	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	<p>Identify Program Goal from Last Program Review: Convert to electronic voting for ASG presidential, senatorial, and homecoming positions.</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>
	<p>Provide detail on any improvements/effectiveness and detail status on those not fully met: The implementation of the online voting for the ASG elections has produced significant increases in the voting by the student body (attachment E). The online voting program has produced a significant reduction in time spent by staff manning polls and tabulating results. This has allowed staff to utilize this time to plan and coordinate alternative activities for students!</p>	

Comments:

FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS		INSTITUTIONAL GOAL(S) (Check all that apply.)
(Describe future program goals. List in order of budget priority.)		

FUTURE PROGRAM GOAL #1		INSTITUTIONAL GOAL(S)
Budget Priority #1		
<p>Identify Goal: Formalize Student of Concern Team's record keeping and tracking processes</p> <p>Objective: Customize and implement, Advocate, the behavioral incident management system.</p> <p>Task(s): Complete Advocate training. Finalize customization of system. Implement system.</p> <p>Timeline: Summer 2014.</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> Categorical Specify: Parking, Student Health Fee <input checked="" type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input checked="" type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input checked="" type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input checked="" type="checkbox"/> Student Services <input checked="" type="checkbox"/> Technology
		BUDGET REQUEST
		\$7,500

<p>2</p>	<p align="center">FUTURE PROGRAM GOAL #2 Budget Priority #2</p>		<p align="center">INSTITUTIONAL GOAL(S)</p>
<p>Identify Goal:</p>			<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>
<p>Objective:</p>			
<p>Task(s):</p>			
<p>Timeline:</p>			
<p>EXPENSE TYPE</p>	<p><input type="checkbox"/> One-Time <input type="checkbox"/> Recurring</p>	<p align="center">FUNDING TYPE</p> <p><input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund</p>	<p align="center">RESOURCE PLAN (Check all that apply.)</p> <p><input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing</p> <p><input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology</p>
<p>BUDGET REQUEST</p>			<p align="right">\$ _____</p>

3	FUTURE PROGRAM GOAL #3 Budget Priority #3		INSTITUTIONAL GOAL(S)
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Objective:			
Task(s):			
Timeline:			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN <small>(Check all that apply.)</small>	BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ _____
TOTAL BUDGET REQUEST			\$ _____

1. How will your enhanced budget request improve student success?

Comments:

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES (Describe learning outcomes.)	ISLO(S) [Link SAO to appropriate ISLO(s).]
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SAO 1	SERVICE AREA OUTCOME #1	ISLO(S)
	<p>Identify Outcome: Increase IVC student body's participation in ASG elections by using electronic voting system.</p> <p>Measurable Outcome Summary: Implement electronic voting process. Compare 2013-2014 election participation with 2012-2013 participation.</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: The Department is pleased with the increase in the online voting process. There was a 418% increase in the sweetheart elections held in January of 2014 (132 to 685).</p>	<input type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5

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SAO	SERVICE AREA OUTCOME #2	ISLO(S)
2	<p>Identify Outcome: : Decrease the amount of time Student Affairs staff spends on managing discipline issues by implementing the Advocate behavioral management system.</p> <p>Measurable Outcome Summary: Compare amount of time spent managing disciplinary issues in previous years to the 2013-2014 school year</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met</p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: The Advocate program was purchased in the Fall 2013 and the team is still undergoing the training required to customize and implement the system. The system will likely go "live" sometime during the Summer of 2014.</p>	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5

SAO	SERVICE AREA OUTCOME #3	ISLO(S)
3	<p>Identify Outcome:</p> <p>Measurable Outcome Summary:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5

Provide detail on any improvements/effectiveness and detail status on those not fully met:

Attachment A

Associated Student Government			
2011-2012			
COMMITTEES	# of Meetings	# Attended by Students	%
Academic Senate	15	11	73%
Board of Trustees	12	9	75%
College Council	12	12	100%
Curriculum	16	8	50%
Budget & Fiscal Planning	15	6	40%
Student Affairs Committee	7	7	100%
Total meetings	77	53	69%

Conferences Attended	# of Students Attended
CCCSAA Student Leadership - October 2011	12
HACU - October 29-31, 2011	2
Fall General Assembly - November 4 - 6, 2011	2
CCLC Legislative Conference - January 28-30, 2012	1
Spring General Assembly - April 26-29, 2012	2

Total Conferences Attended	5
# of Students Attended	19

Attachment B

Associated Student Government			
2012-2013			
COMMITTEES	# of Meetings	# Attended by Students	%
Academic Senate	13	8	61%
Board of Trustees	12	11	92%
College Council	14	10	71%
Curriculum	14	8	57%
Planning & Budget	11	9	82%
Student Affairs Committee	6	6	100%
Total meetings	70	52	74%

Conferences Attended	# of Students Attended
CCCSAA Student Leadership - October 2012	13
Fall General Assembly - November 2 - 4, 2012	3
CCLC Legislative Conference - January 26-28, 2013	2
Spring General Assembly - April 25-28, 2013	2

Total Conferences Attended 4
 # of Students Attended 20

Attachment C

Associated Student Government			
Fall-2013			
COMMITTEES	# of Meetings	# Attended by Students	%
Academic Senate	8	6	75%
Board of Trustees	7	6	86%
College Council	6	6	100%
Curriculum	7	7	100%
Budget & Fiscal Planning	6	6	100%
Student Affairs Committee	4	4	100%
Total meetings	38	35	92%

Conferences Attended	#of Students Attended
CCCSAA Student Leadership - October 2012	13
HACU - October 26-28, 2013	2
Fall General Assembly - November 1 - 3, 2013	2
Spring General Assembly -	Scheduled

Total Conferences Attended	3
# of Students Attended	17

Attachment D

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Having trouble finding something or have a question? Contact Us | Main Campus Phone: 760-352-8320 (Directory)

Having trouble logging into your student email? The new login link is: <http://outlook.com/students.imperial.edu>

Home For Students Student Affairs

Student Affairs

Office Hours: Monday-Friday; 8:00 a.m.-5:00 p.m.

The central mission of the Office of Student Affairs at Imperial Valley College is to assist students, staff and the community by providing them with information regarding student activities, campus organizations, and social and recreational activities, as well as coordinating the use of facilities on campus.

The Student Affairs staff and student employees' are trained in the areas of facility reservations, data entry, collection and accounting in order to provide prompt and courteous service to the public.

Sections

- Associated Students
 - Agenda & Minutes
 - Forms
 - Past ASG Presidents
 - Past ASG Senate
- Campus Clubs
- Facility Request
- Handbook for Student Leaders
- Policies
 - Student Complaint Form
 - Student Complaint Policy
- Staff
- Students of Concern

Sections

- Associated Students
- Campus Clubs
- Facility Request
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- Policies
- Staff
- Students of Concern

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For Employment Opportunities, please visit www.imperial.edu/jobs | Website Problems?
[AlertU Emergency Alerts Signup](#) | [Student Complaint Policy](#) | [Campus Smoking Policy](#) | [Student of Concern Form](#) | [IVC Facebook Page](#)

Attachment E

Associated Student Government

Elections

	2012-2013	2013-2014
Junior Senate Elections	*Elections were not held in Fall 2012 due to lack of candidates.	Online Voting 713
Sweetheart Elections	132	Online Voting 685
Presidential Elections	299	Elections are scheduled to be held: April 7 & 8, 2014
Senior Senate Elections	289	Elections are scheduled to be held: April 7 & 8, 2014
Mr. & Ms. Freshman/Sophomore Elections	283	Elections are scheduled to be held: April 7 & 8, 2014