2012-2013
Student Services Annual Plans, SLOs and Program Reviews

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ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Outreach and Application

2. Team Leader: Ariackna Alvarez

A. Team Members: Robert Hood and Manuel Delgado

B. Program mission and vision

It is the mission of the High School and Community Outreach Program to be the ‘face’ of Cañada College and support its’ mission by encouraging high school students and community members, especially those from underserved populations, to pursue a college education via the excellent Cañada College programs and services, as an avenue to reach their career and life goals.

3. Program / Department Data Measures – and reflection

In this past cycle, the following data measures were used. The department catalogued PEP attendees according to high school, revealing enrollment numbers per feeder school. It also evaluated feedback from high school counselors, and reviewed the college’s annual enrollment data. The department also used Google Analytics to determine the demographic of the college’s webpage audience.

The department’s recent accomplishments are myriad and impressive. The department now has its own departmental email service, as well as online campus tour requests. It also created new marketing publications, such as flyers for potential students at outreach events. The amount of off-campus application workshops also increased from six to 12. Some of the locations included South Francisco High, Aragon High, Sequoia High, Woodside High, and East Palo Alto Phoenix Academy. Lastly, in late Fall 2011, the college fulfilled Objective 3.1 from the Educational Master Plan and created an Outreach Advisory Committee. The committee’s first task was organizing the college’s inaugural open house.

There have been many changes to outreach in the last year. With more high school students courting community colleges due to reduced restrictive admissions at four-year schools, the department has responded to the increased demand. Feeder and non-feeder schools are requesting more assistance from the department in application workshops, campus tours, parent workshops and one-on-one help. The college has developed many new academic programs and services. Outreach has thus created specific training sessions to learn and promote the new services. The Student Services Division has undergone changes increasing staff workload. The increase has also forced outreach to assist the Student Services Division with non-outreach tasks. In 2011, for example, outreach assisted with 62 New Student Orientations. By the end of this academic year, however, outreach will have assisted in a staggering 92 orientations -- 30 more than last year.

4. Student Learning Outcome (SLO)

A. **Results** from prior cycle’s SLO.

SLO 1 was assessed using a survey administered during PEP workshops. The survey asked students to identify three of the 10 Steps for Success (matriculation components). There were 41 surveys. 61 percent of students were able to identify at least three of the 10 Steps for Success, while 15 percent of students were unable to identify any of the Steps to Success. SLO 2 was assessed using a survey administered at four separate Financial Aid Workshops. Students were asked to name two strategies they learned from the workshop. 41 surveys were collected. 70 percent of students were able to name two strategies and 14 percent were not able to name any.

With changes to California's educational standards, more students will apply to community colleges. The demand for services will only increase. Outreach will have to provide more financial aid information. With the partial passing of the Dream Act for January 2013, we will have to identify which students qualify. High school students also can now take the EAP exam, the equivalent to our placement tests. New information suggests that students who choose a major immediately upon starting college are likelier to succeed. The college must focus on this new reality. The changes are numerous.

B. Current SLO and relationship to College SLO or Strategic Directions

Due to the results of SLO1 the department will continue with this SLO. However, SLO2 will be discontinued since financial aid is distinct and separate department from outreach. SLO1 aligns with the EMP's objective 2.1 which promotes higher education as well as increase enrollment numbers in First-Time Students from the feeder schools.

C. Action Plan

The SLO activities are as follows: campus ambassadors who help students register for PEP will explain the 10 Steps of Success, providing an informational handout as reinforcement. Students who register on their own for PEP will be emailed the handout.

The SLO will be assessed with the same survey as last cycle. In addition, the survey will be implemented in the same fashion during PEP workshops. This year, I expect 80 percent of students will correctly identify at least three of the 10 Steps of Success.

5. Student Area Outcomes (SAOs)

A. Results from prior cycle's SAO

The two SAOs that were used last year were (1) increase participation in Priority Enrollment Program by feeder high schools and (2) develop Veteran Outreach Plan. The department assessed SAO 1 by categorizing PEP attendees by high school. Data showed a minimal decrease in the number of students from Carlmont High School in comparison to the other four feeder schools. Overall, there was an increase in PEP students from 152 to 200. There was a plan for SAO 2 to be assessed using a survey but the assessment was not implemented. The college's outreach focus last year was on Veterans students. With limited funds, however, the department has been unable to fully serve that demographic. The current focus of the outreach department is with high school students.

B. Current SAO and relationship to College SLO or Strategic Directions

The current department SAO is coordinating outreach activities with instructional programs to increase interest in Cañada College. The department also conducts outreach to middle schools.
This SAO aligns with Completion Objective 6 of the Educational Master Plan.

C. Action Plan

The department will create relationships with middle schools and conduct events/activities that promote higher education. The SAO will be assessed using two methods 1. Review outreach data and determine the number of middle schools we have connections with and 2. Review the Outreach Annual Event Calendar and assess how many events/activities focused on higher education. I expect over 90 percent of the events will focus on higher education. I also expect more on-campus outreach activities for middle school students, rather than off-campus visits.

6. Resource Identification

A. Faculty and Staff Hiring Requests

Not Applicable

B. Professional Development needs

The College Recruiter attended the National Recruitment and Retention Conference in July 2011. This conference focused on Recruitment's Best Practices. The conference touted progressive recruiting methods designed to engage students. The information proved instrumental in planning and implementing SLO 1. The conference also provided techniques to assist with SAO 1, such as interacting with middle school students and tailoring materials and events for them. The conference allowed the recruiter to share ideas with other professional, creating an optimal learning environment and cross-pollination of educational methods. Fundamentally, the conference addressed the ever-changing technological climate in education, providing ways to reach students and parents in the digital age. The conference modernizes recruitment methods and is a must for college recruiters nationwide. The department requests to attend the conference again this year.

For the upcoming year, the request is to attend this conference again. It provides current recruitment methods that help deal with changes in higher education and to learn new changes that are coming down the pipeline.

C. Equipment requests – must be related to instruction

The equipment requests are as follows:

- A secure shelving cabinet for recruitment material ($270 at Office Depot).
- 2 way radios ($200 at Motorola)

D. Office of Planning, Research & Student Success requests

I want to analyze applications for fall 2012 first-time new students to determine how many sign up for placement testing, new student orientation, and register for classes. This information will identify which matriculation steps are strongest and weakest.

I also want to know the retention and success rate per feeder school. I also want to know when students complete their matriculation process (per feeder school). To determine which schools take advantage of early registration.

Lastly, I want to know the placement test results per feeder school. This will help us better prepare them for placement testing.

E. Facilities requests

Not at this time

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle.

Tool: TracDAT https://sanmateo.tracdat.com/tracdat/
CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Assessment, Orientation and Registration

2. Team Leader: Ruth Miller

A. Team Members: Kim Lopez, Sheila Lau, Carla Stoner-Brito, Jose Romero, Bob Haick

B. Program mission and vision

The program is dedicated to serving prospective, current, and former students in facilitating matriculation through the following components:

- Assessment
    - Promotes student success by assessing language and mathematical abilities at the beginning of the educational process.
    - Through advisement, we maximize each student's potential to achieve his or her academic and career goals.
- Orientation
    - Welcomes and introduces services that will help new students transition to our institution.
    - Exposes new students to broad educational opportunities and integrate new student into life at Cañada College.
    - Through on-campus presentations, tours and counseling sessions, students will be able to engage with faculty, staff and student peers.
    - Students will learn about campus resources and student services.
    - Students will develop goals and educational plans for student success.
- Registration
    - To provide priority registration to the following groups:
        - EOPS
        - DRC
        - VETERANS
        - CALWORKS
        - ATHLETES
        - INTERNATIONAL STUDENTS
        - HONORS
        - ASCC STUDENT BOARD
    - Provide in-person registration to students with disabilities, limited English or for non-technical students
    - Post clear deadlines on our Website and in the class schedule
    - Provide assistance with WebSMART, our on-line registration system, through the Welcome Center
    - Provide a barrier free, clear, simple easy to follow directions

  - Provide hands on assistance with registration for all new students that go through the matriculation process

We strive to be professional, responsive, respectful and friendly to our entire diverse college community. Completing assessment, orientation and registration assures that students will be successful in achieving their educational goals.

3. Program / Department Data Measures – and reflection

Assessment

Data

Overall, student placement remains very similar to past years but we did see some minor improvement in regards to placing into higher level classes than in 2010. The chart below represents the percentage of change for each of the math, English, and reading assessments, as well as for ESL that we administer year over year. A lower percentage in basic skills courses is highly desirable, and conversely, a higher percentage in areas of transfer is as well.

Math Years 2010 (2033 Students) vs. 2011 (2101 Students)				
811	**110**	**120**	**Transfer**	**251**
-2.84%	No Change	+2%	+.5%	+.5%
33%	30%	17%	13%	6%

Reading Years 2010 (1988 Students) vs. 2011 (1994 Students)		
826	**836**	**No Reading Required**
-5%	+3%	+2%
45%	31%	24%

English Years 2010 (1998 Students) vs. 2011 (2016 Students)			
See Counselor	**826**	**836**	**100**
-2%	-3%	+1%	+3%
30%	17%	30%	22%

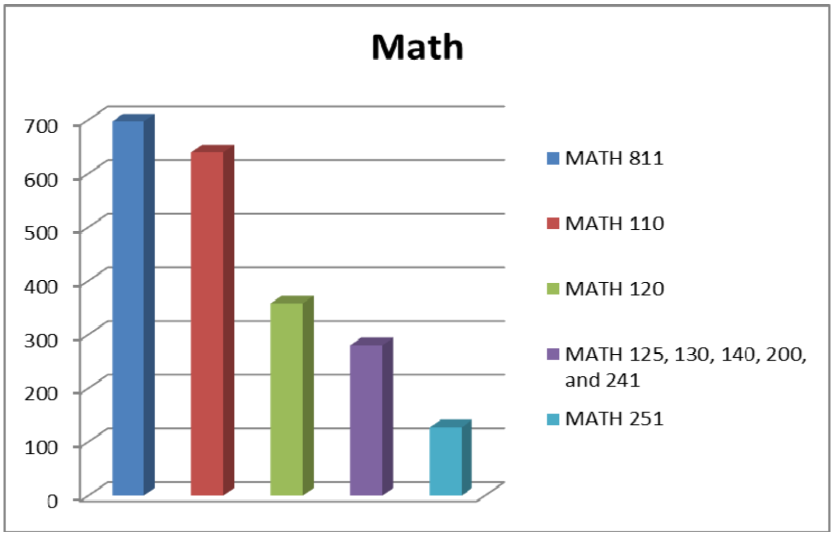
Placement January to December 2011

Column A	Column B	Column C	Column D	Column E	Column F	
Math Tests	**MATH 811**	**MATH 110**	**MATH 120**	**MATH 125, 130, 140, 200, and 241**	**MATH 251**	
2101	697	639	358	280	127	
	33.17%	30.41%	17.04%	13.33%	6.04%	
Reading	**Read 826**	**Read 836**	**No Reading**			
1994	914	610	470			
	45.84%	30.59%	23.57%			
English	**See Counselor**	**Engl 826**	**Engl 836**	**Engl 100**		
2016	607	361	611	437		
	30.11%	17.91%	30.31%	21.68%		

*Column A: Total number of tests taken

* Column B-F: Test Placement and Percentages

*Column’s E & F = Transfer Level


Math
700
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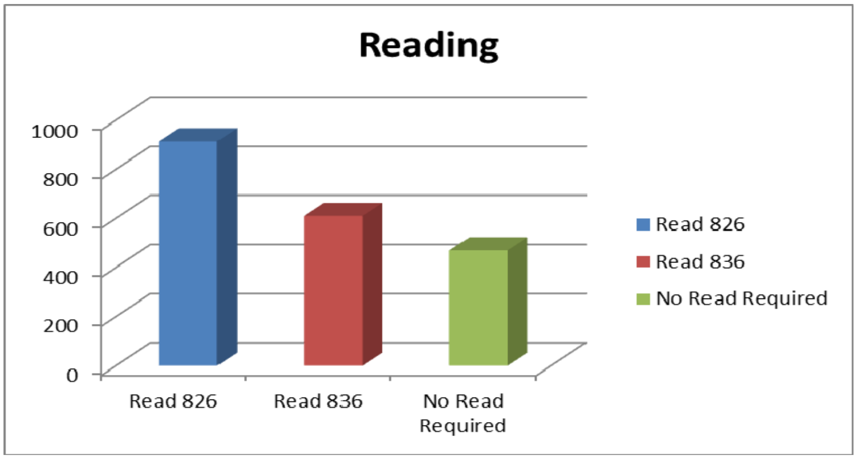
200
100
0
MATH 811
MATH 110
MATH 120
MATH 125, 130, 140, 200, and 241
MATH 251


Reading
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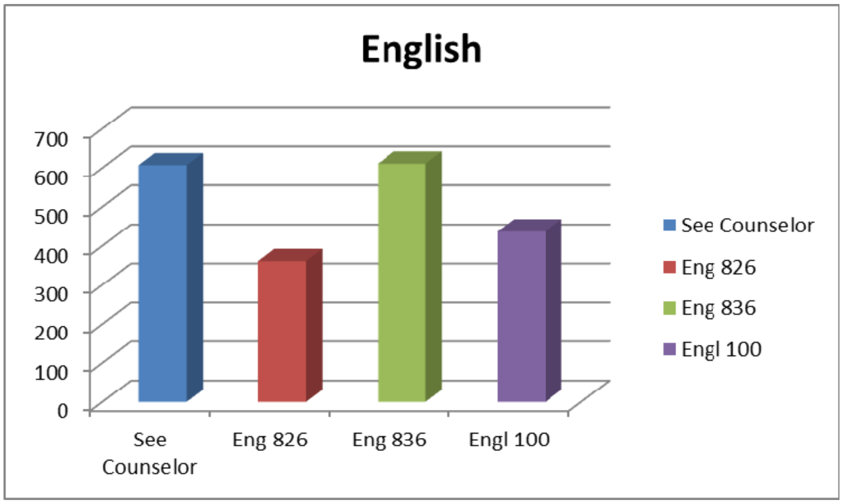
Read 826
Read 836
No Read Required
Read 826
Read 836
No Read Required


English
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See Counselor
Eng 826
Eng 836
Engl 100
See Counselor
Eng 826
Eng 836
Engl 100

ESL Grammar Years 2010 (543 Students) vs. 2011 (601 Students)					
800	**921**	**922**	**923**	**924**	**400**
-0.63%	-0.53%	2.59%	-1.34%	-0.69%	1.26%
2.50%	11.81%	53.24%	19.47%	11.65%	1.33%

ESL Listening Years 2010 (519 Students) vs. 2011 (589 Students)					
800	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**400**
-0.31%	-1.20%	-1.04%	3.19%	0.89%	-1.53%
0.85%	7.47%	37.69%	32.09%	16.30%	5.60%

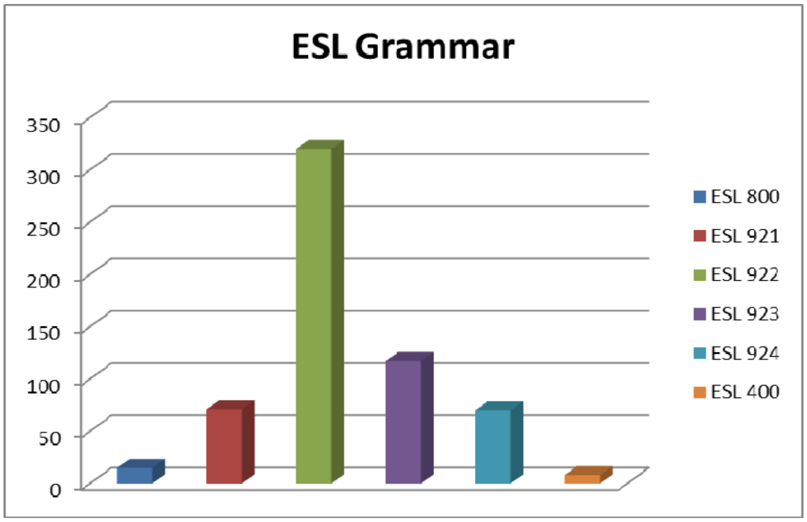
ESL Reading Years 2010 (526 Students) vs. 2011 (592 Students)					
800	**911**	**912**	**913**	**914**	**400**
-1.43%	-1.35%	1.40%	1.77%	-1.04%	-0.51%
0.85%	6.25%	38.85%	23.82%	23.48%	5.57%

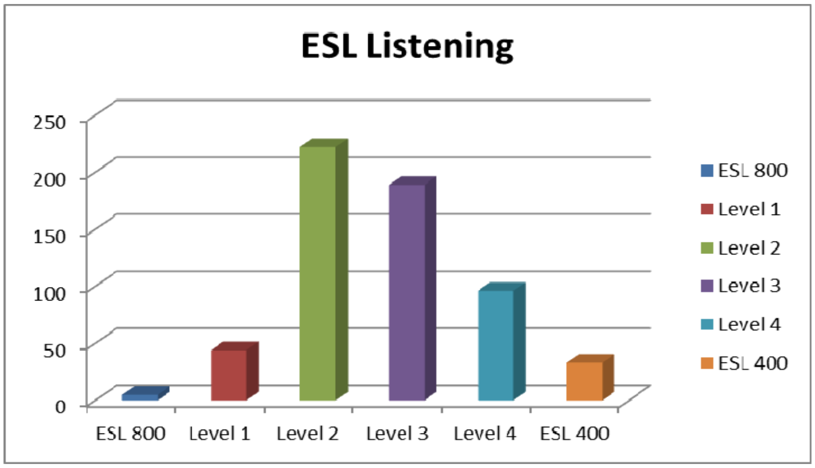
ESL Placement January to December 2011

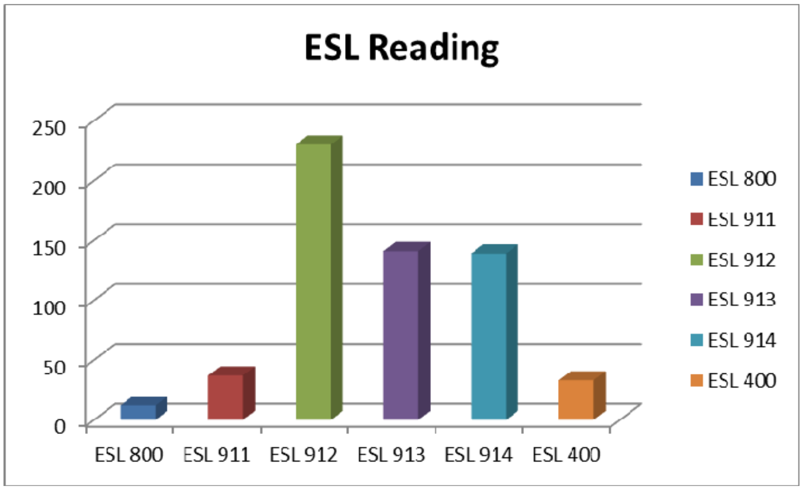
Column A	Column B	Column C	Column D	Column E	Column F	Column G
ESL Grammar	**ESL 800**	**ESL 921**	**ESL 922**	**ESL 923**	**ESL 924**	**ESL 400**
601	15	71	320	117	70	8
	2.50%	11.81%	53.24%	19.47%	11.65%	1.33%
ESL Listening	**ESL 800**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**ESL 400**
589	5	44	222	189	96	33
	0.85%	7.47%	37.69%	32.09%	16.30%	5.60%
ESL Reading	**ESL 800**	**ESL 911**	**ESL 912**	**ESL 913**	**ESL 914**	**ESL 400**
592	12	37	230	141	139	33
	2.03%	6.25%	38.85%	23.82%	23.48%	5.57%

*Column A: Total number of tests taken

* Column B-G: Test Placement and Percentages


ESL Grammar
350
300
250
200
150
100
50
0
ESL 800
ESL 921
ESL 922
ESL 923
ESL 924
ESL 400


ESL Listening
250
200
150
100
50
0
ESL 800
Level 1
Level 2
Level 3
Level 4
ESL 400


ESL Reading
250
200
150
100
50
0
ESL 800
ESL 911
ESL 912
ESL 913
ESL 914
ESL 400

Reflection

When students complete their assessment, they are individually served by the assessment staff to explain their results and discuss resources available to them to help them be successful and persist. For example, a student will be shown, using the course sequence guide, where they placed in relation to the overall math and English sequence. Students are asked if they are here pursuing a certificate, associate degree, or transferring to a four year institution. Based upon their answer, the student is shown what will be needed for them to complete in relation to math, English, and reading courses. Further, if a student places low (basic skills), it will be suggested that they attend our Math Jam and or Word Jam week long workshops to build up their skills in these areas and make them stronger and more successful in those courses. In addition, all students are encouraged to seek out tutors in the Learning Center to help them with their studies. After this initial consultation, students are asked to sign up for one of our new student orientation and counseling sessions. During these sessions, students are given a general orientation to college, assisted with their first semester course load based upon their assessment placement, and registered in classes.

ORIENTATION

Data

Effective Fall 2011, an Orientation Program Director was hired at 50% status to coordinate the orientation functions at Cañada College. The remaining 50% status of this position is in the area of Articulation. According to data in SARS for the period of January 4, 2011 – January 27, 2012:

- A total of 93 orientations were conducted;
    - 39 (42%) of the total orientations had less than 15 students in attendance
    - 15 (11%) of the total orientations had 10 or less students in attendance
    - Out of 93 orientations conducted, 6 were ESL/conducted in Spanish
- A total of 2,272 students registered for orientation
- Only 1,539 (68%) students actually attended orientation

Reflection

As a result of this data, it is recommended by the Orientation Director to reduce the number of orientations offered in order to accommodate staffing and resource limitations. Further discussion will take place to determine the details and feasibility of this recommendation.

During the fall 2011 semester, the Director of Orientation convened a Student Planner/Handbook Committee to initiate the development of a planner/handbook for distribution to new students during orientation. This committee defined funding resources, appropriate content for the handbook and number of handbook/planners to produce. Through creative thinking and solutions on behalf of this committee, the Student Planner/Handbook was created, purchased and received in spring 2012 in time for summer/fall orientations.

During spring 2012, research on Valencia College's best practices on Orientation and their START Right philosophy was conducted by the Orientation Director. As a result, the following recommendations were proposed and approved/supported by the Vice President of Student Services and the LEADSS group on Monday, February 27, 2012:

Recommendations for Cañada College

Based on Valencia College's best practices for their new student orientations:

- Bring back online orientation
- Require both online session and on-campus session (with the online session as a prerequisite to on-campus session)
- Model Valencia's START RIGHT: require students to complete developmental reading, writing and math during first semester to ensure students start off on the right path

In consideration of these recommendations, the first step will be to further research Valencia's online orientation format and adopt feasible practices in developing Canada's new online orientation scheduled for design/implementation during summer 2012. In addition to bringing back an online orientation format, the other recommendations will need further discussion with the Orientation Team members and Administration to determine a protocol and timeline.

REGISTRATION

Data

Admissions and Records encourage students to use WebSMART, our on-line registration system, to register for classes. The data below contrasts online and in-person registration for the 2011 Spring, Summer and Fall semesters.

PERCENTAGES ARE BASED ON INDIVIDUAL COURSE ENROLLMENTS		
TERMS	**REGISTRATION ON-LINE**	**REGISTRATION IN-PERSON**
Spring 2011	88% (18,382)	12% (2,530)
Summer 2011	85% (3,922)	15% (716)
Fall 2011	89% (18,215)	11% (2,346)

Reflection

As demonstrated above the number of students registering on-line has steadily increased. In 2011 the majority of students registered on-line, 88% for Spring 2011, 85% for Summer 2011 and 89% for Fall 2011. The remaining students are registering in person on campus or at one of our off-campus sites.

Recommendations

We are exploring the possibility of using IPADS at our off-campus sites to increase the total number of on-line registrations and to decrease the number of registrations that need to be done manually.

Cañada College currently has a large Hispanic population, 37%. To serve this population better it would be desirable to have a Spanish version of WebSMART available to students.

4. Student Learning Outcome (SLO)

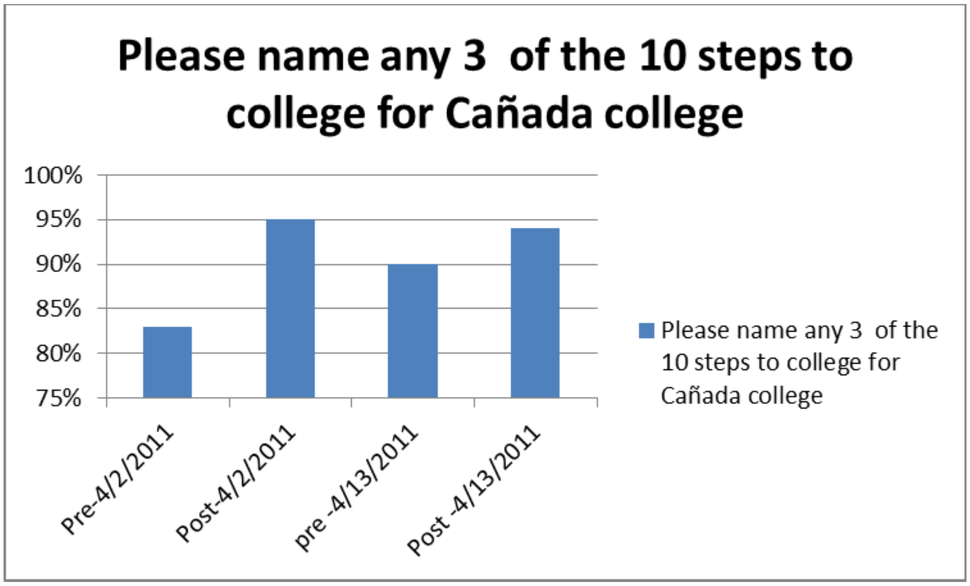
Students will be able to identify 3 of the 10 steps to College Success once they have completed the college orientation.

A. **Results** from prior cycle's SLO.

The pre and post survey results demonstrate that there was an increase in the student success rate based on the orientation.

The results for the pre-survey on April 2, 2011 were 83% and post was 95%. On April 13, 2011 the pre-survey results were 90% and the post was 94%.

Questions	Pre-4/2/2011	Post-4/2/2011	pre - 4/13/2011	Post - 4/13/2011
Please name any 3 of the 10 steps to college for Cañada college	83%	95%	90%	94%



B. Current SLO and relationship to College SLO or Strategic Directions

Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation.

The SLO "Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation" supports Cañada College's strategic goal #4 "Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language".

C. Action Plan

Team #2 decided to keep last year's SLO with a couple changes. Students will be able to identify 5 of the 10 steps to College Success instead of 3 and the survey would be given at all college orientations instead of just PEP.

Based on the survey results from last year, it was decided that we would identify the steps that are less familiar to students and revise the orientation accordingly for the Summer/Fall 2011 registration cycle. We will continue using the pre and post surveys to measure the success rate.

5. Student Area Outcomes (SAOs)

Results from prior cycle's SAO

The 2011-2012 SAO: Students will be able to identify 3 of the 10 steps to college success once they have completed their assessment, orientation, and registration.

The assessment results indicated that students learned about the 10 steps to college success by attending the orientation. However, the results also indicated that many students know many of the steps to success prior to orientation. Based on these results it was decided to revise orientation and focus on the least familiar of the 10 steps to success.

B. Current SAO and relationship to College SLO or Strategic Directions

The College's Educational Master Plan was approved in December, 2011. Given the new college focus on Completion, it was decided to prioritize the 2012-2013 SAO's on the EMP Completion Objectives specifically targeting the areas of Assessment, Orientation and Registration.

Objective One:

College SLO – Critical and Creative Thinking & EMP Completion Objective 2.2: Improve connections with potential students by providing increased information about assessment testing.

Objective Two:
College SLO – Critical and Creative Thinking & EMP Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.

Objective Three:

Improve completion by streamlining and removing bureaucratic barriers to applying, assessing, getting oriented to campus-life and registering for college courses.

C. Action Plan

Objective One - Completion Objective 2.2: Improve connections with potential students by providing increased information and assessment testing.

Activities:

- Develop plan and content for how to enhance information provided to students and high school counselors about the assessment process to include raising awareness of high stakes, having juniors take the test and providing brush-up workshops.

Assessment Measurement:

- The ongoing review of assessment scores before and after brush-up workshops, Math/Word Jams, reports that students' assessment scores are higher after the completion of workshops. The workshops facilitate that students' move through the sequence of courses at a higher rate of achievement. Monitoring of assessment improvement and achievement is ongoing and under close scrutiny. The continual monitoring and review is designed to provide support for a high rate of student success/progress. The chart below reflects the percentage of students that score higher after the competition of the brush-up workshops.

	Math 811		Math 110		Math 120		Math 130+	
	Re assessed students	Students with increased scores	Re assessed students	Students with increased scores	Re assessed students	Students with increased score	Re assessed students	Students with increased scores
SMJ 2009	7	6	13	6	3	3	5	4
WMMJ 2010	2	1	12	2	5	1	4	2
SMJ2010	16	6	23	9	13	2	23	10
SMMJ2010	8	5	2	2	8	3	13	8
WMMJ2011	15	5	14	3	10	2	10	2
SMJ2011	10	8	27	13	14	6	5	3
SMMJ2011	16	12	17	4	11	1	4	3
TOTAL	74	43	108	39	64	18	64	32
% Jump		58.1%		36.1%		28.1%		50.0%

Objective Two - Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.

Activities:

- Develop plan and content for improving new student orientation program to include a review of best pratices for an in-person and an on-line orientation.
- Conduct orientations and assess SLOs that are on-going.

Assessment Measurement:

- Are students who participate in the mandatory orientation more successful in their first semester courses (success, retention and persistence) than students who did not participate in orientation.

Objective Three – Improve completion by streamlining and removing bureaucratic barriers to assessing, getting oriented to campus-life and registering for classes.

Activities:
- Review the current processes established for assessing, providing orientation and registration services and seek ways to remove barriers and improve student success.

Assessment Measurement:
- Track the number of students who assess, attend orientation and register for courses and improve upon this measure each year.

6. Resource Identification

A. Faculty and Staff hiring requests

The current 2011-12 budget for Orientation allocates funding of $10,000 for Student Ambassadors. As of March 1 2012, those funds have been are exhausted therefore hiring student ambassadors to staff the orientations for the remainder of the fiscal year will not be possible. It is requested that the Orientation budget for Student Ambassadors for the 2012-13 year be increased to $11,000 to avoid staffing shortages.

Admissions and Records is requesting a 49% Admissions and Records Assistant II position. A reassignment of a 100% position left the office with 50% of the desk's work needing to be reassigned to already full desks. The overload compromises the efficiency of the office and would be relieved by the addition of a 49% position.

Enrollment Services would like to request a 100% Office Assistant II position for the Welcome Center. The Welcome Center is critical in supporting students' smooth navigation through all necessary college procedures: Functions of Matriculation, Financial Aid, Counseling and Assessment. The Welcome Center is currently staffed by a managed hire employee. Making this a full-time, permanent position would instill continuity, efficiency and stability for the Welcome Center.

Permanent Classified Hiring Justifications Attached for the following positions:

- **Request 49% part-time A&R II position**
- **Request a full-time OA position to staff the Welcome Center**
- **Request additional Student Ambassadors (Orientation)**

B. Professional Development needs

- List any professional development activities faculty/staff participated in.
  - Student Success Conference (October, 2011)
    CCC RP group provides a multitude of workshops specifically targeting student success initiatives.
  - CASFAA/CCSFAAA Conference (November 2011)
    Provided a broad overview and specific details regarding the administration of California Community College financial aid services.
  - CACCRAO Conference (April 2012)
    Provided a broad overview and specific details regarding the administration of the California Community College Registrar and Admissions Office.
  - WAVES Conference (July 2011)
    Provided updated information on Federal Regulations and VA ONCE. In addition, the conference affords the opportunity for staff to network.
  - 2011 Degree Works Symposium
    Provided updated information on the Degree Works program and its' future capabilities regarding scribing strategies, reporting tools and the development of SEP's.
- *Describe professional development requests for next year.*
  - Student Success Conference
  - CACCRAO
  - WAVES Conference
  - Degree Works Symposium

C. Equipment requests

The Orientation Program is requesting a Supplies budget of $10,000 in order to continue the production of Student Handbook/Planners created during 2011-12. These Student Handbook/Planners are distributed to students during new student orientations and serve as a vital tool in promoting student success. The cost of each handbook/planner is approximately $3.00 each plus shipping at approximately $650 and the total number of planners needed is approximately 3100 copies.

The Orientation Program is also requesting the purchase of 30 laptops for student usage during orientations to facilitate the online course registration process and utilization of Websmart and student e-mail set up.
According to SMCCD's Web store, the specifications and cost of 30 laptops would be (however, the actual cost could be less if selecting a different vendor):

HP Folio 13 Notebook PC (ENERGY STAR)

- p/n B2A32UT#ABA (300003525)
  PRICE: $1,003.00 ea X 30 = $30,090 **OR**

30 iPads

- iPad 2
  Blk - 16G
  $499.00 ea X 30 = $14,970

D. Office of Planning, Research & Student Success requests

- Are students who participate in the mandatory orientation more successful in their first semester courses (success, retention and persistence) than students who did not participate in orientation.

- Track the number of students who assess, attend orientation and are registered in courses on day one of classes and improve upon this measure each year.

E. Facilities requests

The Admissions and Records Office is in need of reconfiguration of our front counter to comply with current ergonomic standards, appropriate workspace allotment, ample desk workspace, and easy visibility of student traffic. In addition, the area needs security to prevent access by other departments/public traffic. Student records need to be secure at all times.

- A very rough estimate would be $50,000.00

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. **Program:** Articulation and Transfer

2. **Team Leader:** Soraya Sohrabi

A. Team Members: Sheila Lau, Maria Lara, Lyn Belingheri

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The mission of the Canada's Transfer and Articulation Program services is to provide a seamless transition to four year-universities, and to assist diverse student populations in transferring, and empowers them to successfully reach their transfer goal, and to increase the transfer rate among students.

3. Program / Department Data Measures – and reflection

Guidelines:

- *What program or department data measures were used this past cycle? (Surveys, usage, etc.)*
- *List any program / department major accomplishments.*
- *What changes, if any, will you make?*
- *What changes have you seen, and why?*

The measurement of the **Transfer Center**'s Services comprised two methods:

- One was the data collected on the number of Student Educational Plans (SEP) that were completed for students with a transfer goal. Another measurement was based on the student's participation in Transfer programs and activities such as the number of students who completed Transfer Admission Guaranteed (TAG) for the UC Campuses and students who attended workshops, field trips, and other on-campus transfer related activities. See table 1 below.

- One was a Student Survey that was given to students during their counseling appointments to gather information about students' knowledge on Transfer Services. See table 1 below.

There was no data collected prior to Summer 2011 for the **Articulation Program** since the college did not have the Director of the Articulation, and the state mandated duties were performed by one of the adjunct counselors 6 hours per week.

Regardless to the limited staffing, the Transfer Center was able to provide workshops, staff an informational table during campus activities, provide filed trips in conjunction with other Student services Departments, visit classrooms, reviewed Transfer Admission Guaranteed (TAG) applications, provided Transfer and Articulation information sessions for faculty, updated and improved the Transfer Center webpage by adding additional information in regards to the new AA-T/AS-T degree based on SB 1440, impacted programs at CSU campuses, and created a link to essential transfer WEB sites such as CSU, UC, Private, and out of state Colleges, project ASSIST where is housed the articulation information, and added an instruction sheet on how to use this on-line tool. Also, a list of the articulation agreements with private universities in California was created and posted on the Transfer website. See table 1 below.

The transfer Center was also able to continue celebrating the achievements of the transfer students at the end of the year by coordinating the Student Achievement Award Ceremony.

Conducted two college fairs for transfer students and high school students in October, where students had an opportunity to meet directly with university representatives from 42 universities for Transfer Day and 69 for College Night. The Transfer Center in collaboration with the TRiO, Basic Skills, and EOPS Provided 4 field trips to San Francisco, UC Santa Cruz, CSU East Bay and one scheduled with UC Davis April 21, 2012. The number of students who participated in these field trips increased by 19% in 2011-12 compare to 2010-11.

In addition, The Transfer Center was able to continue conducting the Transfer Advisory Board meetings where the four- year university representatives, faculty, staff, and an administrator from Cañada College plan and implement transfer activities to streamlining the students' transition to a four-year institution.

The Transfer Center was able to provide a workshop for faculty on flex a day in Spring 2012 to discuss the transfer trends and university requirements. This workshop was well received by faculty who attended and requested additional workshops.

In summer 2011, a Director of Articulation and Orientation was hired based on external funds with the intention of dividing duties into 50% to articulations and 50% to orientation. This position was extremely needed in response to the changes in program and course requirements at the four-year universities especially with CSU and UC Campuses. Director of Articulation and Orientation began her position in fall 2011.

The primary goal of the Articulation Program at Canada College is to prepare students in lower division general education along with major preparation course work in order for students to transfer into upper division at the four-year institutions. Data from ASSIST, September 27, 2011 indicates the following articulation for Canada College:

# UC Transferable Courses: 377
# CSU transferable Courses: 827
# IGETC Applicable Courses: 175
# CSU-GE Applicable Courses: 286

As of June 7, 2012, 10 new courses have been articulated with either UC or CSU in GE, major prep or elective.

There were 4 presentations regarding articulation provided to curriculum Committee, Counseling Department, and divisions meetings. An Articulation Basics Workshop was presented in CIETL by the Director of Articulation during the fall 2011 semester; there were approximately 34 faculty members from various disciplines in attendance. According to a post workshop survey completed by attendees; feedback from at least 75% of attendees was positive with requests for future workshops to include more advanced topics in articulation.

In Fall 2011, the Articulation officer created a resource for instructional faculty, assisting them to develop course outlines in alignment with CSU and UC requirements. This resource has been posted in the curriculum SharePoint web site.

Also, during fall 2011, the Articulation Officer has worked with the following institutions from Sept 2011to June 7, 2012: Attempted/failed articulation with Tianhua University in China, Cogswell College and San Diego State University; Successfully established articulation with Arizona State University, National University, Notre Dame, Brandman University; Currently and ongoing establishment of articulation with San Jose State University, San Francisco State University, CSU East Bay, UC Berkeley, UC Davis and all other UC campuses and CSU campuses in the state. Another goal is to increase the number of articulation agreements with private/in or out-state colleges/universities in order to allow greater access to more opportunities for our diverse body of prospective transfer students.

In addition to the above, the Transfer Center developed an Honors Colloquium in Career and Personal Development: Transfer Essentials and planning that provides students with opportunities not only to learn and understand the transfer process and policies, it also empowers them to have a better understanding of themselves and evaluative of their goals beyond their education path at Cañada College.

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During summer and fall 2011, the Transfer Center Director took the lead of training counselors and new staff for the International Student Program.

Table 1: The Transfer and Articulation Achievements in 2010 and 2011:

Activities	2010-11	2011-12
Number of Students who Completed SEP with a transfer goal	918 SEP	1119 SEP
Number of students who Students Survey	Not able to complete	Conducted a Survey which reflected students' knowledge of the transfer Center Services, visibility of transfer Center, CSU and UC application process, and barriers to transfer.
Number of Students who filed TAG application	70 students	39 students (Please see next page for explanation of the decrease).
Number of Students who applied to UC campuses	93 students	71 students
Number of AA-T/AS-T degrees	No applicants	There were 12 students who self-reported and total of 5 were qualified.
Number of Students who visited Transfer Center WEB Site	4,915 views	5,033 views (increased based on the changes made on the WEB page)
Number of Articulation Agreements with out-of-state Universities	None	Completed an agreement with Arizona State University for Engineering Program

Number of students attended workshops provided by the Transfer Center	127 students	90 students (still in progress)
Number of field trips (FT) and students attended	3 FT/105 students	4 FT/ 142 students attended (so far there are 17 students signed for 4/21/2012 FT)
Number of students attended Student Achievements Ceremony - for Transfer recognition	85 students	129 students

Reflection:

Transfer: As the result of the above accomplishments and activities, such as informational tables, workshops, classroom visits, and student educational campaign by the Counseling Department, the number of the students who have completed an educational plan with a transfer goal has increased by 21.9% from fall 2010 to fall 2011, and 70% of students who completed a survey have an Student educational plan toward their transfer goal. Although there is a decline in the number of TAG applications, the number of students' interested in filing TAG applicants remains high, which reflects an awareness of the transfer process among students who are transfer bound. One of the main reasons for the decline in UC TAG application was due to the changes made in policies by the UC campuses in limiting the number of tag application to one campus per student, and to increase in the standards on the eligibility requirements.

The application workshops helped students to have a better understanding of the transfer process to be proactive which has been reflected students are aware of the new transfer degrees AA-T and AS-T degree that was initiated last year, (see table 1 above). The decline in the number of students who applied to UC Campuses and TAG in 2012 was mainly due to changes in admission and programs requirements at universities as they posed higher standards and more limitations for admission and higher cost of attendance.

Articulation: Within the short period of time that Cañada has had an Articulation and Orientation Director, new agreements with National University and Arizona State University were established. These will open doors for additional partnership with the Center for International and University Studies (CIUS) by offering upper division courses through these universities on Cañada Campus.

In order to streamline the transfer process, there is a need to constantly review and evaluate the course to course, and major to major articulation agreements with four- year universities. It is very crucial to enhance, maintain, and or develop new articulation agreements with all CSU campuses since their campuses become impacted and new programs have been developed under SB 1440. To meet these needs and to create opportunities for our students as well as make them more prepared, there is a need to need to have a full time (100%) the Director of Articulation by changing the current the Articulation and Orientation Director position to 100% Articulation and remove the Orientation tasks.

In order to keep up with the changes in programs at Universities, especially at the CSU campuses, and to maintain and develop new strategies to keep students informed and prepared for transferring, it is suggested that following one of the Objectives of area 2.11 of the Educational Master Plan be used as a guide. One Objective of EMP area 2.11 states "to improve completion by enhancing the transfer outreach, activities, and articulation" with the four-year universities, the Transfer Center would benefit from additional staffing in support of the daily tasks as well as a designated counselor.

According to the data collected, more students participated in workshops in fall term than spring term. For this matter, the Transfer Center in-reach activities will change by scheduling workshops only in the fall term and classroom visits in the spring term.

4. Student Learning Outcome (SLO)

A. Results from prior cycle's SLO.

Guidelines:

- *Explain how the Student Learning Outcome measured student learning.*
- *Summarize the assessment results of the SLO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the program/department.*

In order to streamline the students' transition to a four-year university and in order for them to reach their transfer goal, it is crucial to improve the current articulation agreements, and to develop new agreements with the four year universities. ASSIST.org is one of the main tools utilized by students and counselors to streamline the transfer path and to develop a Student Educational Plan (SEP) for transfer programs to CSU and UC Campuses. Within the last year, the number of students who completed an SEP has increased by 82%. AS a result, Students who completed SEPs become transfer focused and learned the necessity of the courses needed to be prepared (pre-requisite) to transfer to CSU and UC campuses. This reflected on a number of transfer ready students who participated in the Student Achievement Ceremony, Transfer related workshops such as CSU/UC application workshop, number of students who applied for TAG with UC and AA-T/AS-T with CSU campuses. Table 1 reflects an increase in students' awareness in the transfer option as there is a 52% increase in students participating in the Student Achievement Award Ceremony. In addition, considering the changes in the UC TAG by posing higher standards and limitations, and removal of Transfer Admission Agreements (TAA) by CSU campuses due to budget cuts at their campuses, the number of students seeking TAG/TAA reflects students' knowledge of transfer options.

Although students were able to identify the courses required to transfer as one of the steps toward their transfer goal, students did not fully understand the importance of planning to secure funding the cost of attendance at the university. Base on a survey, 52% of students may not transfer due to a financial barrier.

These data reflects that there is still a greater need to change the culture among students to be proactive in transfer planning.

B. Current SLO and relationship to College SLO or Strategic Directions

Guidelines:

- *Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SLO aligns with.*

The SLO for 2012-13 year will be: “Students who utilize **Transfer Center and Articulation Services** are able to retrieve information from ASSIST.ORG, and able to identify the Admission policies to universities. This is similar to the last year SLO, because the transfer process and planning is complicated and is constantly changing.

This has a direct relation with the College Strategic Direction of “Teaching and Learning” that is equipping students with the knowledge to reach their educational goal, and “Completion” which empowers students to find their pathways to the universities which support their persistence in reaching their goals. This is also aligns directly with Completion objective of 2.11 of the Educational Master Planning (EMP).

C. Action Plan

Guidelines:

- *What activities will be done for this SLO? Updated webpage, increased workshops,*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

According to a student survey 50% of students are not aware of the transfer services on campus. So it is crucial for the Transfer Center to be visible and share the transfer process and policies with students as well as faculty and staff. This also pertains to the Articulation Office to ensure strong articulation agreements by informing and developing a partnership with faculty in course and program development that align with universities. To do so, the following actions are planned:

- Continue with Transfer related workshops
- Create a transfer and career poster to be posted in every classroom including minimum admission policies
- Develop a standalone Transfer WEB page
- Create a transfer handbook

The **Transfer Center SLO will be measured** based on:

1. The data collections:
    a. Number of students attending the transfer workshops and other related activities
    b. Number of TAG applicants
    c. Number of students filing for AA-T/AS-T degrees
2. Student surveys

The Transfer Center is expecting a 1% increase in each of the following categories:

- Number of students transferring to a four-year university by the end of 2012-13 academic year (July 1st, 2013)
- Number of students completing an AA-T/AS-T
- Number of students completing a TAG application

The courses developed by faculty are acceptable and transferrable to universities and ensure a connection with faculty in developing and improving the process of developing the course to course articulation in order to reduce the barriers. The Articulation Program is striving to increase the number of articulated courses by 5% and promote articulation awareness. Efforts in attaining this goal will include workshops to educate faculty on the current guidelines, policies and regulations pertaining to articulation; faculty consultations (working directly with faculty in facilitating the development of transfer eligible curriculum); collaborating with VPI and members of the Curriculum Committee in developing innovative and meaningful curriculum that will meet the needs of industry, community and four year colleges/universities.

5. **Service Area Outcomes** (SAOs)

A. **Results** from prior cycle's SAO

Guidelines:

- *Explain how the Service Area Outcome measured the quality and success of the program/department.*
- *Summarize the assessment results of the SAO.*
- *Describe and summarize other data that reveals Program/Department performance.*
- *Describe and reflect on any observed trends that affected the SAO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the unit/program.*

The Transfer and Articulation offices both met the SAO set for last year. The number of workshops and transfer activities that was provided was the main source of measurements.

Currently the **Transfer Center** is staffed by only one person, The Transfer Program Services Director, who is responsible for program review, coordinating Transfer Day/College Night events, chairing the Transfer Advisory Board meeting, planning and implementing all transfer activities including college fairs, classroom visits, workshops, etc., creating related flyers and improving the Transfer WEB Page, meeting with students regarding AA-T/AS-T degree completion and Transfer Admission Guaranteed (TAG), university application process, review incoming transcripts, and completing Student Educational Plans (SEP) in addition to being a member of the Honors Transfer Program, being a member of the curriculum committee, participating in Degree Works committee, being a member of the Student Services Leadership committee, and Student Services Planning councils, and participating in regional and state-wide meetings and conferences. In addition to these responsibilities, the Transfer Center Director resumed other responsibilities of the Principle Designated School Official (PDSO) for the International Student program and training a new counselor and staff at the International Student Center, coordinating the Priority Enrollment Program for freshmen students, , and working with the "College for Working Adult" program.

The additional duties that were implement this year was an implementation of the AA-T and AS-T degrees that required state wide meetings, implementing new forms, and review of degree petitions.

The **Articulation** and Orientation Director is also involved in orientation activities and participates in several on-campus and off-campus committees.

The lack of support staff and a designated counselor for the Transfer Center, and additional duties on both the Transfer Center Director and the Articulation and Orientation Director were the reason for not meeting the goal of the Services Area fully.

There is no report from prior years on the articulation because the duty of the articulation was performed by an adjunct counselor in only 6 hours per week.

B. Current SAO and relationship to College SLO or Strategic Directions

Guidelines:

- *Given the results from the last SAO, did you keep the same SAO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SAO aligns with.*

Transfer Center: SAO will be to enhance the Transfer Center in-reach activities, and articulation. **Articulation:** SAO will be to enhance the articulation with four-year universities. Both Transfer and Articulation SAOs will align with the "Teaching and Learning", and "Completion" of the Strategic Direction of Educational Master Plan.

C. Action Plan

Guidelines:

- *What activities will be done for this SAO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

The following actions will be the **Transfer Center** SAO Action plan for 2012-13:

- Continue providing transfer activities such as workshops for both faculty and students in fall term
- Classroom visits in spring term
- Providing tours to universities
- Transfer Center Campaign by attending Division meetings, coordinate activities with faculty to have classroom presentations – this will be measured by the number of faculty who participated from each division
- To maximize resources, the Transfer Center will continue working with faculty and staff to improve disseminating information to students and gathering data on students need.

The SAO Action plan for **Articulation** will be:

It is an ultimate goal for the Articulation Program to identify and close the articulation gaps by attaining articulation of course-to-course for major preparation with at least 80% of all UCs and CSUs. There are currently 9 UC campuses and 23 CSU campuses; many of our courses currently do not articulate with courses within a major at the UCs and CSUs. These gaps create obstacles for our transfer students as it prevents them from completing courses needed in order to prepare them for their majors. The purpose of identifying and closing these gaps is to establish more complete articulation agreements to ensure students preparation for transfer into their selected majors at UC and CSU.

By establishing articulation agreements regarding those courses that will transfer as lower-division requirements, including specific courses that will meet general education, course-to-course, major preparation requirements, and updating annual AA/AS General Education Requirements at Canada by working with faculty and administration.

SAO Measurements:

These services provided by both the Transfer center and the Articulation Office can be measured by the number of activities provided such as workshops, the number of students/faculty attended, and a pre-post survey.

6. Resource Identification

A. Faculty and Staff hiring requests

Guidelines: complete the appropriate form and attach

- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

- A full-time Director of Articulation
- A support staff for the Transfer Center
- A designated counselor for the Transfer Center

Currently the Transfer Center is staffed by only one person, Transfer Program Services Director, who is responsible for program review, coordinating events, chairing the Transfer Advisory Board meeting, planning and implementing all transfer activities including college fairs, classroom visits, workshops, etc., creating related flyers and improving the Transfer WEB Page, meeting with students regarding AA-T/AS-T degree completion and Transfer Admission Guaranteed (TAG), university application process, review incoming transcripts, and completing Student Educational Plan (SEP) in addition to be member of Honors Transfer Program, Curriculum Committee, and being part of Student Services Leadership and planning councils.

In order for the Transfer Center to reach its goal of increasing students' awareness of the transfer requirements and empowering them to reach their transfer goal, there is need for additional staff, such as an Office Assistant, and a counselor to be able to assist the Transfer Director with the following services:

- Release time in order for the director to focus on improving and developing new programs and services
- Conducting surveys
- Assisting with the coordination of transfer fairs and other on-campus activities
- Creating transfer related flyers and distributing them among our diverse student body
- Maintaining files and library of the University Catalogs
- Scheduling classroom visits
- Coordinate the University representatives visits
- Keep track of transfer students
- Meeting with students to discuss and develop student educational and transfer plan.

According to a survey in Fall 2011, there is a need to bring transfer information to students who are in basic skills and just beginning to take transferrable courses. Among students who completed this survey 52% are not transferring due to the lack of knowledge and rapid changes in University admissions policies. Additional support for the Transfer Center will be instrumental to close this gap by providing the information in a timely manner and guide students with the transfer process.

The Director of Articulation serves as a primary resource contact for all Faculty and Administration in the area of articulation by:

- assisting Teaching Faculty in the development of new courses and updating existing courses for transfer;
- communicating via e-mail, in-person consultation, curriculum/technical review meetings curricula updates from the System Offices and 4-yr University A.O.s.;
- providing training and access to ASSIST (statewide repository for transfer courses) in order for Teaching Faculty to enhance their outlines to model those throughout the state that are already articulated;
- Facilitating faculty-to-faculty communication with colleagues at the 4-yr institutions to ensure appropriate curriculum content & sequencing of courses as it relates to the transfer process.

B. Professional Development needs

Guidelines:

- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

Professional Development is necessary to engage with the state-wide policy changes as well as within individual higher education intuitions. This will benefit the college as it will provide opportunities for new strategies and innovate ways to assist students transitioning to universities, and faculty in developing new courses. Some of the Professional developments that are essential to both Transfer Center Program Supervisor and Articulation and Orientation Director are:

To maintain currency in the area of transfer and articulation, the programs request a travel budget of $5000 to cover the cost of the following:

- NCIAC Northern CA region meetings in Sacramento at the Los Rios Community College District (2 times/year: 1 time during fall/1 time during spring)
- NCIAC Region 3 (2 times/year: 1 time during fall/1 time during spring within local bay area – location to be determined each semester)
- Annual CIAC Conference (location rotates between Northern & Southern California annually)
- Regional Curriculum Meeting (location to be determined annually)
- DIGS meetings for C-ID/SB 1440
- IOC meetings for C-ID/SB1440
- UC Counselor Conference
- CSU Counselor Conference
- UC Ensuring Transfer Success Conference
- TCDA/WACAC meetings
- TCDA Regional meetings
- Other meetings as necessary/relevant to articulation

C. Equipment requests – must be related to instruction

The Transfer Center needs the following equipment for the transfer campaign with an estimated total cost of in total of $1550:

- Color printer to create flyers and handouts (about $700 at SMCCD WEB Store)
- Printer Cartridges $60 at Office Depot
- Signs and A frames to announce daily/weekly events ($500)
- Banners to announce the annual events minimum of $70 each
- 1 iPad - 16G $499.00

The Director of Articulation requests the purchase of an iPad at $499 or laptop at $1003.00 (per SMCCD Web store) for the usage during but not limited to the following activities in order to have internet access to ASSIST, e-mail, articulation agreements, policies, guidelines and regulations:

- Curriculum Committee Meetings
- Faculty consultations on-campus
- District-wide meetings

Guidelines:

- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

D. Office of Planning, Research & Student Success requests

Guidelines:

- *List data requests for the Office of Planning, Research & Student Success.*

- *Explain how the requests will serve the Program/Department/College needs.*

Due to closure of the CPEC website, transfer data for 2011 and forward will require other resources to acquire; such as the National Clearing House. It is crucial to work with the College researcher to gather information in order to determine our students' paths for transferring to four year colleges/universities, and to identify the group of students who may need additional support in transfer process.

E. Facilities requests

Guidelines:

- *List facilities requests.*
- *Explain how the requests will serve the Program/Department/College needs.*

To be able to schedule the workshops as needed, and to have a consistent location in order for students to easily identify and associated with, there is a need to have designated location on campus for the activities:

- Classrooms for the workshops and presentations
- Campus quad for tabling and transfer camping
- An extra Office for university representatives to meet with student one on one
- CIETL for faculty workshops

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle.

Tool: TracDAT https://sanmateo.tracdat.com/tracdat/
CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Financial Literacy

2. Team Leader: Romeo O. Garcia

A. **Team Members:** Romeo O. Garcia, Margie Carrington, (Formerly, Byron Ramey & Eliazer Ayala-Austin), contributors: Lucy Nolasco, Faye Soler, Che Rodriguez

B. **Program mission and vision**
To offer learning opportunities on the management of personal finances so students can make financial decisions and to aid students in their understanding, application, and timely receipt of all eligible financial aid resources they need.

3. Program / Department Data Measures – and reflection

The following data measures were used for the 2011-12 assessment cycle to assess or infer student learning from their participation in workshops conducted through both the Financial Aid Office and the Financial Literacy program:

- Pre and Post survey
- ISIR report
- ISIR volume
- Workshop participation

The importance of implementing assessments to gauge students' understanding of basic financial literacy could not come at a more critical time given the economy, increased college costs, access issues and the college district implementing a new fee payment policy. Under the umbrella of TRiO Student Support Services and Financial Aid, workshops were provided throughout the year to help students apply for financial aid, learn personal money management and good budgeting habits, understand the new Plan-Ahead Pay-Ahead fee payment policy and other relevant topics of interest to increase students' financial literacy.

There were several major accomplishments both attributed to the financial literacy education and outreach activities or in the case of the Plan-Ahead Pay-Ahead fee payment policy, that made financial literacy and education that much more timely and meaningful for our student body.

Program/Department Major Accomplishments:.

- Plan-Ahead, Pay-Ahead: Educating students pre-emptively about the fee payment change through workshops, YouTube student videos, phone-banking, etc.
- ISIR Volume: The number of students applying for federal financial aid increased substantially over the 2010-11 year.
- Disbursement of aid has increased by double-digits in consecutive years.
- Qualitative surveys are indicating that students are increasingly concerned with personal finances, debt, and college affordability so being able to provide services to them is rewarding and tangeable.

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

We observed the following changes, some attributed to regulatory changes, the economic climate, budget reductions, and local policy decisions that had an impact on the Financial Aid Department and Financial Literacy programs:

- Reduction in dollars for TRiO programming (3.5% and increasing every year for reductions), yet there is an increased mandate especially for financial literacy; moreover, program is subject to allocation and program elimination which threatens sustainability of initiatives such as financial literacy.
- Last year was first year for the financial aid migration to direct lending. The loss of guarantors to help provide in-person loan entrance and exit counseling has resulted in a greater deficit of financial literacy outreach and education.
- Business Process Analysis (BPA) conducted in October with implementation occurring during spring 2012 term to help streamline and automate Financial Aid processing.
- Implementation of Title IV regulatory changes impacting SAP (Satisfactory Academic Progress), gainful employment, and other regulatory oversight; Return of Title IV processing volume and Direct Loan reconciliation creating unanticipated workload for financial staff.
- Increased demand for student loans serving dislocated workers, students seeking financial aid as a social service program and safety net as opposed strictly academic expenses (Shifting paradigm in financial preparedness, pseudo-welfare program.
- High risk of default; need of increased staffing to advise and educate students.

4. Student Learning Outcome (SLO)

A. Results from prior cycle's SLO.

The data measures we used were:

1. SLO: Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC (assessed again in current cycle).

   A pre-and post- assessment at a February 2011 and 2012 Financial Literacy Workshop with 5 concrete student learning objectives. In retrospect, the pre and post assessment was not administered correctly to account for learning because students could interchangeably flip between their pre and post responses and make changes. This skewed results because we couldn't accurately measure learning. In the second attempt, the pre and post assessment forms were separated and administered and collected at different times. However, we do not have the capacity to review forms in a timely way, articulate changes in subsequent workshops, and accurately measure student learning.

2. SLO: Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays (assessed again in current cycle)

Sign-in sheet were used to document participation at two Cash for College workshops in February 2011 however we did not go back to see if these same students required our assistance to complete the FAFSA for the following year at our weekly FAFSA Tuesday workshops.

Students who successfully submit the FAFSA are provided with a message once they have submitted their FAFSA; however, it does not indicate if corrections are required. They may believe they have done all they need to do when, in fact, they may have hit a roadblock that needs be addressed before any further processing can occur. They are alerted if their application has been selected for verification and that the Financial Aid Office will be communicating with them about supporting documents and/or additional requirements.

In retrospect, participation in Cash for College does not necessarily translate to student follow-through and competency regarding Financial Aid. As a stand-alone data measure, it does not necessarily indicate financial learning.

Financial Aid provides ongoing FAFSA Tuesday workshops. These drop-in clinics are designed to help students submit and make corrections to their FAFSAs and to reinforce their understanding of the need to annual apply for Financial Aid.

EOPS helped spear-head the effort to provide savings workshops hosted by Opportunity Fund. The Individual Development Account (IDA) and Women's Achievement Network and Development AllianceWanda). EOPS kept documentation of students who attended, but also students enrolled in the savings program once they deemed themselves eligible and interested.

Our Program Team will continue to improve and refine our data instrument. Secondly, we intend to refine the content in the financial literacy offerings.

Outside of program review, recent collaborations between Financial Aid, Outreach, TRiO and offsetting from Measure G allowed two distinct colleagues, Che Rodriguez and Manuel Delgado to facilitate a well-received workshop to high school students in April 2012. The positive response alludes to the need of continued workshops to engage new students in Financial Literacy in an intentional way. This partnership and work should be institutionalized; therefore, we need to explore the possibilities of expanding this as a first-semester offering for all new students and potentially refresher workshops for continuing students.

Expanded partnership possibilities include orientation, learning communities, mentorship programs, student life, community-based workshops, Neighborhood Colleges, and other venues.

Number of Unduplicated ISIRs:

2312	2009-2010
3079	2010-2011
YTD – 3,498*	2011-2012 (as of 12/31/2011

The increase at mid-year already surpasses the prior year application volume by 13.6% as of December 2011. The unduplicated volume fails to reflect workload since there are multiple transactions per student due to corrections, misinformation, incomplete applications, etc.

Other workload issues impacting the Financial Aid Office include:

- Continued regulatory complexity.
- Legislated Consumer disclosures.
- Institutional requirements that fall on purview of Financial Aid

The workload issues impact the office to proactively address and collaborate with other partners, conduct regular financial literacy/economic justice workshops and implement financial literacy curriculum such as cashcourse.org.

B. Current SLO and relationship to College SLO or Strategic Directions

According to Cañada College's Educational Master Plan, the following objectives have been identified by our College:

Goal One: Base all curricular and programming decisions on data-driven strategies.
Goal Two: Develop new programs and strengthen existing programs to meet our community and business needs.
Goal Three: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.
Goal Four: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language
Goal Five: Improve the persistence and transfer rate of students enrolled in transferable courses.
Goal Six: Cañada College will support and strengthen the workforce program which receives a strong response from the community. Through research and sustained interaction with the business community Cañada College will pursue new programs and courses which reflect the dynamic occupational and specific needs of the Bay Area economy.
Goal Seven: Increase entrepreneurial actions cross the College by seeking new revenue sources.
Goal Eight: Develop and strengthen external collaborative relationships and partnerships.
Goal Nine: Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/ participation.
Goal Ten: Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.
Goal Eleven: Improve number of certificate and degree awards.

Financial Literacy Program Team SLOs speak to the following goals:

Goal One: Base all curricular and programming decisions on data-driven	Financial Literacy Program Team assesses our workshops and services based on student feedback,

strategies.	successful completion of FAFSAs, and concrete data of student need such as BOG, Pell, SEOG, Work-Study Cal-Grant eligibility.
Goal Two: Develop new programs and strengthen existing programs to meet our community and business needs.	Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds to the escalated community need to make college affordable.
Goal Three: Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.	Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds to the escalated community need to make college affordable.
Goal Four: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
Goal Five: Improve the persistence and transfer rate of students enrolled in transferable courses.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
Goal Eight: Develop and strengthen external collaborative relationships and partnerships.	Financial Aid and Financial Literacy have partnered with on-campus and off-campus partners; examples include Provident Credit Union, San Mateo Credit Union, Opportunity Fund, Veteran Affairs,
Goal Nine: Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/ participation.	Financial Aid and Financial literacy promotes the environment where students can be self-determined economically, and can therefore develop skills such as budgeting, prioritization, and goal-setting to develop personally and academically.
Goal Ten: Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.	Financial Aid receives ongoing training for BANNER, fafsa.gov, COD.gov, edconnect.gov, CSAC.ca.gov since regulations change and staff must be informed of how to keep students updated. Financial Aid is receiving training for STARS, a new scholarship software for students to submit scholarships online. Financial Literacy is exploring online learning curriculum via cashcourse.org

Goal Eleven: Improve number of certificate and degree awards.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.

- *Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?*

We kept the same two SLOs from 2011 into the 2012 SLO cycle because we wanted to improve our data measurement.

C. Action Plan

Activities	Revise and update SLOs to better identify student learning outcome: *Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC. (Spring 2012)* This SLO needs to be more specific to what terminology is covered in that workshop because there are so many topics to cover. Perhaps it needs to broken-out into themes; grant money, loans, work study, budgeting, savings, credit/FICO and really focus in on one specific topic and measure student learning. *Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays. (Spring 2011)* This SLO does not measure competency or completion because there still might be corrections needed, students might not follow-through. Our Program Team has to define what is "successful completion" after participation. We need an activity to measure a legitimate accurate EFC. Perhaps our Team should coordinate a focus group of a small subset of students to submit FAFSA, receive FAFSA, and give qualitative feedback on if they learned how to successfully submit FAFSA. We can then take a look at that same group to see if there were lasting long-term self-efficacy skills where the same students can then demonstrate that they can submit it on their own. Our Program Team should focus in on just one and really refine it: Financial Literacy Workshop is our focus as our primary SLO, so we are not spread too thin. We need to thematically identify which topic we will cover. For Instance, Fall 2012 – Financial Literacy Team will coordinate workshops on loans (debt, effects on transfer on subsidized, unsubsidized, predatory lending, budgeting, etc.,)

Criteria for assessment	Students can identify loan options (subsidized and unsubsidized) Students can identify rights and responsibilities as a borrower Students can identify how to apply for loans via FAFSA
Assessment tools	•Sign in sheet • Pre –and post assessment •Qualitative focus group discussion on learned skills from student participation.
What do expect to learn from assessment	Our Program Team expects to learn baseline knowledge of where students are at with their understanding of loans.

Possible activities for the far future include:

Activities: Educate Student body about PA/PA via email, phone-banking, and advising/counseling sessions.

Criteria: We looked at pre-and post- report of dropped students due to outstanding fees in collaboration with Admissions & Records.

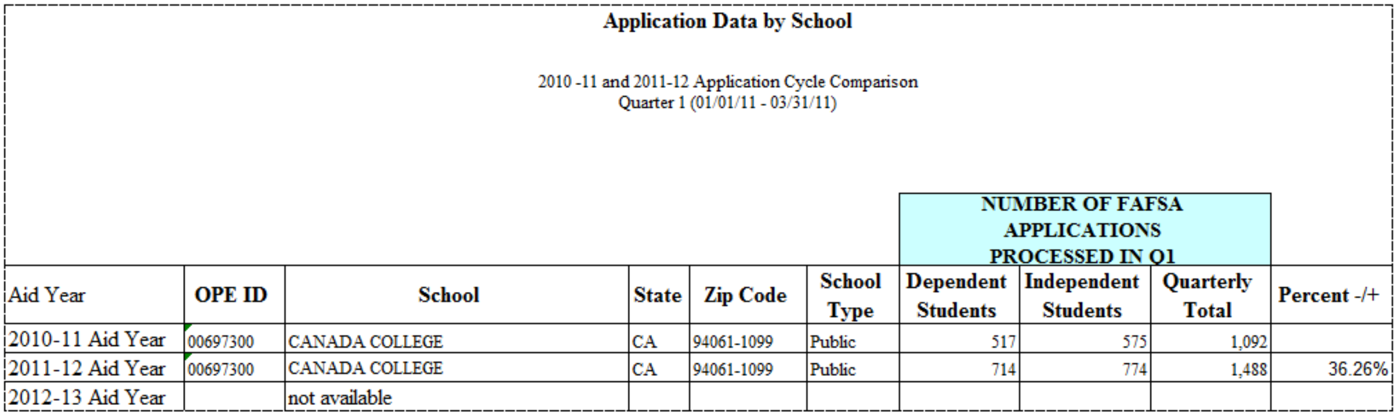
What do we expect to learn: How informed did students become about the new District Policy? How many students were educated about the process to pay back or set up Sally Mae? How many students understood the drop policy due to unpaid fees? How many students were ultimately impacted by the drop?

In Spring 2012 and in Fall 2012, Admissions & Records were able to pull a query to take a look at concrete data for how many students will be affected by Plan Ahead/Pay Ahead and ultimately how many students were dropped. Moreover, the College successfully was able to gather data that no student was dropped in error. There was a resolution for students who believed they were dropped in error with assistance from Admissions & Records. There is now a process in place to handle and address concerns of students who believe they were dropped in error.

5. **Student Area Outcomes** (SAOs)

A. Results from prior cycle's SAO

The 2010-11 SAO (prior cycle) was successful as the general condition for success was demonstrating an increase in application volume from one year to the next. The table below reflects a 36% increase in applications from the prior year (2010-11 processed between 01/01/10 and 03/31/10) to the current year (2011-12 processed between 01/01/11 and 03/31/11). Data is not yet available to compare how the 2012-13 first quarter (01/01/12-03/31/12) may have increased over the initial SAO assessment year 2011-12.



Application Data by School

2010 -11 and 2011-12 Application Cycle Comparison
Quarter 1 (01/01/11 - 03/31/11)

						NUMBER OF FAFSA APPLICATIONS PROCESSED IN Q1			
Aid Year	OPE ID	School	State	Zip Code	School Type	Dependent Students	Independent Students	Quarterly Total	Percent -/+
2010-11 Aid Year	00697300	CANADA COLLEGE	CA	94061-1099	Public	517	575	1,092	
2011-12 Aid Year	00697300	CANADA COLLEGE	CA	94061-1099	Public	714	774	1,488	36.26%
2012-13 Aid Year		not available							

1. Our team identified that there is a need to collect baseline data first so we can better assess what our goal percentage increase will be.
2. Our team identified that there needs to be more opportunities for students to be educated on not just financial resources but the literacy to understand those resources.
3. Our team identified that we want to break commonly used terms and FAQs regarding Financial Aid and Financial Literacy.

Guidelines:

- *Explain how the Service Area Outcome measured the quality and success of the program/department.*

Our program team intended to lean from our SAO that students were becoming informed of new policies that the College has implemented that will significantly affect their financial status with the College. Our program team wanted to see via quantitative on the increase of volume of financial aid applications. Our program team wanted to see a pilot interest in financial literacy workshops and we measured attendance at all offerings to increase awareness to facilitate access to financial aid resources.

- *Summarize the assessment results of the SAO.*
- *Describe and summarize other data that reveals Program/Department performance.*

  EOPS has state-mandated collected data.
  TRiO-SSS has federally-mandated data on the Annual Performance Report, and specifically on Financial Literacy and Financial Aid for TRiO participants

- *Describe and reflect on any observed trends that affected the SAO.*
  What we may account for as students learning to apply at a greater rate and proficiency as a result of participating in a Cash for College or similar workshops may also be a direct correlation with economic and other factors. It is difficult to measure what portion of the increased application volume is because of our workshops. We also did not account for student pre-learning or exposure to financial aid and financial literacy from friends, family members, etc.

- *Explain how changes in community needs, technology, and transfer requirements could affect the unit/program.*
  1. There is escalated economic turmoil and still significant unemployment. Students are utilizing Financial Aid as a safety net.
  2. Ability to Benefit Test: students originally eligible for Financial Aid if they passed this test for non-high graduates. But this has been eliminated and prevents students from receiving Financial Aid.
  3. Lifetime Eligibility: Students are only eligible to receive only 6 full-time semesters of aid. This will significantly affect students who have a long academic trajectory such as ESL students.
  4. Course Repeatability: Title IV (federal aid) limits course repeatability to one additional attempt for a course previously passed while receiving federal aid. The federal definition of a passed course is a D which conflicts/differs with recently changed Title 5 Regulations (state) and students do not know or understand the difference (counselors also may have difficulty explaining this to students).
  5. The IRS tax return transcript will be required effective July 15, 2012 in lieu of actual 1040 copies; however there are already glitches with the IRS data retrieval and they are generating student complaints.
  6. In regards to preparing for transfer and financing transfer, students must plan out their acceptance of Pell because it will impact their packaging at the 4-year transfer institution. Questions are still unanswered in regards to holding Pell award at the community level to help offset 4-year packaging.
  7. TRiO-SSS will be mandated in a stricter fashion on offerings for Financial Literacy and how many students are served and/or referred to campus resources that address Financial Literacy.
  8. BOGG unmet need has increased to $1104

B. Current SAO and relationship to College SLO or Strategic Directions

Cañada College Educational Master Plan Strategic Directions:

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.	Financial Literacy is key in order for students to participate in our global community by virtue that they can develop a critical consciousness regarding socioeconomic standing of particular communities. They can empower themselves to adequately fund their education and ultimately contribute to a global workforce.
2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.	Completion is contingent on a student's ability to afford an education. According to the TRiO Student Support Services Program Focus group in 2009, Lack of money and adequate financial resources is one of the core challenges that students face in college.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community.	Financial Literacy projects are rooted in collaborations with local community agencies such as Second Harvest, Opportunity Fund, and various nonprofit financial institutions such as San Mateo Credit Union and Provident Credit Union.
4. Global and Green: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.	Financial Literacy is rooted in economic justice and the critical discourse of access, equity, and resources. Students and staff share this responsibility to examine the increasing privatization of education and the diminishing resources for students, particularly for low-income first generation students.

Guidelines:

- *Given the results from the last SAO, did you keep the same SAO or develop a new one? Why?*

With significant changes for AB540 and undocumented students, who represent a significant population on campus, the Financial Literacy team would like to explore the possibility of measuring a new SLO that measures students learning on access and opportunities for AB540 and undocumented students. The college; therefore, will need to develop clear information in either web or print format to educate our campus community on significant changes that affects students such as AB130 and AB 131 and the Deferred Action Plan for Undocumented Youth.

- *List the objective(s) from the EMP's Strategic Plan that the SAO aligns with.*

Goal One: Base all curricular and programming decisions on data-driven strategies.	Financial Literacy Program Team assesses our workshops and services based on student feedback, successful completion of FAFSAs, and concrete data of student need such as BOG, Pell, SEOG, Work-Study Cal-Grant eligibility. AB130 and AB131 will significantly affect Cal-Grants and BOGs along with some possible scholarships.
Goal Two: Develop new programs and strengthen existing programs to meet our community and business needs.	Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds to the escalated community need to make college affordable. Increasing conversations are emerging around how to better support AB540 students and undocumented students in higher education.
Goal Three: Develop programs and recruit students that respond directly to the current	Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds

and projected demographic and economic trends in the College's Service Area.	to the escalated community need to make college affordable. Cañada College has always had a significant AB540 and undocumented student population; it is the intention of the Financial Literacy team to provide as much informational material as possible to educate the campus community about significant changes.
Goal Four: Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
Goal Five: Improve the persistence and transfer rate of students enrolled in transferable courses.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
Goal Eight: Develop and strengthen external collaborative relationships and partnerships.	Financial Aid and Financial Literacy have partnered with on-campus and off-campus partners; examples include Provident Credit Union, San Mateo Credit Union, Opportunity Fund, Veteran Affairs,
Goal Nine: Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/ participation.	Financial Aid and Financial literacy promotes the environment where students can be self-determined economically, and can therefore develop skills such as budgeting, prioritization, and goal-setting to develop personally and academically.
Goal Ten: Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.	Financial Aid receives ongoing training for BANNER, fafsa.gov, COD.gov, edconnect.gov, CSAC.ca.gov since regulations change and staff must be informed of how to keep students updated. Financial Aid is receiving training for STARS, a new scholarship software for students to submit scholarships online. Financial Literacy is exploring online learning curriculum via cashcourse.org
Goal Eleven: Improve number of certificate and degree awards.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.

C. Action Plan

Guidelines:

- *What activities will be done for this SAO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

6. Resource Identification

A. Faculty and Staff hiring requests

Our Program Review Team recommends a District-supported “Financial Aid Accounting Specialist” or similar to assist Finance in managing and reconciling federal and state financial aid funds to appropriately support the campus operations and create a required separation of finance and financial aid duties.

The three Financial Aid Offices of the SMCCCD have an ongoing need for a “specialist” tasked with district-wide responsibilities for inputting G5 fund drawdown into RPACASH, Direct Loan Reconciliation functions, Return of Title IV (R2T4) monitoring, Sallie Mae financial reconciliation (stale dated checks and cancelling/returning federal funds), and to the extent possible, assisting the three colleges in monitoring loan delinquency as part of our default management plan. While workload is a huge issue multiplied by three campuses as it relates to the DL monthly reconciliation and ongoing R2T4 calculations and monitoring, the heart of the issue is that currently, finance/accounting functions that should be external to the colleges’ financial aid departments is being performed by the same user groups tasked with determining eligibility and awarding aid which is a compliance issue and potential audit exception.

A hiring justification will be submitted when the next opportunity to do so is presented and a sample job description is shown below. This is a high end and detailed example of possible duties depending on how much control/oversight we may want this position to have. It may be tailored necessary. Note, the emphasis at most postsecondary institutions is that much of these functions reside on the fiscal/student accounts side of management not in the financial aid office.

Description of General Duties

Under general supervision of the Grants Analyst, manages financial and operational systems to ensure processes, policies and procedures are in place to enable the financial structure and continuing operations of the district as it pertains to state and federal financial aid financial compliance, provides technical assistance and expertise; coordinates with local, State and Federal agencies, subgrantees, and others; coordinates allocations of federal funds available to local units, insuring efficiency and compliance with federal laws and regulations in use of those funds; supervises record maintenance of grants; performs related work as required.

Specific Job Tasks:

1. Reconciles all financial processes, procedures, payments and reconciliation for multiple federal grants, state and private donation funds to ensure fiscal accountability for the SMCCCD and the supervision of its programs.
2. Prepares monthly and annual reports evaluating various federal aid activities; includes monitoring progress of all required applications and agreements to insure deadlines are met.
3. Assists the colleges' Financial Aid Directors in the preparation and timely submission of SMCCCD fiscal reports to the CCC Chancellor's Office, California Student Aid Commission, the Department of Education and COD.
4. Reconciles the fiscal activity, compliance reporting and close-outs of multiple District programs.
5. Works with Comptroller/designee to develop internal uniform internal operational standards.
6. Reconciles the receipts and payables for federal, state and county programs.
7. Reviews and analyzes federal regulations, state laws and administrative requirements for multiple federal and state programs.
8. Reviews and documents appropriate internal reconciliation operating and fiscal policies, procedures and interpretations for federal and state programs; reviews new federal policies that relate to funding grants and loans and supervises the implementation of those policies.
9. Documents reconciliation monitoring tools and manages the fiscal auditing portion of annual on-site federal audit and compliance visits.
10. Provides support for annual internal audits, state and federal site visits and fiscal audits. Assists state fiscal agent in reconciling expenditures for federal closeout of District federal and state programs. Assists the auditing compliance preparation for all District federal grants and loans. Is responsible for accountability and compliance with a variety of different federal reconciliation rules and regulations; makes arrangements for and accompanies federal aid inspectors to insure that necessary documents are available for audit.
11. Provides liaison between and confers with various District officials and offices and federal and state authorities.
12. Other professional duties as assigned.

Additionally, to support an on-going Financial Literacy program, staffing will continue to be required for ongoing support. With increased need for Financial Literacy and Economic Justice education, there needs to be an identified point-person to help facilitate workshops, coordinate and schedule Financial Literacy partners such as Opportunity Fund and San Mateo Credit Union, facilitate classroom and community presentations, develop online curriculum via cashcourse.org. This position can be in the form of a retention specialist or coordinator to ensure that these services are rendered for students.

The new mandate for Financial Literacy in addition to Financial Aid has added a new significant added scope of responsibility for the TRiO Program Director. With increasing Federal regulations for TRiO and emerging pilot projects/initiatives for Beating the Odds Peer Mentorship Program, Community Engagement & Service Learning, and Veteran Services, the TRiO Program Director time/effort has been augmented from 100% 10 month faculty coordinator to an 87% TRiO/13% General Fund labor distribution to address the new projects. However; there is an emerging need for a Faculty Coordinator/Counselor (100% 10 month) to help in the implementation of the Federal TRiO grant and the day to day services and documentation for eligible program participants.

B. Professional Development needs

1. Training and support for cashcourse.org. This will enable us to offer online learning workshops for TRiO participants and campus-wide to other interested students if staffing is offset by Measure G or Fund I.
2. Training and support for new BANNER features for Financial Aid: Financial Aid staff are informed of updated as well as more efficient ways to track, monitor, and serve students.

TRiO-SSS, Financial Aid, EOPS, outreach and other similar departments need continued Financial Literacy training.

Guidelines:

- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

C. Equipment requests – must be related to instruction

TRiO-SSS

- Cashcourse.org software: free trial license. We might need to pay later for subscription.
- iPad tablets for student workshops for easy access to online curriculum such as cashcourse.org (ipad tablets at $600 each x 10 workshop participants). These iPads can be shared among the division and cycled depending on various workshops and seasonal use

Financial Aid

- Scanning equipment (part of BPA budget though may need additional resources)
- iPad tablet for Director

- Dual monitors (part of BPA budget though may need additional resources)
- Laptop (2) for outreach events and other needs (purchasing with program funds-cannot wait)

Guidelines:

- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

D. Office of Planning, Research & Student Success requests

Guidelines:

- *List data requests for the Office of Planning, Research & Student Success.*
- *Explain how the requests will serve the Program/Department/College needs.*

We need to establish baseline data on FAFSA-eligible students and those who actually complete the process and receive aid.

E. Facilities requests

(Needed but not urgent, more of a wish-list item) Financial Literacy Lab where students can engage in ongoing frequent Financial Literacy Activities, community partner workshops, FAFSA clinics, etc.

7. Curricular Offerings ***(current state of curriculum and SLOAC)*** (if applicable)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle.

Tool: TracDAT https://sanmateo.tracdat.com/tracdat/
CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Program: Counseling and Career

1. Program: Counseling

2. Team Leaders: Kathy Sammut and Sandra Mendez

A. Team Members: Bob Haick, Lorraine Barrales-Ramirez, Karen Olesen

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

3. Program / Department Data Measures – and reflection

Counseling
The Counseling department is designed to provide students with educational, career, and personal counseling. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. Counseling services includes instruction in a variety of career classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.

The Counseling faculty provides personal and academic support so students can make informed decisions by learning about college policies, certificates, degrees, and transfer requirements. Additionally students are able to discuss their personal matters in a safe and trusting environment.

The Counseling faculty works as a team and collaborate within and with other academic departments to ensure they are offering a strong and meaningful program. All counselors, including adjunct counselors assume additional responsibilities and work with other departments and programs to integrate counseling as needed in all instructional programs. They participate regularly in institutional committees such as Basic Skills, Academic Senate, Curriculum and Articulation, College Planning Council, Instruction Planning Council, Student Services Planning Council, Honors Advisory Committee, and hiring committees.

The department relies heavily on adjunct counselors which limits the amount of service they can provide due to the hours restricted by district union contract. It also presents a communication problem within the department. Despite twice monthly staff meetings, exchange of information can be difficult, especially for a faculty such as Canada's which strives to be constantly on the cutting edge and who enjoy working as a professional team. Compared to other community colleges in the Bay Area with the same population, Cañada College has the lowest number of full-time and adjunct counselors per student ratio.

4. Student Learning Outcome (SLO)

A. **Results** from prior cycle's SLO.

The prior cycle's SLO was reviewed and revised. The SLO will be implemented during the 2011-12 academic year.

B. Current SLO and relationship to College SLO or Strategic Directions

The current SLO is as follows: Students will be able to articulate the content of the student educational plan and the benefits of creating and following the SEP.

This SLO is a revision from the prior cycle and aligns with the strategic plan objective 1.5 which focuses on promoting student retention and success.

C. Action Plan

The counseling department plans to promote the third annual SEP campaign "Spring into Fall – It's SEP Time!" campus wide to increase the number of students who have a current SEP on file at the counseling department.

The survey will be distributed during the Spring 2012 and the data will be collected on going through the Fall 2012 semester. The survey will be used to measure what students have learned as a result of creating an SEP with a counselor (attachment #1). Our goal is to increase student awareness of the benefit of having an SEP to assist them in reaching their academic, career and personal goals.

5. Student Area Outcomes (SAOs)

A. **Results** from prior cycle's SAO

Counseling Department SAO: Increase the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester. As a result of implementing the "Got Priority" SEP campaign during the Spring 2011 approximately 200 students served (i.e. April 11-15th).

During this cycle the counseling will develop and administer a survey to students starting April 30th during 30-minute counseling sessions.

B. Current SAO and relationship to College SLO or Strategic Directions

The counseling department will be using the same SAO as last year. Increasing the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester is important. A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. This SAO aligns with Objective 1.5 "Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success."

C. Action Plan

On Tuesday, April 10th, the Counseling Department will kick off "Spring Into Fall- It's SEP Time!" A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. From April 10th through April 20th, Counselors will be available on a drop-in basis to meet with students and formulate SEP's. A detailed list of dates and times are available on our web site http://canadacollege.edu/student/counselingcenter.html

Our goal is to assist students to identify and plan courses related to their personal, academic and career goals. Students need to complete SEP's so they are prepared for registration during the first week of May. Students will receive an earlier registration date if they complete an SEP by April 20th.

It is critical that our continuing students are knowledgeable about the classes they need and register on time! Counselors will also be available to make brief classroom presentations to increase awareness about having an SEP on file.

6. Resource Identification

A. Faculty and Staff hiring requests

Guidelines: complete the appropriate form and attach

- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

The counseling department submitted the following classified hiring justifications (2011-12)

- Fulltime Tenure track general counselor
- Fulltime Tenure track general counselor (Emergency Hire)

The counseling department submitted the following faculty hiring justifications (2011-12)

- Program Services Coordinator Student Success (FT)

Based on the department's needs (attachment #2) we are still in dire need of the following positions.

- Dean of counseling
- 2 Fulltime Tenure track general counselors
- Adjunct counseling faculty – Currently, all adjunct are funded by Measure G. We request that the college provides funding through Fund 1.
- Program Services Coordinator Student Success (FT)

Please see attached for additional supporting documentation (attachment #3), drop-in counseling data.

B. Professional Development needs
Continuing education and professional development are a necessity for all counselors to be able to provide the best academic, career, transfer and personal counseling services to students at Canada College. Counselors attend the UC/CSU conferences every year. They also attend discipline specific (i.e. athletics, honors, veterans, early alert, transfer, basic skills, career, instruction, etc.) training and workshops.

For the following academic year we would like to attend the additional conferences:

- Basic Skills Regional Conferences
- Ensuring Transfer Success (ETS) Conference
- CSU Community College Counselor Conference
- Honors Faculty Roundtable at Mills College
- UC Counselor Conference
- UCLA Transfer Alliance Program (TAP) Conference
- CCCAA Annual Convention

C. Equipment requests – must be related to instruction
Request to get 2 laptops for the counseling department. Most of our counselors teach college success and career development courses. Additionally, all counselors take an active role in outreach. As a result, these laptops would allow increased outreach opportunities to take place both on campus and off campus.

D. Office of Planning, Research & Student Success requests

- The Counseling department will be gathering data for this cycle. The survey will be collected by the department, yet will requests to have the data evaluated will be critical. These requests will come as a result of the data collection at the end of Fall 2012.

E. Facilities requests
None.

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle.
Tool: TracDAT https://sanmateo.tracdat.com/tracdat/
CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).

- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Career Services

2. Team Leaders: Kathy Sammut and Sandra Mendez

A. Team Members: Bob Haick, Lorraine Barrales-Ramirez, Karen Olesen

B. Program mission and vision

The mission of Career Services is to provide guidance and resources to a diverse student body for the achievement of students' career-related goals. In partnership with students, career services will facilitate lifelong career development through self-awareness, career exploration, career decision-making, and the implementation of their career choices. In partnership with faculty and staff, career services will provide information, programs, and consultations to help them better understand the career-related needs of students. In partnership with employers, career services will develop informational and experiential networks that involve them as resources in support of the career development of students and will maintain existing and develop new relationships with a significant base of employers who have an on-going interest in the employment potential and careers of students.

3. Program / Department Data Measures – and reflection

Career Services

Data measures were limited to resume workshops, and calendar appointments made with students. The biggest accomplishment was gaining more time for the career services coordinator to focus on career coordination. This was accomplished by offloading a portion of the assessment duties also performed by the coordinator. This in turn has produced an increase in students and businesses making appointments to speak with the career coordinator, and allowed time for the coordinator to perform outreach to a limited number of local businesses and area "boot camp" type job events. In addition, working with faculty and staff, an Internship Agreement was drafted and submitted to Administrative Counsel and the district for approval. Further, a software package called The Perfect Interview was purchased for our students to use to practice and improve their interviewing skills. A resume writing guide was also created and distributed at last year's Career Fair to students who attended the resume help desk and the resume workshop.

2011 Resume Workshop Attendance	2012 Resume Workshop Attendance	Change +/-
49	105*	114%

*As of May 2012

2011 Career Fair Employer Attendance	2012 Career Fair Employer Attendance	Change +/-
22	33	50%

2011 Career Fair Student Attendance	2012 Career Fair Student Attendance	Change +/-
240	337	40%

Changes for 2012-13 will be a new career center which will be located in the remodeled "Grove" located in building 5. Once housed in the new building:

- SARS will be utilized to track students' appointments and the reason for them.
- A formal centralized campus internship program will be implemented with the help of business, faculty and staff
- Link more closely career services and instructional programs

4. Student Learning Outcome (SLO)

A. **Results** from prior cycle's SLO.

The prior cycle's SLO "create a high level of student awareness of the Career Center and the services it provides" was unable to be implemented due to a delay in the construction of the Career Center in Building 5.

B. Current SLO and relationship to College SLO or Strategic Directions

The current SLO will be to "create a high level of student awareness of the Career Center and the services it provides". This SLO is a carryover from the last cycle due to construction delays of the Career Center. This SLO aligns with the strategic plan objective 2.10 which among other goals, lists promoting career resources to Cañada students.

C. Action Plan

Early marketing over the spring and summer of 2012 will create awareness for a "Grand Opening" of the new Career Center which will be held at the beginning of the fall 2012 semester. This event will showcase current and future services offered by the Career Center. A survey will be used to measure the turnout for the event: In addition, a SARS Station will be installed to track students served and reason for service. Further, I expect to learn how many students are aware of the services provided, and services students would like to see implemented to further assist them their career goals.

- Students will learn of services offered in the Career Center
- Students will learn of services being implemented over time
- Suggestions by students of services they see as needed

5. Student Area Outcomes (SAOs)

A. **Results** from prior cycle's SAO

The prior cycle's SAO was unable to be implemented due to the college redesigning its website. It was suggested that I hold off until the new site was implemented and work with the web designer to create an electronic job board for students, and Career Center information page. I currently do not have enough space to physically advertise all of the job/internship postings I receive each week.

- New connections have been made with prospective employers, by attending company boot camps, job fairs, and meeting with City Managers.

B. Current SAO and relationship to College SLO or Strategic Directions (aligns with Objective 2.10)

Provide Career Information and Services:

- Create an electronic job board.
- Create a redesigned webpage for Career Services.

Making connections with:

- Community
- Businesses
- Faculty & Staff
- Centralize and Create internships/volunteer opportunities
- Link services more closely with instruction

C. Action Plan

Work closely with faculty, staff, and the community by creating a committee to develop internships/volunteer positions that align with our programs. Work with our web designer to create a webpage that incorporates a job board that positions can be posted to for all students to have access to 24 hours a day. Students will be required to register with the job board with their G number so I can track their usage, which will allow me to monitor which types of offerings receive the most attention. In addition, Google analytics will be used to monitor overall site traffic so I know which areas get the most use and those that need improvement. It will also allow me to see which areas of the county(s) interest is coming from, which will allow me to target more businesses in those areas.

6. Resource Identification

A. Faculty and Staff hiring requests

- *Career Services Supervisor*
- *Instructional Aide II*

B. Professional Development needs

No professional development activities for last year. There is a need in the current year to attend the Myers-Briggs Training with Strong certifications so I can administer these inventories at the career center. Also, attend a national career professional conference.

C. Equipment requests – must be related to instruction

Guidelines:

- Equipment requests are part of the remodeled Building 5 bond project.
- New computers in the Career Center will benefit students by allowing them to research career paths, open positions/internships, and perform values and personality assessments. In addition, they will also allow students to practice their interviewing skills via "The Perfect Interview" software which will be installed on all systems.

System Placement	Number of Systems
Career Supervisor Office	1 Desk System & 1 HP Folio 13.3 Laptop
Reception Desk	1
SARS (front of center)	1
Student Workplace	4

D. Office of Planning, Research & Student Success requests

- The Career Center will be in a data gathering process for this cycle and will have requests as that data becomes more populated.

E. Facilities requests

- Facilities request will be for April of 2013 career fair. Request will be for Career Fair Layout of the Cafeteria. This layout has been established during the planning of the new career center/cafeteria.
- The Career Fair benefits the college and its students by exposing students to different employers in the bay area thus giving students exposure to careers they wish to know more about. It also is an avenue for students to secure an internship or job with companies.

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle.
Tool: TracDAT https://sanmateo.tracdat.com/tracdat/
CurriCUNET http://www.curricunet.com/smcccd

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B. Identify Patterns of Curriculum Offerings

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- *Discuss any issues.*

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Attachment #1
Counseling Department
Student Learning Outcome (SLO) Survey

Creating a Student Educational Plan (SEP) benefits students in a variety of ways. Please answer the following questions to provide feedback to the counseling department.

1. Did you find it useful to work with a counselor to develop your Student Educational Plan (SEP)? Yes or NO and please explain your answer.

2. Have you had SEP before? Were able to follow it? Explain your answers

____

3. The following information was covered during my counseling session. Check all that apply:

___Prerequisite requirements
___How to use www.assist.org
___How to use Degree Works
___Requirements for transfer to a 4-year University
___Requirements to obtain an AA/AS degree
___Requirements for Certificate
___Cañada academic policies and procedures
___Career information
___Other ____

4. My current educational goal is __________________________________

Other Comments:

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Attachment #2

Counselor Assignment	Brief Description of Counselor Activities for these Assignments
1. Athletes	Work with the student-athletes to provide them with information on NCAA transfer requirements; assure they have student educational plans (SEP) which meet the eligibility requirements to participate in athletics
2. Basic Skills/ESL	Coordinate efforts with the basic skills faculty; participate in the Learning Communities teach CRER courses
3. Career Counseling	Career counseling to include career and major exploration; assist in providing workshops
4. Career Advancement Academy (CAA)	*The CAA required the services of a counselor for three hours per week (or more to assist students through the program. In order to meet this need, we have been required to take away counseling services for our general student population.
5. College for Working Adults (CWA)	*As with the CAA program, the College for Working Adults needs counseling services. We have again removed services for our general student population to accommodate their needs. Current cohort: Interdisciplinary Studies. New cohort: Health Sciences.
6. Coordination/ CRER Courses	• Curriculum updates and development of new career and counseling courses; • Continue to collaborate with instructional faculty regarding curriculum integration for learning communities; • Maintain effective relationships with instructional divisions and faculty • Continued and strengthened collaboration with other student services including, Admissions and Records, Learning Communities, DSPS, EOPS, STEM, Financial Aid, MESA, Middle College, and TRiO Student Support Services
7. E-Counseling	For distance education students who do not come to campus, this service is provided by one of our full-time counselors for three hours per week.
8. ESL	Special orientation and counseling services for ESL students have been requested The counselors have worked closely with the faculty to support them as time permits.
9. Honors Transfer Program (HTP)	*The Cañada College Honors Transfer Program (HTP) is currently working with UCLA to develop a Transfer Alliance Program (TAP) which will provide all students with a new transfer opportunity. One of the criteria for the TAP agreeme is a demonstration of having a fulltime counselor on board to provide academic, career, and transfer counseling. For example, the counselor must meet with each student to develop an HTP student educational plan (SEP) which requires the counselor to be knowledgeable about the HTP graduation requirements, transfer agreements, and collaborates with all student service programs on campus to ensure student success. The counselor must also be well versed about Honors contracts/research opportunities, HTP regulations, attend HTP conferences/events

	and collaborate with HTP instructional faculty on an ongoing basis.
10. International Students	Currently, one of our part-time counselors provides services to the international students. As we grow the program, the need for counselors for this student group will increase.
11. MESA	At certain times during the semester, the MESA program relies on counselors to assist students with their SEPs, etc.
12. Middle College HS	Several counselors provided services to these students to develop their SEPs. Th also assist the high school students on their plans to transfer to universities.
13. Off-campus Sites (e.g. Menlo Park, EPAA)	Particularly difficult areas to cover with limited resources are the off-site programs. We have a presence at Menlo Park and EPAA with students who need counseling services. We are setting up a system to send counselors to the sites on a regular basis, although this does mean they spend over an hour on the road to g to the site and back.
14. Orientation	Orientation – currently the Counseling Department implemented in-person and specialized sessions are required for a comprehensive program to include international students, veterans, athletes, evening and ESL students, CAA, CBET CWA, VEAP.
15. Outreach/HS (on/off campus)	Outreach – more involvement by counselors with outreach activities including hig school and community presentations to students and parents and college fairs.
16. Petitions	Review petitions for prerequisites, substitutions, and subsequent follow up with students regarding academic standing, etc.
17. Program Review and Planning	Counselors serve on several of the Program Review Teams for Student Services which include Teams #2 Assessment, Orientation and Registration; #3 Articulati and Transfer; and #5 Counseling and Career.
18. Probation/ Dismissal Follow up	Provide intentional counseling support and intervention with students who have been dismissed or on probation.
19. Reentry	Students may return to school to take courses to upgrade skills, make career changes, earn a certificate or degree, and transfer to a university. Counseling services are provided to reduce obstacles that can prevent non-traditional students from returning to school, or accomplishing their educational goals.
20. Service Referrals	Appropriate and timely referrals to community agencies for services including childcare, housing, internships, employment, etc.
21. Shared Governance	Increased participation in shared governance
22. Student Success (Early Alert)	*Student Success Program – The comprehensive nature of the program requires the college to fund a fulltime tenure-track general counselor to oversee the studen success program's various components, in addition to providing academic, career and personal counseling services to our entire student population. For example, th counselor must work with the department, consult with faculty, staff and administrators from English, English as a Second Language, reading and math departments to determine appropriate placements, facilitate research and validati of the assessment instruments and support the student appeals process. This is an area where we need to expand our services based on effective practices (and many of the items included in the college's educational master plan).

23. Transfer	As part of its transfer services mission, Cañada College has established formal articulation agreements and a transfer admission agreement/guarantee (TAA/TAG program with select colleges and universities. Successful transfer requires careful planning and course selection based on students transfer goals (i.e., UC/CSU, private/independent, out of state, international).
24. Veterans/VEAP Bridge To Engineering	Provide the support needed to assist veterans transitioning from military to civilia life and to encourage their success in college.
25. Workshops & Classroom Presentations	Classroom presentations and transfer, career, and educational workshops. Many requests are made by faculty and students for presentations on specialized topics.
26. Financial Aid	Provide counseling assistance to students who are receiving financial aid i.e. financial aid appeals.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Attachment #3

CAÑADA COLLEGE COUNSELING CENTER DROP INS - 10,137 STUDENTS SERVED
March 2011 to February 2012

March 2011	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL		MONTH TOTAL
	33	49	13	13		108		
	17	33	37	21		108		
	16	32	50	8		106		
	10	26	33	9		78		
	32	43	31	11		117		
	108	183	164	62	0	517		**517**
April 2011	24	28	89	46	23	210		
	22	53	59	32		166		
	24	44	38	39		145		
	70	125	186	117		498		**498**
May 2011	36	7	121	35		199		
	47	54	108	72	47	328		
	38	56	92	49		235		
	68	97	124	67	38	394		
		38				38		
	189	252	445	223	85	1194		**1194**
June 2011			58	46		104		
	41	50	32	51		174		
	88	79	72	71		310		
	51	38	35	37		161		
	180	167	197	205		749		**749**
July 2011				30		30		
	60	56	70	49		235		
	35	58	83	61		237		
	52	64	65	22		203		
	50	73	81			204		
	197	251	299	162		909		**909**
August 2011	47	70	81	84	26	308		
	108	109	100	79	26	422		
	99	110	190	108	51	558		
	154	160	124	72	25	535		
	95	108	64			267		
	503	557	559	343	128	2090		**2090**
September 2011				39		39		
		29	37	19		85		

	17	20	27	16		80		
	14	14	44	13		85		
	36	20	24	1		81		
	67	83	132	88		370		**401**
October 2011	17	31	52	12		112		
	24	36	58	40		158		
	31	45	65	13		154		
	58	77	64	50		249		
	11	5	6	10		32		
	7	12	8	13		40		
	148	206	253	138		745		**761**
November 2011		40	53	33		126		
	40	56	55	33		184		
	9	54	70	28	29	190		
	40	48	61			149		
	12	56	47			115		
	101	254	286	94	29	764		**773**
December 2011				58		58		
	46	29	71	30		176		
	45	85	57	45		232		
	91	114	128	133		466		**466**
January 2012			99	55	41	195		
	70	98	126	88	32	414		
		170	145	116	54	485		
	81	108	94	55	48	386		
	66	17				83		
	217	393	464	314	175	1563		**1563**
February			2	19		21		
	22	12	10	26		70		
	13	13		16		42		
		11		44		55		
	14	14				28		
	49	50	12	105	0	216		**216**
12-MONTH TOTAL								**10137**

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

TRAC DAT: Info. The following is filed in TRAC DAT

1) Psych Services Annual report, 2011-2012
2) TRIO/SSS-Annual Report Summary, 2011-2012
3) TRIO/SSS Federal Report
4) Club Awards Banquet Program and Annual Performance Report 2011-2012
5) Student Life and Leadership Annual Report 2010-2012
6) Student Life and Leadership Annual Report 2011-2012
7) Beating the Odds Application and Annual Report 2011-2012
8) Learning Center Annual Report 2011-2012
9) EOPS State Report
10) DRC State Report

1. **Program:** Student Support: Student Life, Academic Support & Wellness

Student Life Department	**Academic Support Department**	**Wellness Department**
-Center for Student Life and Leadership	-Tutoring Center	-Student Health and Pysch Services Center
External/Grant Funded Departments (integrate with)		
-DRC -EOPS -TRIO/SSS -Beating the Odds Mentor Program -Veterans Resource Center (VROC) -STEM Support Programs (MESA, Math Jam, Bridge to Engineering, STEM Institute, Physics Jam)		
Future Grant Funding Requests made Spring 2012		
-Hispanic Serving Institution (H S I) Grant -Mental Health Initiative		

2. Team Leaders: Victoria Worch, Regina Blok, Rita Sabbadini

B. Program mission and vision

Mission

“We provide the necessary support services to enhance academic success, social engagement and physical and mental wellness for the Cañada student population.

Vision

We will continue:

- to find ways to fund our programs and support services;
- to complete our outcomes;
- to contribute to the Educational Master Plan.

**Individual Program Mission Statements can be found in Annual Reports filed in Trac dac*

3. Program / Department Data Measures – and reflection

What Program or department data measures were used this past cycle? (surveys, usage, etc.)
2011-2012

Department	***Student Served***	***Retention with in course or program***	***Completion (AA, AS or Certificate)***
Student Life	*-ASCC: 28 Students were in ASCC between July 1-April 23* *-Clubs: 25 active clubs x 4 students per club = 100 Club officers* *-ASCC Events: 9 Spirit Thursdays x 275 free meals =2475 students, and staff served* *-Club and other ASCC events 46 x (average of 100 people) = 4600 students and staff entertained and educated.*	*-ASCC On May 17 ASCC had 19 Active Board members* *-Clubs On May 17, 22 were still active*	*-ASCC 6 out of 19 Active Board members Completed AA or AS and will Transfer* *-Clubs: TBA*
Academic Support	*Sp '11 = 996 F '11 = 860* **-Workshops:** The Learning Center supports the ENGL, READ, & ESL classes by giving orientations and by offering TBA workshops. We provided **38** study-strategy workshops in Fall 10, and **42** in Spring 11. -Approximately 15 workshops are provided to individual classes each semester, i.e. Speech, MEDA, ENGL, etc. **-Usage:** Per SARS, the number of students using the Center has increased by 4%. (see Longitudinal Student Use).	*S 11 - 83% for tutored students* *F 11 - 90% for tutored students*	*n/a*
Wellness	DRC-2011-Fall 2011, the data shows a 10% total increase in registered DRC students with a 27% increase in students accessing alternate media		

	services.		
TRIO	TBA		
EOPS	TBA		
Student Health Center	TBA		

2012-2013

Department	***Student Served***	***Retention with in course or program***	***Completion (AA, AS or Certificate)***
Student Life	*TBA*		
Academic Support	*TBA*		*n/a*
Wellness	*TBA*		
TRIO	*TBA*		
EOPS	*TBA*		
Student Health Center			

2011-2012

Department	***Program / department major accomplishments.***
Student Life	1. **Moving into our new space!** Right from the start, students were using the new conference space, the new computers and hanging out in the mini lounge area. We are looking forward to the Grove opening in Fall 2012 and receiving more student traffic. 2. **Student ID Stats 2011-2012:** *Huge increase in Students Picking up their Student ID's* Fall 2011 Student ID's made from Aug. 15 - Dec.15, 2011: **1083** Spring 2012 ID's made from November 29, 2011 to May 14,2012: **1,142** ***Overall Student ID Total: 2,225*** Spring 2011: we processed only 656. Spring Comparison alone, we made 486 more! **3. Student Participation in ASCC** 2009-2010: 14 students served in ASCC 2010-2011: 20 students served in ASCC (12 was the average that was active at time) 2011-2012: 28 students served in ASCC (15 was the average that was active at time) **4. Increase in New and Returning Student Clubs** 2010-2011 Active Clubs: 17 2011-2012 Reactivated clubs 12 out of 17 2011-2012 New Clubs: 13 2011-2012: Total Number of clubs: 25
Academic Support	The Program continues to grow both in the # of tutored students, and in general usage of the Learning Center. (see attached charts) Academic Support is accomplished through many programs: Learning Center, TRiO, EOPS, and BTO (Beating the Odds mentoring). 1) TRiO - For the 165 students in the program, TRiO offers direct help, or refers academic support for students in the following ways:

	o Direct tutoring: 88 students o Advice and assistance in post-secondary course selection: 93 students o Education/counseling to improve financial and economic literacy: 53 students o Information on applying for Federal Student Aid: 33 students o Assistance in completing and applying for Federal Smdem Aid: 33 students o Assistance in applying for admission to 4 year institutions and obtaining Federal student aid: 28 students. 2) EOPS supports tutoring by contributing funding dollars. We work with the program to try and make sure we have support for areas that are most in need 3) BTO Peer Mentors are unofficial tutors. Since it began in Fall'11, the program has grown. There are now 10 mentors, and from a beginning of working with only 13 mentees, they are now working with **100 mentees. 80% are in good academic standing and 92% persisted from F'11 to S'12.** Additionally, the program offered: o group orientations o 5 workshops o 2 team-building events/celebrations o 1 fundraiser 4) Veteran's Program – we recruit and train Veteran tutors who offer tutoring hours within the VROC. 5) Learning Center o **Tutorial program**: doing well. Although the tutors worked with a total of 860 students, beginning with Fall 2012, we changed the way we assessed. Instead of counting students who came in for any duration, even 15 minutes, we now are assessing only those students who came in for at least 2 hours for any subject. We are also working with the new CalSTEP and VEAP grants for Veteran and Physics tutors.
Wellness	1. This Disability Resource Center provided disability support services including assistive technology, alternate media, academic accommodations and individual/personal counseling to the students who registered with the office. 2. Academic advising for DRC students was expanded with the addition of adjunct counselor for 6 hours each week during the fall and spring semesters. 3. Clerical support for students and staff was enhanced with the addition of a

	1.0FTE Office Assistant II position. 4. Individual consultation to administration and faculty was provided in the areas of learning strategies, behavioral/mental health issues in classrooms by students and academic accommodation provision

2011-2012

Department	***Program / department What changes have you seen, and why?***
Student Life	1) **The Partnership between Center for Student Life and Leadership Development, ASCC and Phi Theta Kappa**. Phi Theta Kappa and ASCC shared officers and found themselves supporting each other more. Phi Theta Kappa won multiple awards and part of their success came from the support the Center for Student Life and Leadership Development was able to provide. 2) **The increase in STEM related student organizations.** Their energy and grant has developed the Math Club, Programing Club, and future STEM related clubs such as SACANAS and the Physics Club. 3) **Overall campus appreciates and support for Student Life and Leadership Development**. There has been a huge shift to support ASCC, Student Life and more leadership development.
Academic Support	Budget often determines the amount of support that can be offered. For example, in S '11, we had a very large Measure G budget so we offered math, writing and biology drop-in tutoring. In F'12, we were asked to conserve, so we only had appointments for writing and biology.
Wellness	This quantitative and qualitative data measures report that an increasing number of students are accessing disability support services, especially assistive technology and alternate media.

2012-2013

Department	***Program / department What changes, if any, will you make?***
Student Life	Make the Phi Theta Kappa Honors Based Leadership course a reality.
Academic Support	-Due to the CalStep grant, we can shift some tutoring $s there. We are also trying to support the online programs in a more comprehensive manner. **-Measure G** is still in place for our only tutoring funding source, which is a **great concern**. Because we were asked to conserve, we scaled back our services and only offered drop-in for math, not writing. Additionally, we have scaled back the in-class support as well. See 'Success-Retention-Persistence data and charts' on longitudinal data tutoring.
Wellness	*N/A*

4. Student Learning Outcome (SLO)

A. Results from prior cycle's 2011-2012 SLO.

2011-2012

Department	***Prior Cycle's SLO***
Student Life:	In discussion and planning, it was agreed that the Student Life goal for 11-12 would be to encourage all of the Student Service departments to participate in the Fall 2011 CLUB RUSH Day. ***Results of this Goal*** showed 11 of the 13 departments were represented either i person or by providing information at one of the display tables. Students got to learn about areas they may not have utilized before. ***Upon reflection***, having this event also in the evening was especially beneficial for this population of students. Many evening students only go to class, and remain unaware of what is available to them. (See 11-12 Tracdat Report)
Academic Support:	In discussion and planning, it was agreed that the Academic Support goal for 11-12 would b to increase the number of students either completing or updating SEPS as a requirement. This requirement was facilitated within each student support department***. Results of this Goal*** showed that 8 out of 13 made it a requirement. ***Upon reflection***, 3 departments now highly recommend students update their SEP while enrolled in their programs. (See 11-12 Tracdat Report)
Wellness:	In discussion and planning, it was agreed that the Wellness goal for 11-12 would be a Healt Fair held in the Fall and helped students learn two things: where Psych Services, DRC, and the Wellness Center are now located, and information about what there three departments provide. ***Results of this Goal*** showed 150 students attended which is an excellent turnout fo the inauguration. ***Upon reflection***, since the Wellness Center and Psych Services has only part-time staffing, it is important for students to share in this event. Hopefully, an evening event can be staged next Fall as well
Disability Resource Center:	Upon the addition of a part time (6 hrs/week) academic counselor as a member of the DRC staff, it was deemed necessary to partner with the broader Counseling goal of having a written SEP for all DRC students. Thus, the SLO for the 2011-2012 academic year was*:* *DRC students will be able to identify an educational goal and develop/update an SEP*. Both the Counseling Department and TRiO SSS sponsored SEP completion events on campus. Because the DRC is a main referral source for TRiO, TRiO has approximately one-third of enrolled students dual enrolled with DRC, and because the part time DRC counselor is also part time counselor with the TRiO SSS, a large number of DRC students were able to identify to complete this SLO. Specifically, 79% of enrolled DRC students in Fall 2011 were able to identify an educationa goal and completed SEPs. In Spring 2012, 80% of DRC students identified an educational goal and completed an SEP. Upon reflection it was found that while DRC students took advantage of DRC, Counseling and TRiO SSS services to meet with an academic counselor there were not enough available 30 min appointments for students to meet with a counselor. This SLO will continue for the 2012-2013 academic year.

Student Health Center:	Student Learning Outcome (SLO) SLO: The student will verbalize at least 3 ways to prevent the spread of influenza. Method: Written information on the prevention of the flu is given at the time the student signs in. Prior to receiving the Flu shot, the student is asked to state ways of preventing the spread of the flu. Results: 75% of the students were successfully able to verbal the appropriate information.
TRIO	TBA
EOPS	TBA

B. Current SLO and relationship to College SLO or Strategic Directions

With the changes in this Program (see 3. above), new SLOs are being written for each area:

2012-2013

Department	***Current SLO***
Student Life	As part of the ASCC Leadership Completion Program, ASCC board members will describe in writing what they learned while attending ASCC weekly meetings and leadership workshops, organizing a Spirit Thursday event, attending a campus committee meeting, and how they mentored another board member to stay in ASCC and in school. *This SLO corresponds to the EMP's Strategic Directions* 1. Teaching and Learning: (Benchmark Leadership is all about students learning leadership skills at conferences, workshops and in ASCC mtgs.) 2. Completion: (Mentorship benchmark is all about helping each other complete classes and finish school) 3. Community Connections: (Hosting spirit Thursdays builds community) 4. Global and Green (Partnering and providing financial support for the Social Justice Series Planning committee)
Academic Support	Students will evaluate their tutoring needs and use appropriate tutorial assistance. SLO will be evaluated by tacking the number of students who seek tutoring assistance. *This SLO corresponds to the EMP's Strategic Directions* 1: Thinking & Learning (tutoring is a pathway to their educational goal); 2: Completion (tutoring will assist in student's completing their course(s)). Additionally, it aligns with College SLOs: 1, 2, & 4.
Wellness	*DRC will continue to monitor and track the number of students who complete SEPs in Counseling, TRiO SSS and DRC. This aligns with the College SLOs for retention and completion. (It is also required by Title V for DRC students)*
Student Health Center	College SLO: promotes critical thinking and communication skills.
TRIO	TBA
EOPS	TBA

C. Action Plan

2012-2013

Department	***Action Plan***
Student Life	Leadership Completion Program ASCC board members will receive an ordination about the Leadership Completion Program, along with a handout so they can keep track of what they are doing and how it completes the Leadership Benchmark areas: Leadership, Community, Change and Mentorship. Students will be accessed by turning in the Leadership Completion Paperwork demonstrating what they learned and what conferences, workshops, events and committees they were part of, along with listing how they helped a board member and what their top 5 leadership strengths are. I am hoping to develop something for students who are Club Officers.
Academic Support	Academic Support: Once the tutoring schedules are in place, information is provided to all discipline faculty to share with students. This information is also included on the Learning Center website, and posted throughout the Learning Center areas. LC staff will be present at events such as PEP, Club Day, etc. to promote this service. Assessment criteria: tutoring appointments are tracked via SARS and Excel and broken down each semester by type. From this, we can learn where there are holes in support, th best type of support to offer (drop-in, online, appointment), etc. This is governed, however, by the budget availability. Other academic support areas, TRiO, EOPS, and BTOs will also refer their students for tutoring.
Wellness	*DRC can assess SEP appointments for students by use of SARS Grids for DRC and Counseling appointments. The part time DRC counselor will be able to monitor and report on appointments for students dual enrolled in DRC & TRiO. Comparisons with th number of day and evening students and their desired appointment needs will also be tracked.*
Student Health Center	Will be working with the staff to develop SLO's that relate to expanded services
TRIO	TBA
EOPS	

5. Student Area Outcomes (SAOs) 2011-2012

Department	***Prior SAO***	***Results***
Academic support	1) SAO –Coordinate campus wide SEP awareness week	The SLOs and SAOs for this Program's cycle became very blended. Helping students learn and engage in our various programs, also meant that our programs would be growing as well. Therefore, for the 11/12 cycle, the only results we could
Student Life	2) SAO-Coordinate Fall and Spring CLUB RUSH	

Wellness	3) SAO-Expand Student Health Fair to includ our programs and show how our programs provide physical and mental health wellness.	gather were about the two events that wer held for the SLOs: Club Day and the Health Fair. (see above)
Student Health Center	We have just implemented a new data collection system: SARS GRID/TRAC. We expect this to provide valuable data to help document the utilization of services.	We will be looking to develop a Satisfaction Survey, or Needs Assessment next year.

Student Area Outcomes (SAOs)

B. Current SAO and relationship to College SLO or Strategic Directions

2012-2013

Department	***Current SAO***
Student Life	EMP: Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.
Academic Support	In the last cycle, there was no specific SAO around academic support. Therefore, a new one has been developed: Students at the basic skills level in reading, and English, will participate in tutoring in larger numbers. This aligns with the EMP Directions 1 &2, and the G.E. SLOs 1 & 2.
Wellness	*N/A*
TRIO	*TBA*
EOPS	*TBA*
Student Health Center	

C. Action Plan

2012-2013

Department	***Action Plan SAO***
Student Life	EMP Teaching and Learning Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success. **Action Plan**: Will organize an planning committee to start working on the Plan.
Academic Support	Work with the English Department, the individual reading/ENGL faculty, as well as the Basic Skills committee. In the 2nd week of the semesters, hold orientations for all developmental ENGL/READ classes explaining tutoring services. Remind the faculty throughout the semester of the appointment availability. An increase of 5% will be considered a success, and will be determined by the number of students who attend at lea

	2 hours of tutoring. If this occurs, these students will have learned that tutoring is a positive activity.
Wellness	*N/A*
Student Health Center	*TBA*
TRIO	*TBA*
EOPS	*TBA*

6. Resource Identification

A. Faculty and Staff hiring requests

Department	**Request**
Student Life	Instructional Aide II, Career Services & Student Life and Leadership
Academic Support	Learning Resource Director (admin. position) Writing Center Coordinator (non-tenured faculty) IA II (.5) evening support IA II (10 month)
Wellness	One .50 academic counselor One .48 Instructional Aide I One .48 Office Assistant I
Student Health Center	TBA
TRIO	TBA
EOPS	TBA

B. Professional Development needs

Department	***Professional Development needs***
Student Life:	1) Asking for support to send Student Activities Coordinator to the American Association of Women in Community Colleges Asilomar Leadership Skills Seminar March 19–22, 2013 Asilomar Conference Grounds, Pacific Grove 2) Send Student Activities Coordinator to the Ca Community College Student Affairs Association Advisors Professional Conference (March 2013, Northern CA)
Academic Support:	1) In F'12,the Learning Center Director attended the NADE (National Association of Developmental Educators) to learn how to certify the Program, as well as to attend workshops and network with colleagues. 2) The "Teaching Underprepared Students" workshop by 3CSN at CSM provided wonderful strategies. Results were presented to the Basic Skills Committee and individual faculty. 3) It is hoped that Learning Center staff

	can attend at least CRLA, NADE, or an ACTLA conference each.
Wellness:	1) To remain current with changes in assistive technology and alternate media format, the Alternate Media Specialist should continue to attend training and workshops provided by the California High Tech Center Training located on the DeAnza College campus. These trainings are free though transportation reimbursement is necessary 2) To remain current with Federal and State legal compliance regulations, policy and procedures, the DRC Director and/or Counselor should attend a minimum of 1 annual professional conference on disability issues related to the college population. Financial assistance with registration or, and transportation to, these conferences will be needed. 3) To remain current with Title V regulation and practices, the DRC Director will continue to attend the California Community Colleges Chancellor's Office Regional Coordinator meetings that are held each semester. Transportation reimbursement for RC meetings is provided by the CCCCO staff.
Student Health Center	TBA
TRIO	TBA
EOPS	TBA

C. Equipment requests – must be related to instruction

Department	***Equipment***	***Description***	***Vendor***	***Quantity***	***Total Cost***	***Justification***
Student Life	*N/A*					
Academic Support	laptop	HP ProBook 6360b 13.3-inch diagonal HD display Notebook PC, with HM65 chipset, and Intel® 3000	Computerland	1	$1,300	Used for classroom presentations and for classes using the Front Lab section of the Center
	Smart Board, installation and other equipment	Smart Board Pixie	IT will chose	1	~$5300 (IT estimate)	This would allow recording of study sessions by IAIIs and tutors which can be offered in real time and later for students in f2f and Distance Ed courses via CCC Confer.

	computers	District IT	District IT	50	??	Been in constant service since the building opened in 2007.
	calculators	TI84 graphing	Best Buy	5	$650	Borrowed by math students
	headphones	Califone-SO	School Outfitters	20	$194.85	Replacements needed
	Echo Pens	Recording pens	Lifescribe	3	$450.00	For student loans
Wellness						

D. Office of Planning, Research & Student Success requests

Department	**Data Request**	**Justification**
Student Life	N/A	
Academic Support	Compare success/retention/persistence of tutored basic skills students to basic skills non-tutored students	Addresses SAO; helps recruit students to tutoring.
Wellness	N/A	
Student Healt Center	TBA	
TRIO	TBA	
EOPS	TBA	

E. Facilities requests

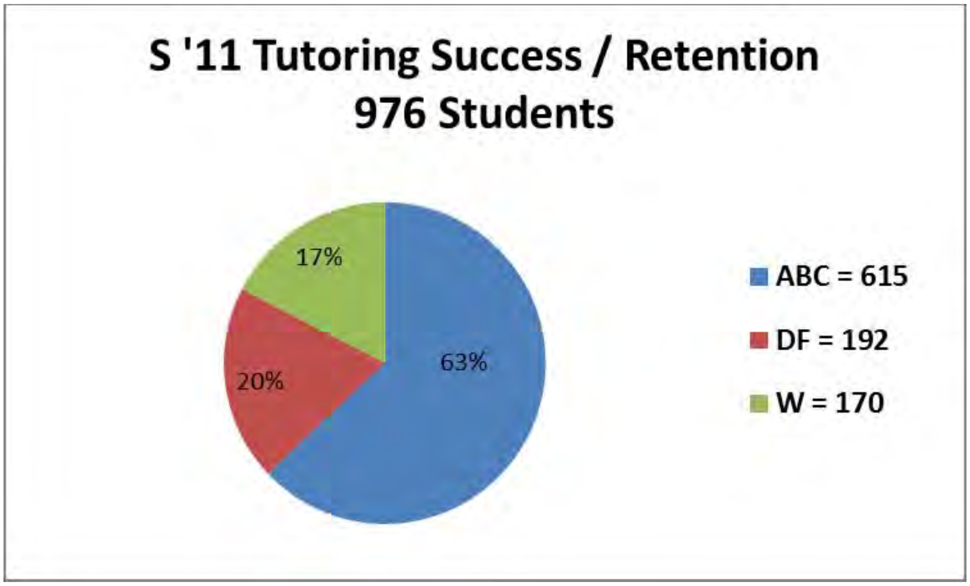
Department	**Facilities requests**
Student Life	N/A
Academic Support:	The Learning Center will like better design of 9-257A, the classroom/lab at the south end of the Center. There has been discussion with the TRiO program and the VPI about converting that into a new TRiO Center, which would provide cohesiveness for that program. The Learning Center would then gain back four study rooms which would assis both faculty and staff in working with students . Facilities would need to provide the necessary costs. *See attached Tutorial*
Wellness	N/A
Student health center	TBA
TRIO	TBA
EOPS	TBA

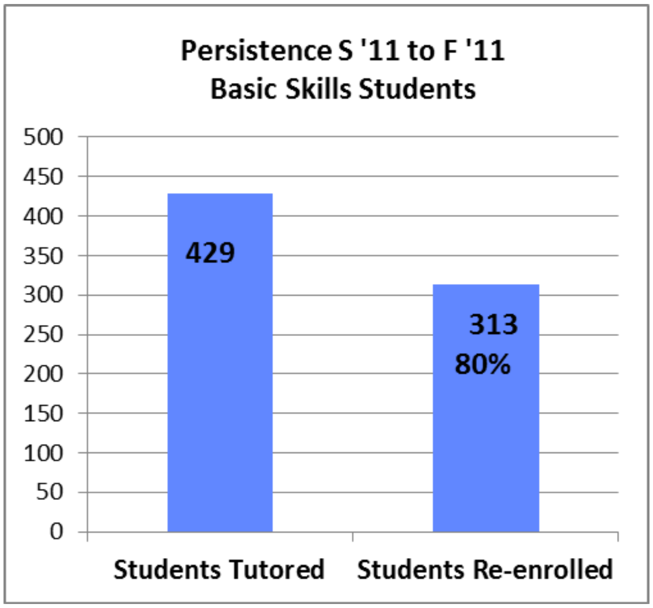
ANNUAL PROGRAM PLAN & REVIEW (Student Services)

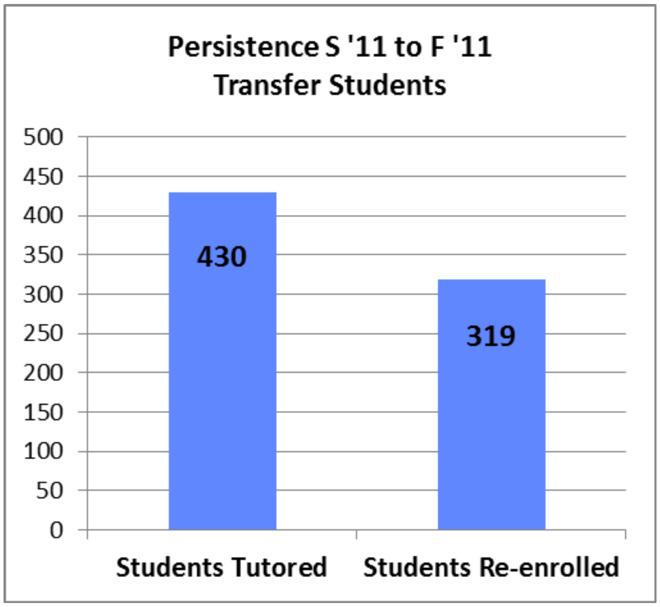
Appendix

Learning Center Additional DATA Information

Course Type	Students Tutored	A, B, or C	D or F	W	Persisted to F'll
Developmental					
ENGL/READ	21	19	1	1	20
MATH	192	136	32	24	178
Basic Skills Totals	**213**	**155**	**33**	**25**	**198**
ESL	56	42	12	2	48
Transfer Totals	297	231	35	31	277
TOTALS	**568**	**430**	**80**	**58**	**525**



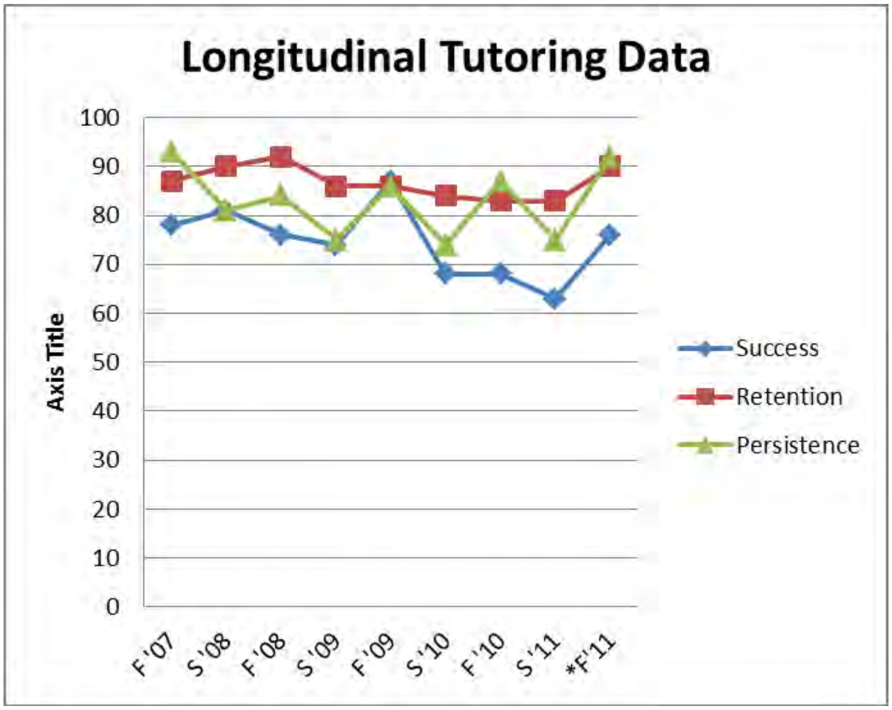




ABC = 615	615
DF = 192	192
W = 170	170

Students Tutored	429
Students Re-enrolled	313

Students Tutored	430
Students Re-enrolled	319

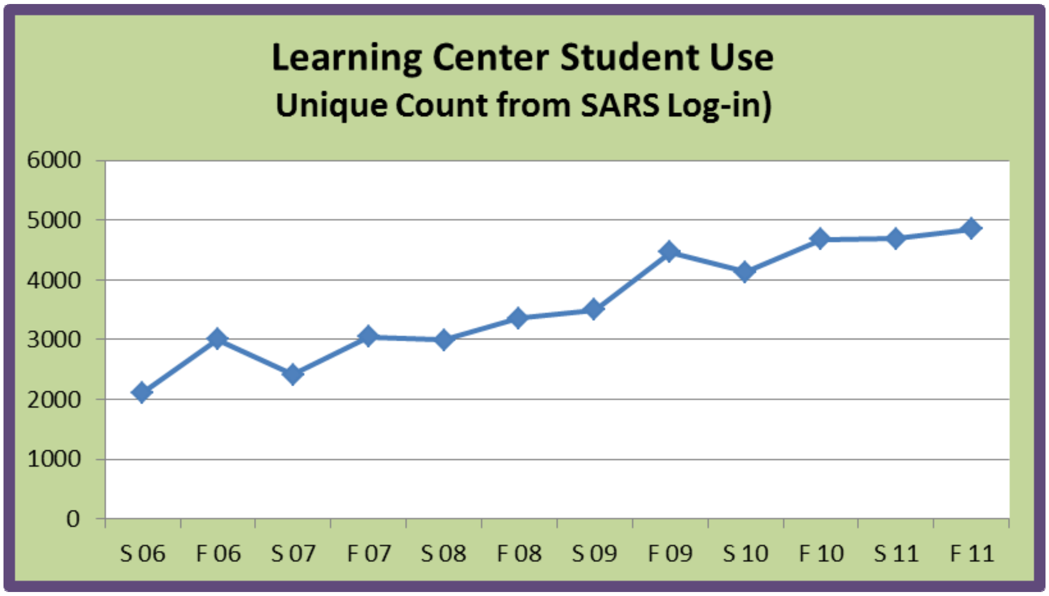


	Success	Retention	Persistence	Total Students
F '07	78	87	93	408
S '08	81	90	81	429
F '08	76	92	84	491
S '09	74	86	75	429
F '09	87	86	86	681
S '10	68	84	74	770
F '10	68	83	87	851
S '11	63	83	75	975
***F'11**	**76**	**90**	**92**	**568**

*** Beginning Fall '11, data is portrayed for students who have received 2+ hours of tutoring.**

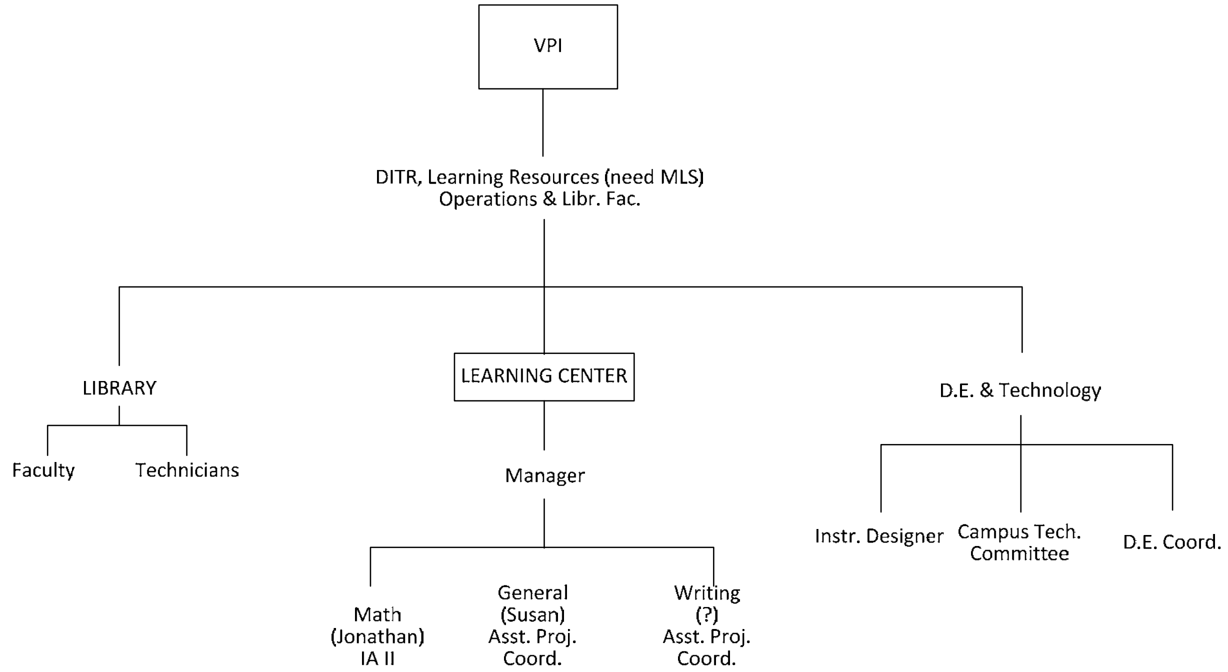
Learning Center Usage

S 06	2118
F 06	3005
S 07	2419
F 07	3047
S 08	2994
F 08	3357
S 09	3504
F 09	4463
S 10	4130
F 10	4674
S 11	4685
F 11	4851



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Justification for Hiring
Director of Learning Center, Library, Distance Education, and Technology


VPI
DITR, Learning Resources (need MLS)
Operations & Libr. Fac.
LIBRARY
Faculty
Technicians
LEARNING CENTER
Manager
Math
(Jonathan)
IA II
General
(Susan)
Asst. Proj.
Coord.
Writing
(?)
Asst. Proj.
Coord.
D.E. & Technology
Instr. Designer
Campus Tech.
Committee
D.E. Coord.

A. Department/Discipline/Program Criteria

1. Learning Center is in the 5th year (11/12) of its Comprehensive Program Review. The Library is the 4th year of its Comprehensive Program Review.

2. This position requires someone with the ability to coordinate the Learning Center and the Library; work with the Instructional and Student Service administrators to support the Learning Center and Library's needs and concerns; understand the technology needs of the Learning Center and Library; knowledge of effective tutoring practices; knowledge of current trends in digital librarianships and electronic resources; the ability to work with Library consortial partners; knowledge of best practices in Distance Education.

3. The Learning Center and Library continue to grow in scope and usage, numbers of students tutored, and library instruction. Since 2008 they have not had a Dean and have reported directly to the VPI. Having a Director would mean more consultation and assistance with administrative duties which might include, but are not limited to:

- Collaboration with Instructional Division and Departments re: Learning Center & Library support
- Collaboration with Student Services assisting with various projects
- Assisting Humanities departments with TBA workshops
- Overseeing curriculum development of the LCTR and LIBR courses
- Technological needs in the Learning Center and Library

- Technological needs to support Distance Education for LCTR, LIBR, and other as well as online tutoring, recorded study workshops via CCC confer, etc.
- Collaboration with TRiO, MESA, BTO, CWA, DRC, EOPS, CBET, University Center, etc.
- Collaboration with established and new grants which concern tutoring and library resources
- Collaborating with consortia partners, including the Peninsula Library System, the Community College Library Consortium, the Pacific Library Partnership, and Califa
- Representing the Library on the Council of Chief Librarians
- Budgets for personnel, print and electronic library resources, equipment
- Supervising staff and student workers
- Program planning, Comprehensive & Annual Program Reviews, course SLOs & program PLOs, participation in state and national library surveys
- Ensuring that the Learning Center, Library, and Distance Education are represented on college committees

4. This position would be a full-time position, Director of Learning Resources (192E) on the Academic-Classified Exempt Supervisory Salary Schedule (35).

5. Currently, there are no economic, community, or governmental initiatives that this proposal would address.

6. This would be a new position, and would require support by the college.

B. College Mission and Goals Criteria

1. All the programs in the Learning Center connect to the College Mission and Goals in the following ways:

    - Cañada's Mission states in part, "Cañada College provides our community with a learning-centered environment,…". The environment of the Learning Center is just such a place, and the tutoring support students receive helps students "…achieve their educational goals…."
    - Educational Master Plan's Strategic Plan Objectives:
        - **Teaching and Learning** "Equip students with the knowledge and transferable skills…" "…provide clear pathways for students to achieve educational goals; create innovative and flexible learning systems."
        - **Completion** "Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals."

2. The Library connects to the College Mission and Goals in the following ways:
   Supporting the **College Mission** by providing targeted library instruction for transfer, career/technical, basic skills programs, and lifelong learners. Reference and instruction librarians cultivate critical and

creative thinking and the effective use of sources in essays, presentations, and other projects. A high quality, diverse print and electronic collection supports students' understanding and appreciation of different viewpoints in a diverse community. The Library facility provides a learning-centered environment and access to free resources, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals.

- Supporting the College's **General Education SLOs**, particularly:
  1. Creative and Critical Thinking: Select, evaluate and use information to investigate a point of view, support a conclusion, or engage in creative expression.
  2. Communication Skills: Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.
  3. Understanding Society & Culture: Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.

2. **Unmet needs:** Without a Director, the Learning Center Manager and Librarians cannot continue to grow their programs. The current pace of growth is not sustainable without additional staff. Many administrative tasks and potential partnerships are not currently addressed.

3. **Retention/Success:** The statistics regarding the tutoring services provided are self-evident regarding retention and success of students.

The Library provides tailored instruction on the range of research required in Cañada courses. Many assignments require use of library sources; to be successful in these courses most Cañada students require an orientation to library research. Access to free textbooks and other course materials, a quiet workspace, librarians on hand for assistance, and computers and printing all support student retention and success.

4. **Completion**: See statistics on tutoring services.

The Library supports student completion by teaching skills integral to courses across the curriculum and providing access to free course materials and work space. The Library teaches information literacy skills and introduces students to resources they will be required to use as transfer students.

C. Historical data criteria supporting request.

- Learning Center: Increase in student use and tutoring (see attached)
- Library: Increase in student use and instruction (see program review)
- Grant partnerships have increased: VEAP,CalStep, HSIs, etc.

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Faculty Hiring Proposal

Position: Writing Coordinator
Location: Learning Center

A. Program Criteria

1. The position is being included in the 12/13 Annual Program Plan.

2. The knowledge this position would bring would be how to help students and faculty with best practices of writing, both for basic skills, and writing across the curriculum. A Master's in Rhetoric, Composition or English is desired.

3. A Writing Coordinator could build a program, and perhaps lead to students participating in a Writing Center as much as students participate in the Math Lab. Roles might include working with faculty to develop in-class or out of class workshops on how to write effectively for different disciplines; coordinating and help with training writing tutors; coordinating Supplemental Instruction for basic skills READ/ENGL classes; arranging study sessions for writing students; tutoring students; writing grants to support additional tutoring and programs like Word Jam, and more.

4. The position would be a non-tenured faculty. Ideally, it would be full-time (37.5 hr/wk), but could begin at part-time (20 hr/wk).

5. At present, there are no direct economic, community, or governmental initiatives or mandates. However, it is hoped that grants can be found to support and increase the role of a Writing Center.

6. This position would need to be paid from Measure G at the moment until either the Fund 1 budget improves, or additional external funding can be found.

B. College Mission and Goals Criteria

1. Creating a Writing Center would assist in the Education Master Strategic Plan in two ways:

- Direction 1 – **Teaching and Learning** "…create innovative and flexible learning systems." Creating additional opportunities with tutoring, workshops, Supplemental Instructional, etc. for writing would increase students understanding and proficiency in writing about literature as well as writing for other disciplines such as economics, history, political science, Early Childhood Education, biology, etc.
- Direction 2 – **Completion** "Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention, and persistence of students in their educational goals." Research shows that students who come for tutoring overall have better success, retention and persistence than those who do not. (Student Success in Community Colleges: A Practical Guide to Developmental

Education (The Poppy Copy) (2007). Center for Student Success of the Research Group of the California Community Collges.

- Retention and persistence are especially important for our Basic Skills students, but unfortunately, the number of ENGL and READ 826/836 students who seek tutoring each semester has been very low. It is hoped that consistent outreach to faculty and students by a Writing Coordinator will increase these numbers.

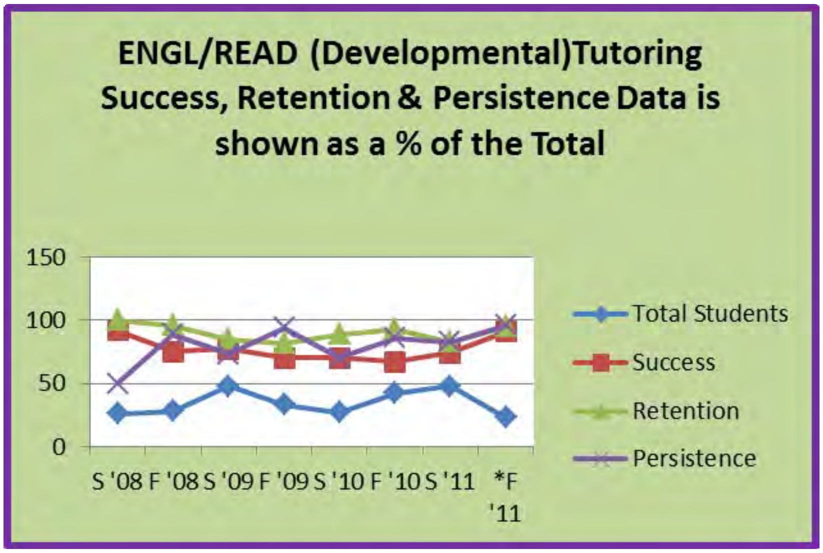
2. Unmet needs: Although the Learning Center tries to support all academic areas, due to time, some areas may be overlooked. As an example, students in Certificate programs are not required to take ENGL or READ. However, the reading and writing demands in the classes are just as intense as in any others. A Writing Coordinator could work with these programs and address unmet needs.

3. Retention and student success: For basic skills students, creating a Center that they will gravitate to like the Math Lab is highly desirable. Again, research indicates that students who seek tutoring have made a connection outside the classroom which often translates to retention, and tutoring often helps them understand concepts and leads to success.

4. Pathways: Basic skills students must complete ENGL/READ 826 and/or 836 before they can even transition to college level work. Once at the ENGL 100 level, students, and faculty, could get assistance for any course requiring writing, which would lead to certificate or degree completion.

C. Historical data criteria supporting request.

See next page for the number of developmental ENGL/READ students who seek tutoring.



Success Retention Persistence

	Total Students			
S '08	26	92	100	50
F '08	28	75	96	89
S '09	48	77	85	73
F '09	33	70	82	94
S '10	27	70	89	70
F '10	42	67	93	86
S '11	48	74	83	83
***F '11**	**23**	**91**	**95**	**96**

*** Beginning in Fall ’11, only students who had come for tutoring 2+ hours were counted.**

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Disability Resource Hiring Justification

- Resource Identification

5.1 The specific needs for the positions requested

Given the recent increase in total DRC student population and the significant increase in alternate media (specifically large print and Kurzweil format) accommodations, the following positions are needed to meet this demand:

a. One .50 academic counselor to assist with SEP and early alert persistence and retention efforts for DRC students
b. One .48 Instructional Aide I to assist with the volume of Kurzweil format requests and provide training to students in the use of assistive technology
c. One .48 Office Assistant I to assist and support the clerical needs of the DRC, Health Center and Psychological staff at the front reception desk. Bi-lingual and bi-cultural Spanish/English communication skills are desired for this position.

5.2 The alignment and support of the mission and strategic goals of the College

These positions directly support the strategic directions of the College's Educational Master Plan components of persistence, retention and completion of DRC students' educational goals.

These positions also provide the support necessary to comply with Federal and State law and regulations by providing the mandated academic support and accommodations to which this protected class of students is entitled.

5.3 The strength and enhancement of the DRC and Student Services Division

All positions noted above will facilitate providing mandated disability accommodations and services in a timely manner so that Cañada College remains in required legal compliance.

Research shows that DRC students remain in college and complete their educational goal when they effectively use disability support services and accommodations. In addition, data indicates that students achieve their educational goal in less time when they access disability support services in conjunction with other campus service providers and offices such as MESA, TRIO and EOPS.

5.4/5.5 How this work will be accomplished if the positions are not filled and the specific duties of these positions

The addition of an adjunct counselor working 6 hours/week to provide assistance with advising and SEP planning for DRC students has assisted with partially filling the 1.0FTE DRC counselor position that has been vacabt since July 2002. Given the dramatic increase in first time DRC students, 6 hours/week of an adjunct counselor's time does not provide enough hours to meet with the required Title V regulation of having an SEP on file for each DRC registered student. With the continued reduction in general counseling, students cannot be referred to that department for SEP completion.

Currently 5 student assistants provide the proof reading/checking of textbooks. Student assistants are not allowed access to, or to proof read, any academic tests or final exams. Given the significant increase in the number of students accessing alternate media services, the addition of a .48 IA II is needed to handle formatting tests, exams, and proofread/check other protected academic materials.

Combining the departments of the Health Center, Disability Resource Center and Psychological Services into an incorporated model of a Student Health and Wellness Center has worked effectively as a center for student referral where students can seek assistance with their personal health and emotional needs and/or access disability services and accommodations. Without increasing the position needs of the front reception desk and confidential clerical support needs to comply with the ADA, HIPPA and APA legal regulations, the college risks not being in compliance with these regulations or providing timely services to an increasing number of students accessing all 3 departments.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Student Life
New Classified Hiring/Position Justification

Hiring Division/Department: Division of Student Services

Position Title: Instructional Aide II, Career Services & Student Life and Leadership

Classification

Position type: Permanent X Full Time X # of months 12
Part Time ____ % of Full Time ____ # of months ____

Position: General Funds X
Allocation: External Funds* ____ Expiration Date ____

Budget Information

Grade 22 Step 3 Annual Salary $49,380

Justification

Please respond to the following questions in electronic format to the appropriate Dean, Manager or Vice President. Additional information may be provided as relevant for position justification.

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
2. Explain how this position aligns with and supports the mission and strategic goals of the college.
3. Explain how adding this position will strengthen the department or division.
4. Explain how this work will be accomplished if the position is not filled.

Please submit completed Classified Position Hiring/ Position Justification electronically to the responsible administrator in your division or department.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor ____________________

Date ____________________

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Division of Student Services
Request for Instructional Aide II
Career Services & Student Life
Recommended for 2011-2012 Priority Setting

1. Specific Needs and Duties for Position

Reporting to the Career Services Program Supervisor 50%, Student Activities Coordinator 50%, the Instructional Aide II will provide support in the planning, implementing, and coordinating for the Internship Program, Career Center, Employment Assistance, and Student Life & Leadership.

Typical duties may include the following:

1. Supports the exchange of information with students, staff, employer representatives, other educational institutions, contractors and vendors concerning career program services and information. Supports services needed for the Career Center programs, events, activities and services.
2. Uses a variety of computer software and Internet in job-seeking; confers with students about career and job information found online; assists students in contacting potential employers, preparation of application materials and interview readiness.
3. Enters, modifies and retrieves online data related to career resources, employer profiles, client records and placement follow-up, job opportunities, student placements and other information.
4. Supports special events and activities in conjunction with the Career Center Supervisor; provides clerical and other related event and activity support such as planning and scheduling speakers, confirming sites, availability of participants, compiling event materials and follow-up as assigned.

In order to efficiently provide increased and consistent services to our students and fulfill the 2007 Accreditation recommendations to increase equitable access to services in the areas of career, and student life, a full-time Instructional Aide II for Career Services and Center for Student Life and Leadership Development is needed. This position will allow expanded hours of service as well as new and increased services including evening career services and student life. Further, in the Career Center, this position would allow career workshops to occur in a regular manner on such topics as:

- The Career Development Process
- Career Research
- Career Decision Making and Goal Setting
- Job Search Skills
- Resume & Interview Development Skills
- Time Management
- Club Advisor
- Roberts Rules
- Veterans Leadership and Career
- Various Employer Speaker Series

In addition, this position would also allow regular staffed hours at the Career Center to provide assistance to students:

- in one-to-one and/or small groups that would include the
- development and maintenance of a web-based job board, resource library, and website
- Additionally important will be providing services to our Certificate/Vocational Program students in the job search process, which would include outreach to their programs, classrooms and professors as well as the possible employers for these students.
- We should be strengthening career services to these students and these programs and helping students achieve their goals at the certificate and AA level.

Current Staffing in Career Services in the District

Staff and Support Staff	Cañada	CSM/	Skyline
Career Center Director	1	1	1
Career Center Counselor	0	0	1
Career Services Researcher Aid	0	0	1
Student Assistants	0	0	0

Staffing Concern: Cañada Career Services will be moving to the Grove July 2012 which will place the services in a very high student traffic area from 7am-9pm.

Current Staffing in Center for Student Life and Leadership Development in the District.

Staff and Support Staff	Cañada/Paid for by	CSM/ Paid for by	Skyline/Paid for by
Coordinator of Student Activities	1-Fund 1	1-Fund 1	1-Fund 1
Assistant to Coordinator of Student Activities	0	1-Fund 1	1-Fund 1
Student Assistants	3-Student Id Office/10 hours/ week/paid by AS 2-Student Assistants in the Center 15 hours a week/Paid by AS	2-3 Students, 20 hours a week/paid for by AS	3-4 Students paid for by AS

Staffing Concern: the Grove will open July 2012 which directly across from the Center. It will bring in a high traffic number of students. It also will have a new Game Room.

Service and Student Involvement Data from the Student Life

Current and 2010-2011Annual Report

Area	**2011-2012**	**2010-2011**	**Last year: 2009-2010**
ASCC DATA			
ASCC Student ID Card Processed:	7/1-12/15 1,083	685 (fall-28, spring 656)	N/A
Total number of listings on Housing Board:	4	N/A (not active this year)	N/A (not active this year)
ASCC Board members	10/1: 14 1/24: 11, 3 appointed soon	20 (12 was the average that was active at a time)	14
ASCC Candidates	Elections May 8,9	14 ran for the 2011-2012 board (President, VP and Treasurer contested)	6 ran for the 2010-2011 board (no-contested)
Cañada College Student Trustee Candidates	Elections Mar. 21, 22	4	0
Students who voted in the Spring ASCC General Election	n/a	483	195
Students who voted in the Cañada College Student Trustee Election	n/a	376	n/a
ASCC Office Assistants:	2	2	1
ASCC Student ID Office assistants	3	4	N/A
CLUB DATA			
Active Clubs	24	17	11
Students involved in Clubs (clubs required to have 4 members)	96	75	N/A
Students with more than 1 officer position	3	10	N/A
Faculty and Staff serving as Advisors	31	13	N/A
Advisors serving in multiple Clubs	5	4	N/A
Phi Theta Kappa New Members	n/a	39 (Spring 2011 onetime fee $75)	N/A
ASCC, Clubs, and Student Life Sponsored Events:	7/1-1/24: 28	62	N/A
Business office forms processed from Sept. 2010 to June 2011	n/a	184	N/A
COMMENCEMENT DATA			
Total graduates	n/a	524	n/a (Degrees

			awarded-481)
Students that walked	n/a	175 = 33% of graduates	n/a
Students that did not walk	n/a	349 = 66% of graduates	n/a
Total students that RSVP	n/a	185	n/a
Number of Students that RSVP online	n/a	61 = 32%	n/a
-Number of Students that turned in RSVP paper	n/a	124 = 67%	n/a
Student participated in a campus program	n/a	94 = 51%	n/a

2. How Position Supports the Mission and Strategic Goals of the College

The *Completion Objective 2.10 in the Master Plan states that Cañada will:* Improve completion by expanding the Career Center and having it closely linked with instructional programs.

Activity	Timeline	Responsible Individuals	Assessment
1. Develop plan for making connections for community, businesses, faculty and staff to create internships/work experience opportunities: promoting resources to students; and linking with instructional programs.	Spring 2012 On going	• Career Center Director • Director, Workforce Development	Plan Developed

The *Teaching and Learning Objective 1.4: Create and implement a student engagement plant to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.*

Activity	Timeline	Responsible Individuals	Assessment
1. Create a plan for student engagement which includes such areas as student activities, summer enrich programs, welcome day and college hour.	Fall 2012	• VPSS • Dean, Enrollment Services • Counseling Chair • Student Life Coordinator	Plan Developed
2. Implement and evaluate the student engagement plan	Spring 2012 On-going	• VPSS • Dean, Enrollment Services • Counseling Chair Student Life Coordinator	Evaluations completed for individuals events and activities.
3. Develop plans	Spring 2012	• Equity	Plans developed and

that reflect the equity goals of the college in order to address retention issues		Committee	implemented

The *Strategic Goal Nine and area IIB3b of Accreditation; "Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/participation"*

What better way to align with this goal and area than to develop the Center for Student Life and Leadership Development that incorporates leadership development, civic engagement, and coordination of a student club and organization linked to every academic program. Research continues to show that students who are connected to student groups and support programs are more likely to succeed in their classes, graduate and transfer.

Additional evidence the new position will support the College Mission:

In the 2010-2011 Office of Student Activities (Former Name) Annual Report, when asked how the department is supporting the mission of the college:

"It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and **activities that foster students' personal development and academic success.** Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission."

- Each year, Office of Student Activities supports the college mission by providing student government and club members' opportunities to lead and the financial support to coordinate college activities that support personal development and academic success.

Evidence of College Activities that support the College Mission. ASCC Theme "I am Student Life"

Leadership Training **Total # of students served: 155**	**Community Service** **Total number of activities: 15**	**Campus Spirit** **Total number of events: 21**	**Cultural/Educational Focus Events. Total #: 19**
• ASCC sent 5 ASCC Officers to the District Summer Leadership Retreat Mission Springs Conference Center in Scotts Valley • ASCC Sent 2 ASCC officers to the National Association of Campus Activities Student Government Summer Institute Washington D.C • ASCC sent 6 ASCC officers to Ca Community College Student Affairs Association Student Leadership Conference, Costa Mesa • ASCC sent 1 ASCC Officer to the Fall Student Senate General Assembly, Los Angeles • ASCC Sent 10 ASCC Officers to the District	• EOPS Club collaborate with Boys and Girls Club • EOPS Club starts "Donate your text books" program • ASCC and WISE Raised $1300.00 for San Bruno Disaster Relief • EOPS Club Host Christmas Toy Drive through Marine Toys for Tots • Phi Theta Kappa Host Holiday Giving Tree in the Learning Center	• ASCC host Welcome Week: Ask me booths, ASCC and Administrative Council Ice Cream Social, club welcome party, and Spirit Thursday • ASCC Host Welcome party for new Coordinator of Student Activities • ASCC host Club Mixer • ASCC Host Halloween Week: Games, Arts and Crafts and Spirit Thursday • Student music group host "Tribal Sons" noontime	• ASCC Host Movie Night: "Freedom Writers" • ASCC, SHPE, Young Latino Leaders host "Ritmo Latino", Celebration of Latin American Culture • Black Student Union Host Open Mic • SHPE Host Industry Speaker! Civil Engineer-Career Path from MESA to a job! • SHPE Host Student to Student: Experiences in Summer Internships

Wide Winter Leadership Conference • ASCC Sent 7 Club Officers to the UC Berkeley Leadership Symposium • TSAC Sponsor National TRiO Day Leadership Conference at Cañada 100 students attended • ASCC Sent 4 ASCC officers to the Spring Student Senate General Assembly, Sacramento • Phi Theta Kappa sent 12 members to International Convention in Seattle • Lead Ice-Breaker Workshop, 8 students in attendance	• EOPS Club volunteers at Cañada PEP, Veteran's Fair • WISE host fundraiser, raised $600 for Japan Tsunami / Earthquake • EOPS Club awards $1500 in scholarships • Phi Theta Kappa has a team at Skyline Rely For Life • ASCC funds 2 $1000 Leadership scholarships • POP sponsored Stanford Field • Phi Theta Kappa volunteers at Olive and Art Festival	concert • Phi Theta Kappa sponsored noontime concert “Natalie Wills” • ASCC team up with Men’s Basketball team to host Spirit Thursday • BSU Open Mic “What are you thankful for?” • ASCC Host Holiday Season Spirit Thursday. • ASCC Host Welcome Back Week “I am Student Life”: Spring Club Rush and Student Service Fair, • EOPS Club and TSAC host Valentines Candy Gram Sale, ASCC Host Valentine’s Rose Sale • ASCC Host St. Patrick’s Day Spirit Thursday • Club Mixer Topic “Food Service at Cañada” • 1000 Friends of Cañada College Campaign, Made it! Now has 1167 Friends • ASCC Host Spring Fever Spirit Thursday BBQ • ASCC Host Transition Dinner and Club Leadership Awards Ceremony, Thursday, May 19, 6pm, Cañada Vista Club House • Phi Theta Kappa host Evening of Academic Excellence May 20, 2011	• Spectrum Alliance host October 20-Noontime Vigil for victims of suicide • Spectrum Alliance host movie night: “Rocky Horror Picture Show” • Spectrum Alliance host “Marriage for Equality” lecture • Student Life Host World AIDS Day • ASCC host Chinese New Year Spirit Thursday • ASCC Host Black History Week film showing “Eyes on the Prize” and gave away free New Orleans Style Gumbo • LEA, EOPS Club, TSAC, Cañada Strikes Back Host “Undocumented Student Forum” • Robotics Club host Robotics Outreach Day • ASCC, POP, TRiO, LEA host Cañada College Multicultural Week 2011 May 2-May 6: Documentary “Which Way Home”, Spring Fling BBQ Luau, Social Justice Conference, Maya Woman Panel Discussion, Cinco De Mayo Spirit Thursday • Spectrum Alliance joins SMCCD District in the S.F. Pride Parade
College Program Even **Total Funding by ASCC: $4000**	**Campus Committees**	**Political Awareness Events** **Total: 4**	**New ASCC board positions and policies.**
-ASCC funds the Student Health Fair	Committees with Student Representation: -2 students College	• Cañada Strikes Back host “Fight the Right” author Allan Maass, book tour • Cañada College Becomes	• ASCC Created Benchmarks:

-ASCC funds Student Health Speaker Series -ASCC funds 2 guest speakers for Social Justice Conference -ASCC funds bus for TRIO transfer tour to SF State -ASCC funds Human Services Graduation reception -ASCC Funds Early Childhood Development Graduation reception. -ASCC funds Veterans BBQ -ASCC funds food for Egyptian Symposium -ASCC funds Commencement Reception -College Vending Commission Program- Awarded $12,642.00 towards new text books in the library, to guest speakers at the Undocumented Student Forum and Social Justice Conference, to a new whirlpool in Athletics, to the transportation and food for the Counseling/TRIO Transfer Success Tours to UC Berkeley and San Jose State.	Planning Council (CPC) -1 student Budget Committee -1 student Instructional Planning Council -1 student on Student Services Planning Council- (SSPC) -1 student Curriculum Committee -1 student Safety Committee -1 student District Shared Governance -2 students District Auxiliary Services Advisory Committee -1 student District Student Council -1 student Region 3 Meetings -2 students Facilities Master Planning Committee Committees Coordinator of Student Activities served on: DASAC, Bond Master Planning, LEADSS, SSPC, Graduation, CASAC, Transfer Advisory	a Smoke-Free Campus • ASCC and Cañada Strikes Back Sponsor Bus to Sacramento for March In March • ASCC Host District Student Trustee Election- Had 4 candidates • ASCC Elections, May 9 and May 10, 483 Ballots, 14 Candidates	Leadership, Community, Change, Mentorship • Appointment process: attend 2 mtgs, at 2nd mtg be interviewed, at 3rd mtg be appointed.

3. How This Position will strengthen the Division of Student Services and Cañada

This new position will strengthen the Department as well as the Counseling & Enrollment Services Division by allowing Career Services to:

- bring job placement and internships services to the center of the student career path.
- In addition, it will allow more career workshops here on campus each semester.
- Further, expanded evening hours will also be possible to serve those students who are not able to be on campus during the day.
- In addition, since the Career Center will relocate to the new student center summer of 2012, and thus become more visible to students, the need for the center to always be staffed for students becomes paramount.

For the Center for Student Life and Leadership Development, this additional staff person would provide:

- office support,
- take lead on coordination,
- development and training of student club and organizations,
- and develop cultural and educational events for all students, staff and faculty.
- They would support the retention, training, and leadership development of student government officers.
- They would also work with off-campus vendors, develop effective marketing materials, and collaborate with other departments on campus.

4. Explain How This Work Will Be Accomplished If the Position is Not Filled

Student assistants would be considered however, use of student assistants has typically not provided consistency in services due to the changing nature of students' school lives and the fairly high degree of career and student development knowledge and expertise, required, and would therefore limit the scope of what can be offered to our students.

Career Services and Student Life and Leadership Development will continue to function at the high level of professionalism even if this position request is not filled. However, in order to expand services and increase access for students the requested position is vital.

It is highly recommend that we follow the same lead as Skyline and College of San Mateo and support the development of this position. College of San Mateo and Skyline College already provide the Student Activities Coordinator with an Assistant to the Coordinator of Student Activities which is a Full-Time Classified Staff Person assistant. In addition, Skyline also has a fulltime Counseling Aide in their Career Center who performs many of the duties described in this justification. If the district would like to see Cañada compete with the other student life/Career departments in the district, the college must provide the same support staff options.

4. Additional Information
Past requests for additional support staff hiring justifications to SSPC

Department	Year
Career Services	2012, 2007
Student Life and Leadership	2012, 2011, 2010

Excerpts from
Student Services 2012-2013 Program Plans

Appendix 1
Faculty and Staff Hiring Requests

I. Outreach and Application

- No request for staff for 2012-2013

II. Assessment, Orientation & Registration

- Request 49% part-time A&R II position
- Request a full-time OA position to staff the Welcome Center
- Request additional Student Ambassadors (Orientation)

III. Articulation and Transfer

- Request a full-time Director of Articulation
- Request support staff for the Transfer Center
- Request a designated counselor for the Transfer Center

IV. Financial Literacy

- Request a Financial Aid Accounting Specialist

V. Counseling and Career

Counseling

- Request 2 Fulltime Tenure track General Counselor
- Request a Fulltime Tenure track general counselor (Emergency Hire)
- Request for a Program Services Coordinator Student Success (FT)
- Request for a Dean of Counseling
- Request for Adjunct Counseling Faculty

Career

- Request a Career Services Supervisor
- Request an Instructional Aide II

VI. Student Support: Student Life, Academic Support and Wellness

Student Life

- Request an Instructional Aide II

Academic Support

- Request a Learning Resource Director (admin. Position)
- Request a Writing Center Coordinator (non-tenured faculty)
- Request an Instructional Aide II (.5) evening support
- Request an Instructional Aide II (10 month)

Wellness

- Request an Academic Counselor (.50)
- Request an Instructional Aide I (.48)
- Request an Office Assistant I (.48)

Excerpts from Student Services 2012-2013 Program Plans

Appendix 2

EQUIPMENT REQUESTS 2012-2013							
STUDENT SERVICES							
Faculty Name	**Item**	**Quantity**	**Unit Cost**	**Sub Total Cost**	**Tax & Shipping + 10% = 20% total**	**Total Cost**	**Dept. / Reason for Purchase**
Ruth Miller	HP Folio 13 Notebook PC	30	$1,003.00	$30,090.00	$6,018.00	$36,108.00	Assessment, Orientation & Registration / Orientation Program
Ruth Miller	iPads	30	$499.00	$14,970.00	$2,994.00	$17,964.00	Assessment, Orientation & Registration / Orientation Program
Soraya Sohrabi	iPads	2	$499.00	$998.00	$199.60	$1,197.60	Articulation and Transfer / Transfer Center Campaign (1) & Articulation (1)
Soraya Sohrabi	Color Printer	1	$700.00	$700.00	$140.00	$840.00	Articulation and Transfer / Transfer Center Campaign
Romeo Garcia	Cashcourse.org Software Subscription	1		$0.00	$0.00	$0.00	
Romeo Garcia	iPads	11	$600.00	$6,600.00	$1,320.00	$7,920.00	Financial Literacy / Student Workshops
Romeo Garcia	iPads	11	$600.00	$6,600.00	$1,320.00	$7,920.00	Financial Literacy / Student Workshops
Sandra Mendez	Laptops	2	$1,003.00	$2,006.00	$401.20	$2,407.20	Counseling and Career / Counseling Department
Victoria Worch	HP ProBook 6360b 13.3in Notebook	1	$1,300.00	$1,300.00	$260.00	$1,560.00	Student Support: Student Life, Academic Support & Wellness / Classroom presentations for classes using the Front Lab section of the Center
Victoria Worch	Smart Board Pixie	1	$5,300.00	$5,300.00	$1,060.00	$6,360.00	Student Support: Student Life, Academic Support & Wellness / for Recording of Study sessions by IAIIs and tutors which can be offered in real time and later for students in f2f and Distance Ed courses via CCC Confer
Victoria Worch	Computers	50		$0.00	$0.00	$0.00	Student Support: Student Life, Academic Support & Wellness / been in constant service since building 9 opened in 2007
Victoria Worch	T184 Graphing Calculators	5	$650.00	$3,250.00	$650.00	$3,900.00	Student Support: Student Life, Academic Support & Wellness / for use by math students
Victoria Worch	Echo Recording Pens - Livescribe	3	$450.00	$1,350.00	$270.00	$1,620.00	Student Support: Student Life, Academic Support & Wellness / for loaning to students
Victoria Worch	Califone-SO Headphones	20	$194.85	$3,897.00	$779.40	$4,676.40	Student Support: Student Life, Academic Support & Wellness / replacements needed
				$77,061.00		**$92,473.20**	

Excerpts from
Student Services 2012-2013 Program Plans

Appendix 3
Facilities Requests

I. Outreach and Application

- No Facility Requests at this time

II. Assessment, Orientation & Registration

- The Admissions and Records Office is in need of reconfiguration of our front counter to comply with current ergonomic standards, appropriate workspace allotment, ample desk workspace, and easy visibility of student traffic. In addition, the area needs security to prevent access by other departments/public traffic. Student records need to be secure at all times
- A very rough estimate would be $50,000.00

III. Articulation and Transfer

To be able to schedule the workshops as needed, and to have a consistent location in order for students to easily identify and associated with, there is a need to have designated location on campus for the activities:

- Classrooms for the workshops and presentations
- Campus quad for tabling and transfer camping
- An extra Office for university representatives to meet with student one on one
- CIETL for faculty workshops

IV. Financial Literacy

- Financial Literacy Lab where students can engage in ongoing frequent Financial Literacy Activities, community partner workshops, FAFSA clinics, etc.

V. Counseling and Career

Counseling

- No Facility Requests at this time

Career

- Facilities request will be for April of 2013 career fair. Request will be for Career Fair Layout of the Cafeteria. This layout has been established during the planning of the new career center/cafeteria.
- The Career Fair benefits the college and its students by exposing students to different employers in the bay area thus giving students exposure to careers they wish to know more about. It also is an avenue for students to secure an internship or job with companies.

VI. Student Support: Student Life, Academic Support and Wellness

Student Life

- No Facility Requests at this time

Academic Support

- The Learning Center will like better design of 9-257A, the classroom/lab at the south end of the Center. There has been discussion with the TRiO program and the VPI about converting that into a new TRiO Center, which would provide cohesiveness for that program. The Learning Center would then gain back four study rooms which would assist both faculty and staff in working with students. Facilities would need to provide the necessary costs.

Wellness

- No Facility Requests at this time

Excerpts from
Student Services 2012-2013 Program Plans

Appendix 4
Student Learning Outcomes (SLO)

I. Outreach and Application

1. Assessment of 2011-2012 SLOs

SLO 1 was assessed using a survey administered during PEP workshops. The survey asked students to identify three of the 10 Steps for Success (matriculation components). There were 41 surveys. 61 percent of students were able to identify at least three of the 10 Steps for Success, while 15 percent of students were unable to identify any of the Steps to Success. SLO 2 was assessed using a survey administered at four separate Financial Aid Workshops. Students were asked to name two strategies they learned from the workshop. 41 surveys were collected. 70 percent of students were able to name two strategies and 14 percent were not able to name any.

2. Dialogue About Student Services SLOs

With changes to California's educational standards, more students will apply to community colleges. The demand for services will only increase. Outreach will have to provide more financial aid information. With the partial passing of the Dream Act for January 2013, we will have to identify which students qualify. High school students also can now take the EAP exam, the equivalent to our placement tests. New information suggests that students who choose a major immediately upon starting college are likelier to succeed. The college must focus on this new reality. The changes are numerous.

3. 2012-2013 SLO

Due to the results of SLO1 the department will continue with this SLO. However, SLO2 will be discontinued since financial aid is distinct and separate department from outreach. SLO1 aligns with the EMP's objective 2.1 which promotes higher education as well as increase enrollment numbers in First-Time Students from the feeder schools.

Students will be able to identify three of the 10 Steps for success (during PEP).

II. Assessment, Orientation & Registration

1. Assessment of 2011-2012 SLOs

The pre and post survey results demonstrate that there was an increase in the student success rate based on the orientation.

The results for the pre-survey on April 2, 2011 were 83% and post was 95%. On April 13, 2011 the pre-survey results were 90% and the post was 94%.

2. Dialogue About Student Services SLOs

The SLO "Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation" supports Cañada College's strategic goal #4 "Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language".

Team #2 decided to keep last year's SLO with a couple changes. Students will be able to identify 5 of the 10 steps to College Success instead of 3 and the survey would be given at all college orientations instead of just PEP.

Based on the survey results from last year, it was decided that we would identify the steps that are less familiar to students and revise the orientation accordingly for the Summer/Fall 2011 registration cycle. We will continue using the pre and post surveys to measure the success rate.

3. 2012-2013 SLO

Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation.

The SLO "Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation" supports Cañada College's strategic goal #4 "Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language".

III. Articulation and Transfer

1. Assessment of 2011-2012 SLOs

In order to streamline the students' transition to a four-year university and in order for them to reach their transfer goal, it is crucial to improve the current articulation agreements, and to develop new agreements with the four year universities. ASSIST.org is one of the main tools utilized by students and counselors to streamline the transfer path and to develop a Student Educational Plan (SEP) for transfer programs to CSU and UC Campuses. Within the last year, the number of students who completed an SEP has increased by 82%. AS a result, Students who completed SEPs become transfer focused and learned the necessity of the courses needed to be prepared (pre-requisite) to transfer to CSU and UC campuses. This reflected on a number of transfer ready students who participated in the Student Achievement Ceremony, Transfer related workshops such as CSU/UC application workshop, number of students who applied for

TAG with UC and AA-T/AS-T with CSU campuses. Table 1 reflects an increase in students' awareness in the transfer option as there is a 52% increase in students participating in the Student Achievement Award Ceremony. In addition, considering the changes in the UC TAG by posing higher standards and limitations, and removal of Transfer Admission Agreements (TAA) by CSU campuses due to budget cuts at their campuses, the number of students seeking TAG/TAA reflects students' knowledge of transfer options.

2. Dialogue About Student Services SLOs

Although students were able to identify the courses required to transfer as one of the steps toward their transfer goal, students did not fully understand the importance of planning to secure funding the cost of attendance at the university. Base on a survey, 52% of students may not transfer due to a financial barrier.

These data reflects that there is still a greater need to change the culture among students to be proactive in transfer planning.

3. 2012-2013 SLO

The SLO for 2012-13 year will be: "Students who utilize Transfer Center and Articulation Services are able to retrieve information from ASSIST.ORG, and able to identify the Admission policies to universities." This is similar to the last year SLO, because the transfer process and planning is complicated and is constantly changing.

This SLO has a direct relation with the College Strategic Direction of "Teaching and Learning" that is equipping students with the knowledge to reach their educational goal, and "Completion" which empowers students to find their pathways to the universities which support their persistence in reaching their goals. This is also aligns directly with Completion objective of 2.11 of the Educational Master Planning (EMP).

IV. Financial Literacy

1. Assessment of 2011-2012 SLOs

Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays (assessed again in current cycle)

Sign-in sheet were used to document participation at two Cash for College workshops in February 2011 however we did not go back to see if these same students required our assistance to complete the FAFSA for the following year at our weekly FAFSA Tuesday workshops.

2. Dialogue About Student Services SLOs

Students who successfully submit the FAFSA are provided with a message once they have submitted their FAFSA; however, it does not indicate if corrections are required. They may believe they have done all they need to do when, in fact, they may have hit a roadblock that needs be addressed before any further processing can occur. They are alerted if their application has been selected for verification and that the Financial Aid Office will be communicating with them about supporting documents and/or additional requirements.

In retrospect, participation in Cash for College does not necessarily translate to student follow-through and competency regarding Financial Aid. As a stand-alone data measure, it does not necessarily indicate financial learning.

Financial Aid provides ongoing FAFSA Tuesday workshops. These drop-in clinics are designed to help students submit and make corrections to their FAFSAs and to reinforce their understanding of the need to annual apply for Financial Aid.

EOPS helped spear-head the effort to provide savings workshops hosted by Opportunity Fund. The Individual Development Account and Women's Achievement Network and Development Alliance. EOPS kept documentation of students who attended, but also students enrolled in the savings program once they deemed themselves eligible and interested.

3. 2012-2013 SLO

Our Program Team will continue to improve and refine our data instrument. Secondly, we intend to refine the content in the financial literacy offerings.

Outside of program review, recent collaborations between Financial Aid, Outreach, TRiO and offsetting from Measure G allowed two distinct colleagues, Che Rodriguez and Manuel Delgado to facilitate a well-received workshop to high school students in April 2012. The positive response alludes to the need of continued workshops to engage new students in Financial Literacy in an intentional way. This partnership and work should be institutionalized; therefore, we need to explore the possibilities of expanding this as a first-semester offering for all new students and potentially refresher workshops for continuing students.

Expanded partnership possibilities include orientation, learning communities, mentorship programs, student life, community-based workshops, Neighborhood Colleges, and other venues.

We kept the same two SLOs from 2011 into the 2012 SLO cycle because we wanted to improve our data measurement.

Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC.

Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays (assessed again in current cycle).

V. Counseling and Career

Counseling

1. Assessment of 2011-2012 SLOs

The prior cycle's SLO was reviewed and revised. The SLO will be implemented during the 2011-12 academic year.

The current SLO is as follows: Students will be able to articulate the content of the student educational plan and the benefits of creating and following the SEP.

2. Dialogue About Student Services SLOs

This SLO is a revision from the prior cycle and aligns with the strategic plan objective 1.5 which focuses on promoting student retention and success.

3. 2012-2013 SLO

The counseling department plans to promote the third annual SEP campaign "Spring into Fall – It's SEP Time!" campus wide to increase the number of students who have a current SEP on file at the counseling department.

The survey will be distributed during the Spring 2012 and the data will be collected on going through the Fall 2012 semester. The survey will be used to measure what students have learned as a result of creating an SEP with a counselor (attachment #1). Our goal is to increase student awareness of the benefit of having an SEP to assist them in reaching their academic, career and personal goals.

Students should be able to articulate the content of the student educational plan and the benefits of creating and following the SEP.

Career

1. Assessment of 2011-2012 SLOs

Did not assess due to delay of Career Center

2. Dialogue About Student Services SLOs

The prior cycle's SLO "create a high level of student awareness of the Career Center and the services it provides" was unable to be implemented due to a delay in the construction of the Career Center in Building 5.

3. 2012-2013 SLO

The current SLO will be to "create a high level of student awareness of the Career Center and the services it provides". This SLO is a carryover from the last cycle due to construction delays of the Career Center. This SLO aligns with the strategic plan objective 2.10 which among other goals, lists promoting career resources to Cañada students.

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VI. Student Support: Student Life, Academic Support and Wellness

Student Life

1. Assessment of 2011-2012 SLOs

In discussion and planning, it was agreed that the Student Life goal for 11-12 would be to encourage all of the Student Service departments to participate in the Fall 2011 CLUB RUSH Day. ***Results of this Goal*** showed 11 of the 13 departments were represented either in person or by providing information at one of the display tables. Students got to learn about areas they may not have utilized before.

2. Dialogue About Student Services SLOs

Upon reflection, having this event also in the evening was especially beneficial for this population of students. Many evening students only go to class, and remain unaware of what is available to them. (See 11-12 Tracdat Report)

3. 2012-2013 SLO

As part of the ASCC Leadership Completion Program, ASCC board members will describe in writing what they learned while attending ASCC weekly meetings and leadership workshops, organizing a Spirit Thursday event, attending a campus committee meeting, and how they mentored another board member to stay in ASCC and in school.
This SLO corresponds to the EMP's Strategic Directions
1. Teaching and Learning: (Benchmark Leadership is all about students learning leadership skills at conferences, workshops and in ASCC mtgs.)
2. Completion: (Mentorship benchmark is all about helping each other complete classes and finish school)
3. Community Connections: (Hosting spirit Thursdays builds community)
4. Global and Green **(**Partnering and providing financial support for the Social Justice Series Planning committee)

Academic Life

1. Assessment of 2011-2012 SLOs

In discussion and planning, it was agreed that the Academic Support goal for 11-12 would be to increase the number of students either completing or updating SEP as a requirement. This requirement was facilitated within each student support department***. Results of this Goal*** showed that 8 out of 13 made it a requirement.

2. Dialogue About Student Services SLOs

Upon reflection, 3 departments now highly recommend students update their SEP while enrolled in their programs. (See 11-12 Tracdat Report)

3. 2012-2013 SLO

Students will evaluate their tutoring needs and use appropriate tutorial assistance. SLO will be evaluated by tacking the number of students who seek tutoring assistance.
This SLO corresponds to the EMP's Strategic Directions
1: Thinking & Learning (tutoring is a pathway to their educational goal);
2: Completion (tutoring will assist in student's completing their course(s)).
Additionally, it aligns with College SLOs: 1, 2, & 4.

Wellness

1. Assessment of 2011-2012 SLOs

In discussion and planning, it was agreed that the Wellness goal for 11-12 would be a Health Fair held in the Fall and helped students learn two things: where Psych Services, DRC, and the Wellness Center are now located, and information about what there three departments provide. ***Results of this Goal*** showed 150 students attended which is an excellent turnout for the inauguration.

2. Dialogue About Student Services SLOs

Upon reflection, since the Wellness Center and Psych Services has only part-time staffing, it is important for students to share in this event. Hopefully, an evening event can be staged next Fall as well

3. 2012-2013 SLO

Disability Resource Center will continue to monitor and track the number of students who complete SEPs in Counseling, TRiO SSS and DRC. This aligns with the College SLOs for retention and completion. (It is also required by Title V for DRC students)

The SLO is the same and we continue to track the availability of appointments for students new to DRC who need SEP completion.

Disability Resource Center

1. Assessment of 2011-2012 SLOs

Upon the addition of a part time (6 hrs/week) academic counselor as a member of the DRC staff, it was deemed necessary to partner with the broader Counseling goal of having a written SEP for all DRC students. Thus, the SLO for the 2011-2012 academic year was*: DRC students will be able to identify an educational goal and develop/update an SEP*. Both the Counseling Department and TRiO SSS sponsored SEP completion events on campus. Because the DRC is a main referral source for TRiO, TRiO has approximately one-third of enrolled students dual enrolled with DRC, and because the part time DRC counselor is also a part time counselor with the TRiO SSS, a large number of DRC students were able to identify to complete this SLO.

Specifically, 79% of enrolled DRC students in Fall 2011 were able to identify an educational goal and completed SEPs. In Spring 2012, 80% of DRC students identified an educational goal and completed an SEP.

2. Dialogue About Student Services SLOs

Upon reflection it was found that while DRC students took advantage of DRC, Counseling and TRiO SSS services to meet with an academic counselor, there were not enough available 30 min appointments for students to meet with a counselor.

3. 2012-2013 SLO

Disability Resource Center will continue to monitor and track the number of students who complete SEPs in Counseling, TRiO SSS and DRC. This SLO will continue for the 2012-2013 academic year.

Student Health Center

1. Assessment of 2011-2012 SLOs

Written information on the prevention of the flu is given at the time the student signs in.
Prior to receiving the Flu shot, the student is asked to state ways of preventing the spread of the flu.

2. Dialogue About Student Services SLOs

75% of the students were successfully able to verbal the appropriate information.

3. 2012-2013 SLO

SLO: The student will verbalize at least 3 ways to prevent the spread of influenza.