# Cañada College

# 2011-12
# Student Services Annual Plans, SLOs and Program Reviews

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Prepared Spring 2011

| Program: **Outreach and Application** | | Function: |
|---|---|---|
| SAO Year: 2011-2012 | | To provide students with information on the advantages of a college education and help them understand the entire process of preparing for, choosing and applying to the right college for them. |
| Team Members:<br>Vets – **Margie Carrington, Team Leader**<br>Outreach – **Bob Haick, Ari Alvarez**<br>A&R – **Jeanne Stalker**<br>DRC – **Regina Blok**<br>Counseling – **Sandra Mendez** | PIO – **Robert Hood**<br>SSS/UB – **Lena Mira, Maria Huning**<br>International – **Jeanne Stalker**<br>EOPS/CalWORKs – **Bob Haick**<br>Financial Aid – **Manuel Delgado** | |

| Overall Program Goals: What do you want to accomplish in Outreach & Admission? | |
|---|---|
| **Goal** | **Evaluation** |
| 1.  To promote the image and programs of Cañada College in the community and regional high schools as a:<br>• Comfortable environment for new and returning students<br>• Excellent transfer institution<br>• Producer of championship Athletic Teams<br>• Economic way to attain educational goals<br>• Understanding of needs of second language learners<br>• Exceptional math and science institution | • Number of articles in local newspapers/on-line articles<br>• Student success stories on college website<br>• New student surveys and/or focus groups<br>     Other image-promoters? |
| 2.  To increase the number of students attending Cañada College in the following categories:<br>• Recent HS Students<br>• Returning Students<br>• International Students<br>• Veterans<br>• First Generation Students<br>• Foster Youth<br>• Concurrent Students<br>• Reverse Transfer<br>• Returning Students<br>• Displaced Workers<br>• Students with Disabilities<br>• Others? | • Compare number and percentile of students in categories attending Cañada |
| 3.  Increase number of early applications and completion of matriculation components by:<br>• Promoting priority enrollment advantage<br>• Obtaining earlier access to student names from feeder high schools considering community college<br>• Coordinating with Assessment and Counseling Services appropriate services to meet demand<br>• Offer Assessment in the High Schools/EAP | • Increased PEP participation<br>• Earliest dates for New Student Orientations are filled<br>• Increase in percentage of new students applying "early" for special programs (i.e. EOPS, TRiO, Math Jam, DRC, etc)<br>Other? |
| 4.  Communicate changes in campus programs, policies and initiatives. | • Emails, flyers, workshops, etc.<br>• Increased awareness of recent changes |

Revised 11/28/2011

**STUDENT LEARNING OUTCOME**

**The Student Learning Outcome**

| Student Population: High School Seniors |
|---|
| **SLO:  Students should be able to…** <br> 1. Students will be able to identify the steps for getting into college. <br> 2. Students who attend financial aid presentations will know the steps to apply for financial aid. |
| **What is considered "success" in meeting this SLO?** <br> SLO 1 - Students attending PEP will identify the steps for getting into college. <br><br> SLO 2 - Students attending a financial aid workshop will identify the steps for applying for financial aid |
| **How do we assess what students have learned?** <br> 1. Survey administered during PEP will ask y/n if they met with Campus Ambassador and then if yes, will ask participants to identify the correct order of the steps required to complete the matriculation steps (Steps to Success) <br> 2. Survey administered at Financial Aid Workshops will include pre and post workshop survey asking participants to identify the steps to apply for financial aid. |

**The Background**

| **Why did you identify this SLO?** |
|---|
| 1. To assist new incoming high school students in successfully transitioning into college. <br> 2. Students are often confused or do not understand the process of how to apply and the importance of applying early and completing the matriculation steps so they have a good foundation from which to begin their college experience. <br> 3. To provide students with an awareness of the financial resources for which they are eligible. |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| One on One PEP recruitment <br><br> Tabling College Nights & Fairs <br><br> Parent and Student Workshops in high schools <br> - DREAM Club <br> - Parent information Nights | Outreach Office, Campus Ambassadors and other Student Services staff (including Upward Bound, Middle College, etc) | Feb. 1 – May <br><br> Feb. 1 - May | - Student Services Staff & CA's <br> - Possible OT for outreach and other events <br> - Update PEP Website <br> - Prepare folders and Outreach Materials |
| Cash for College | Financial Aid Staff | February 12 , 2011 | Staff, financial aid resources, refreshments |
| Financial Aid Workshops for PEP participants | Financial Aid Director | April 2, 2011 <br> April 13, 2011 <br> May 4, 2011 <br> May 11, 2011 | Staff <br> Survey instrument |

**The Results**

| Who completed? | Data/Information | How Measured? |
|---|---|---|
| Financial Aid Workshop – Cash for College | 1. 40 + attendees<br>2. 29 students participated<br>3. 100% completed FAFSA | Survey not administered to this group |
| 4/2/2011 PEP Assessment – Financial Aid Workshop Steps to Success and Steps for Financial Aid survey administered. | 1. 3 separate workshops conducted<br>2. Survey provided to both parents and students (high school seniors)<br>3. 30 surveys collected | 1. Open-ended survey to list Steps for Success (matriculation components)<br>2. Pre-post workshop survey on identifying Steps to apply for Financial Aid |
| 4/13/2011 PEP Assessment – Financial Aid Workshop Steps to Success and Steps for Financial Aid survey administered. | 1. 1 workshop conducted<br>2. Survey provided to students (no parent attendees)<br>3. 27 surveys collected | 1. Open-ended survey to list Steps for Success (matriculation components)<br>2. Pre-post workshop survey on identifying Steps to apply for Financial Aid |
| 5/4/2011 PEP Assessment – Financial Aid Workshop Steps to Success and Steps for Financial Aid survey administered. | | |
| 5/11/2011 PEP Assessment – Financial Aid Workshop Steps to Success and Steps for Financial Aid survey administered. | | |

**SERVICE AREA OBJECTIVE**

| Program: **Outreach and Admissions** | **Function:** |
|---|---|
| SAO Year: 2011-2012 | To provide students with information on the advantages of a college education and help them understand the entire process of preparing for, choosing and applying to the right college for them. |
| Team Members:<br>Vets – <u>**Margie Carrington, Team Leader**</u><br>Outreach – **Bob Haick, Ari Alvarez**<br>A&R – **Jeanne Stalker**<br>DRC – **Regina Blok**<br>Counseling – **Sandra Mendez**        PIO – **Robert Hood**<br>SSS/UB – **Lena Mira, Maria Huning**<br>International – **Jeanne Stalker**<br>EOPS/CalWORKs – **Bob Haick**<br>Financial Aid – **Manuel Delgado** | |

### The Student Area Outcome

**SAO:**
1. Increase participation in Priority Enrollment Program by feeder high schools
2. Develop Veteran Outreach Plan

**What is considered "success" in meeting this SAO?**

PEP outcome success :
- increased participation from Woodside and other feeder schools with which we have experienced a decrease in outreach involvement and participation
- Increase number of overall participants from 09-10 by 20%
- Feedback that changes made from prior year (i.e. assessment on different day as option) improved event

Veterans Outreach Plan success (TBD)
- Create outreach team
- Identify outreach locations (VA, Moffett, Redwood City Vet Center, In-reach strategy, student club, etc)
- Create Veteran friendly outreach/orientation program (modify new student orientation)
- Calendar of activities and promote

**How do we assess what we have done?**

PEP
- Review data on number of participants attending PEP by high school
- Solicit and evaluate feedback from high school counselors

Veterans Outreach
- Document number of activities and participation by veterans
- Calendar of veterans activities, workshops and events is regularly updated and available
- Club is active
- Survey veterans to assess their awareness of services

### The Background

**Why did you identify this SAO?**
- Early outreach and providing a comprehensive front-end orientation and counseling session provide students with a strong foundation for success as they transition from high school to college.
- State and college data shows that the majority of our new matriculating students require English or math basic skills remediation. Students who have priority enrollment are more likely to be able to enroll in the appropriate courses thereby having a higher likelihood of success in their first semester.
- Veterans may be underutilizing campus services or failing to access VA resources due to lack of awareness or reluctance to disclose need.

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| PEP debriefing meeting | PEP Leads (Soraya/Ari) | Late May | - Data on participants by school<br>- Feedback from high school counselors<br>- Input from Cañada staff |
| Veterans Survey | Admissions | Late May | - Develop survey (assistance from research dept) |
| Incorporate Veteran Outreach into general Outreach Plan | Veteran Advisory Committee, Outreach, Dean | June/July for fall implementation | |

**Outreach & Admission**
**Program Review**

 **Was the SLO successful?  Did students learn?**

Assessments are in-progress for both SLO 1 (student knows steps to success) and SLO 2 (students knows steps to apply for financial aid).  The assessments will be completed mid-May after all of the PEP sessions are held.  After the first PEP on April 2, an adjustment was made to the assessment document because the open-ended response section of the survey for students to write in all of the steps to success was not demonstrating any learning or understanding of the process as it had been described, explained or shown to the students in previous interactions with the Campus Ambassadors.  The survey was modified so students would see the list of steps out of order and they were then asked to properly order the steps to success sequence (4/13/2011).

 **Conversations/Dialogue about the SLO Success…**

| Meeting Date/Group | Comments |
|---|---|
| 4/5/2011 | Discussed preliminary results of PEP survey with Ariackna Alvarez and she provided a revised survey to use for the remainder of the PEP sessions. |

| Program**: ASSESSMENT, ORIENTATION AND REGISTRATION** | **Function:** |
|---|---|
| SAO Year: 2011-12 | To provide students with information on the advantages of a college education and help them understand the entire process of preparing for, choosing and applying to the right college for them. |
| Team Members: Ruth Miller, Loretta Davis, Soraya Sohrabi, Jose Romero, Regina Blok, Romeo Garcia and Victoria Worch | |

| **Overall Program Goals: What do you want to accomplish in Assessment, Orientation and Registration** | |
|---|---|
| **Goal** | **Evaluation** |
| ASSESSMENT <br> • Students will have a thorough understanding of their Placement Test results and sequence of classes necessary to accomplish their educational goals. | Pre and Post Survey |
| ORIENTATION <br> • 98% of Non-Exempt Students will attend the New Student Orientation <br> • Students will have the skill to create a Websmart schedule based on workload <br> • Students will be aware of Student Support Services and how to utilize them <br> • Students will be able to identify 3 of the 10 steps to College Success | Collecting Data from Banner <br><br> Post-Survey <br><br> Post-Survey |
| REGISTRATION <br> • Majority of students will be able to register online <br> • Reduce # of problems students experience In registering <br> • Reduce # of late registering students | Collecting Data from Banner |

**THE STUDENT LEARNING OUTCOME**

| Student Population: |
| --- |

| SLO:<br>Students will be able to identify 3 of the10 steps to college success once they have completed their assessment, orientation, and registration. |
| --- |

| What is considered "success" in meeting this SLO?<br><br>Student will be able to identify 3 of the 10 steps to College Success. |
| --- |

| How do we assess what students have learned?<br><br>Students will take a Pre and Post Orientation Survey demonstrating their knowledge of the 10 Steps to Success at Canada outlined in the schedule of classes. |
| --- |

**The Background**

| Why did you identify this SLO?<br><br>The SLO was identified because we want our students to understand the sequence of classes necessary to reach their education goal and to be aware of the available Student Services. |
| --- |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
| --- | --- | --- | --- |
| Pre-Survey | Counseling Staff | At the beginning of the Orientation | Staff needed to compile/analyze and report survey results |
| Post-Survey | Counseling Staff | At the end of the Orientation | Staff needed to compile/analyze and report survey results |
|  |  |  |  |

**The Results**

| Who completed? | Data/Information |
| --- | --- |
| Counseling Staff | 4/2/11   – Pre 83% success Post 95% success |
|  | 4/13/11 – Pre 90% success Post 94% success |
|  |  |

**The Student Area Outcome**

| SAO: |
|---|
| To create an effective New Student Orientation that gives students a clear understanding of the 10 Steps to College Success and how to use student support services. |
| **What is considered "success" in meeting this SAO?**<br>Student will be able to identify 3 of the 10 steps to College Success. |
| **How do we assess what we have done?**<br>Pre and Post Survey |

**The Background**

| Why did you identify this SAO? |
|---|
| After the initial semester of New Student Orientations, it was discovered that improvements to certain aspects is necessary to further student success.  Improving New Student Orientation will allow us to include new information that is vital to Student Success.  The reason we are identifying this SAO is to educate students regarding Canada's recently implemented mandatory New Student Orientation. |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| Adding new information to New Student Orientations | Counseling Staff | April 2011 PEP Orientations | Counselors and administrative support |
| Create and implement Pre- and Post- Survey | Counseling Staff | April 2011 PEP Orientations | Counselors and Administrative support |
| | | | |

**The Results**

| Who completed? | Data/Information |
|---|---|
| Counselors | 4/2/11  -  Pre 83% success Post 95% success |
| | 4/13/11 – Pre 90% success Post 94% success |
| | |

| SLO/SAO | Description of Relationship with College Strategic Plan |
|---|---|
| The SLO/SAO are both based on students understanding the 10 Steps to Student Success. | The SLO/SAO are both based on students understanding the 10 Steps to Student Success that support the following Canada College strategic goals, (Goal 4) improving success, retention, and persistence of students who are in basic skills classes, including English as a second language; (Goal 5) improving the persistence and transfer rate of students enrolled in transferable courses; (Goal 9) building an education environment that fosters a passion for education, and the leadership and the personal skills necessary for civic engagement/participation; (Goal 11) improving number of certificate and degree awards. |

**Summary of Resources Required**

| SLO/SAO | Staffing | Equipment | Supplies/Other |
|---|---|---|---|
| Students will be able to identify 3 of the10 steps to college success once they have completed their assessment, orientation, and registration. | Staff needed to compile/analyze and report survey results | Funds for possible replacement of existing PCs | Laser printer toner, paper, pencils, Orientation Folders |
| | Funding for clerical support | | |

**Program Review**

**Was the SLO successful?  Did students learn?**

Yes

The SLO was successful.  There was a significant increase in the success rate after students went through the orientation.

**Was the SAO successful?  Did we accomplish what we wanted to do?**

Yes

We learned that students learned about the 10 steps to college success by attending the orientation. However, we also learned that students had a good handle on the steps going into the orientation.

**Overall College Program Review**

**Changes recommended as a result of the Program Review**

Based on the survey results, we would like to identify the steps that are less familiar to students and revise our orientation and pre/post surveys accordingly for Fall 2011.

| Program: **Transfer and Articulation** | Function: |
|---|---|
| SAO Year: 2011-2012 | |
| Team Members:<br>**Transfer –counseling Dept** - Soraya Sohrabi, Team Leader<br>**Admissions** – Maria Lara<br>**Articulation/counseling Dept** – Lyn Belingheri<br>**EOPS /Counseling** – Lorraine Barrels-Ramirez<br>**TRIO / Counseling** – Melissa Alforja | **To facilitate a seamless transition of Students from k-12 to Cañada College and from Cañada College to other accredited higher education institutions.** |

| Overall Program Goals: What do you want to accomplish in Transfer and Articulation? | |
|---|---|
| **Goal** | **Evaluation** |
| To increase the students' awareness of transfer services:<br><ul><li>Create a Web page</li><li>Provide workshops</li><li>Create handbook</li></ul> | <ul><li>Collecting Data -Increase the number of students attending the workshops</li><li>A student survey</li></ul> |
| To increase number of staffing for Transfer Center to match the minimum program standards (Section 51027 Title 5):<br><br>One full-time faculty director with appropriate experience and training in university admissions and transfer counseling, who reports to a senior administrator;<br><br>·At least one counseling faculty member;<br><br>·At least one full-time support position which includes both clerical and student support responsibilities.<br><br>This recommended staffing structure is based on fifteen years of combined experience of the California Community College Transfer Center Directors Association.<br><br>(Reference: "Transfer Guideline 505", 11/10/2009, http://www.ccctransfer.org/transfer_guidelines_505_update1.htm.)<br><br>According to the results of State-wide Transfer Center Report, 78% of the Transfer Center Directors are faculty in the state of California. | <ul><li>Increase number of classroom visits, workshops, field trips, and forms and flyers,</li><li>Number of students who utilize the Website</li></ul> |
| To streamlining the articulation agreements with four year universities | <ul><li>Increase the number of articulation agreements by 1%</li></ul> |
| To increase the staffing for the Articulation office | Increase in number of course to course articulations with four-year universities |

**The Student Learning Outcome**

| Student Population: sophomore student |
| --- |
| SLO:   Students will be able to… <br> 1. Identify the steps in transfer planning <br> **2.** Student will be able to utilize the articulation agreements including Project ASSIST to identify major prep courses |
| **What is considered "success" in meeting this SLO?** <br> An increase in the number of student who completed SEP for transfer |
| **How do we assess what students have learned?** <br> Compare the number of Transfer SEPs completed at the end of each academic year <br> A student survey on their knowledge of Student Educational Plan (SEP) and articulation agreements, including Project ASSIST |

**The Background**

| **Why did you identify this SLO?** <br><br> Compared to prior year, the number of transfer students has fluctuated and there have been many changes and developments in regards to the admissions and program policies at four-year universities such as an increase in fees and tuition, and development of SB1440 that creates a new pathway to CSU campuses. <br> Students must comprehensively understand the changes and the transfer process in order for them to reach their transfer goals successfully. One of the important steps of transfer planning is to identify and take appropriate courses in a correct sequence. <br> To provide that opportunity, there is a need to promote the transfer services among transfer students, and bring information to them in a timely manner, as well as to maintain and to continue improving course to course articulation for pathways to universities. <br> This not only assists students to make informative decisions, it will impact the students' persistence and retention. |
| --- |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
| --- | --- | --- | --- |
| 1. Provide transfer counseling services to students (both day and evening) <br> 2. To maintain/increase the number of workshops offered in a year <br> 3. Visit classrooms <br> 4. Field trips to universities | Counselors and transfer Center faculty and staff | Spring/Summer 2011 | Additional funding to: <br> 1. Increase counseling hours <br> 2. Hire staff/faculty for transfer Center. |
| 1. Improve the Transfer web page | Counselors and transfer faculty and staff Center | Fall and Spring term | Additional funding to: <br> Hire part-time permanent staff for Transfer Center |
| 1. To increase course to course articulations with CSU, UC, and private universities | Articulation Officers | Summer 2011 | Additional funding to: <br> 1. Increase hours for current Articulation officer <br> 2. Hire a full-time Articulation Officer |

**The Student Area Outcome**

**SAO:**

1. Continue providing additional workshops Project ASSIST, SEP, TAG, and major selection
2. Increase classroom visits
3. Provide tours to universities
4. Improve the current Articulation agreements with CSU, and UC campuses
5. Increase Articulation agreements with in-state and out of state four year universities

**What is considered "success" in meeting this SAO?**

1. Increase in the number of students attending workshops and college tours by 1%
2. Increase in the number of Articulation agreements with four year universities by 1%
3. Increase in the number of course to course articulations with four-year universities by 1%

**How do we assess what we have done?**

Data Comparison - Compare the number of students that attended workshops with the prior year
Data Comparison - Compare the number course to course articulations agreements established with the prior year
Increase in number of general education certifications (CSU GE certification and/or IGETC)
A survey with students

**The Background**

**Why did you identify this SAO?**

These are necessary and essential tools for students with a transfer goal and those who will seek a transfer program upon completion of a vocational and/or basic skills program.  The retention and transfer rate will increase as students utilize transfer services and become focused on their educational goals; create a transfer plan that includes developing a Student Educational Plan (SEP).  For instance, the number of students who attended workshops in 2010 has increased compared to 2009. Consequently the number of students who applied for Transfer Agreements with the UC campuses has increased by 157 %.  However, 16% of the TAG applicants were denied as they did not have appropriate course work and/or understanding of the transfer process.

It will also be crucial to establish articulation agreements and course to course articulation agreements to increase students' choices. Also to ensure the courses competed at Cañada College will transfer to the universities of students' choice.

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| • To increase workshops, trips to universities, and other transfer services. <br>• To coordinate activities with faculty and other Student Services to promote and introduce Transfer Services and the essentials of transferring | Transfer Center Counselor(s) | Each term, Summer, Fall, and Spring | Additional funding for: <br>Staffing <br>Counseling hours <br>Supplies <br>Color printer <br>Dedicated bulletin board at the key spots on campus |
| To contact faculty at Cañada and the universities to explore the expansion of the articulation agreements | Articulation Officer | Spring and Summer | Additional funding for: <br>Staffing |

**Relationships between SLO/SAO and the College Strategic Plan**

| SLO/SAO | Description of Relationship with College Strategic Plan |
|---|---|
| 1. Identify the steps in transfer planning<br>**2.** Students will be able to utilize the articulation agreements including Project ASSIST to identify major prep courses | This relates to college strategic goal #3 and 5:<br><br>Develop programs and recruit students, responding directly to the current and projected demographic and economic trends in the college's service area, and improve the persistence and transfer rate of students enrolled in transfer classes and improve success, retention and persistence of students who are in basic skill classes, including English as a Second Language. |
| 1. Continue providing additional workshops Project ASSIST, SEP, TAG, and major selection<br>2. Increase classroom visits<br>3. Provide tour to universities<br>4. Improve the current Articulation agreements with CSU, and UC campuses<br>5. Increase Articulation agreements with in-state and out of state four year universities | This relates to college strategic goal 4, 5, and 8:<br><br>Improve success, retention and persistence of students who are in Basic Skill classes, including English as a Second Language**,** Improve the persistence and transfer rate of students enrolled in transfer classes, and Develop and strengthen external collaborative relationships and partnerships. |
|  |  |

**Summary of Resources Required**

| SLO/SAO | Staffing | Equipment | Supplies/Other |
|---|---|---|---|
| 1. Identify the steps in transfer planning<br>**2.** Student will be able to utilize the articulation agreements including Project ASSIST to identify major prep courses | 1. one full-time support position for Transfer Center<br>**2.** Additional Counseling hours for transfer students | Color printer |  |
| 1. Continue providing additional workshops Project ASSIST, SEP, TAG, and major selection<br>2. Increase classroom visits<br>3. Provide tour to universities<br>4. Improve the current Articulation agreements with CSU, and UC campuses<br>**5.** Increase Articulation agreements with in-state and out of state four year universities | 1. one full-time support position for Transfer Center<br>2. Additional Counseling hours for transfer students<br>**3.** A full-time Articulation Officer in addition to current Articulation counselor |  |  |
|  |  |  |  |

**Conversations/Dialogue about the SLO Success…**

| Meeting Date/Group | Comments |
|---|---|
| **December  6, 2010** | |
| **February 3, 2011** | |
| **February 4, 2011** | |
| | |

## Overall College Program Review

**Success Transfer ad Articulation:  Course Success Rates**

- Number of articulation Agreements
- Number of transfer students participated in different transfer events and services
- Number of students who filed transfer agreement

**Progress: Persistence from Fall to Spring (cohort)**
- Number of students who seeks a transfer program after completion of basic skills and/or vocational program

| Program: **Financial Literacy** | Function: To offer learning opportunities on the management of personal finances so students can make sound financial decisions and aid students in their understanding, application, and timeley receipt of all eligible financial aid resources they need. |
|---|---|
| SAO Year: 2011-2012 | |
| Team Members: Faye Soler, MaryHelen Dorado, Eliazer Ayala-Austin, Byron Ramey, Romeo Garcia, Dottie Shiloh, Cathy Lipe | |

| Overall Program Goals: What do you want to accomplish in   (list program)                        ? | |
|---|---|
| **Goal** | **Evaluation** |
| Increase Pell recipients | |
| Increase BOG recipients | |
| 100% of participants who complete a Cash For College workshop will complete a FAFSA application (in-house applicants for AB540) | |
| 100% of participants who complete a Financial Literacy Workshop will be able to successfully define key terms such as grants, loans, work-study, scholarship, and EFC. | |
| For students who might not meet income guidelines, informing them of other available resources so they don't self disqualify | |
| Connecting their financial and borrowing choices at the 2 year college to how it might impact how they can finance their 4-year transfer experience. | |
| Preparing students on creating and following a personal budget. | |

**The Student Learning Outcome**

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|---|
| **Student Population:** |
| SLO:  Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays. (Spring 2011)<br><br>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. (Spring 2012) |
| **What is considered "success" in meeting this SLO?**<br><br>• FAFSA completion rate and increase over our baseline. (Note: MaryHelen will pull up govt report or via BANNER to see overall applications).<br>• Attendance measured through sign-in. |
| **How do we assess what students have learned?**<br>• Successful completion of FAFSA.<br>• Participation and pre- and post survey/evaluation at Financial Literacy Workshop |

**The Background**

| |
|---|
| **Why did you identify this SLO?**<br><br>FAFSA: Important that student population understand that there is financial aid available to them to assist them with financial issues to help them succeed in their educational goals.  It helps to maximize free federal money that can be better utilized and accessed by students.  FAFSA and the funding of college helps the persistence, academic standing, and ultimately to graduaton/transfer.<br><br>Financial Literacy: Students are being packaged for Financial Aid but are unaware of the meaning or ramifications of grants, subsidized loans, unsubsidized loans, work-study, scholarships, and criteria and eligibility of such resources. Moreover in regards to loans, students need to be better educated on how loans affect credit, the potential to default, loss of future eligibility, and the impact on the 4-year college Financial Aid packet.  We assess that if students had a better financial picture/budget, they would borrow within educational boundaries/guidelines..<br><br>As an institution, we do a great job in academic advising; however, we need to a do better job in providing upfront financial literacy support, financial fitness, advising and counseling, etc.   Staffing at Financial Aid often go above and beyond and try to assist individual student questions, but if financial literacy is institutionalized via a Financial Fitness 101 curriculum, workshop, and services, then more students will have access to financial literacy. (connecting SLO to Program Plan,<br><br>Educate Faculty and staff on connecting Fin Lit to services<br><br>**Infusing Fin Lit within the curriculum, including it in the syllabus.** |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| FAFSA TUESDAYS | Financial Aid Staff | Started Feb 1 | |
| CASH FOR COLLEGE | Financial Aid Staff | FEB 12 | **Needs to be promoted campus-wide.** **Need to book venue for repeat workshops and focus on particular programs** |
| WANDA IDA (single mothers) | Opportunity Fund | Feb 11 | |
| San Mateo Credit Union Budget Planning | SMCU | Feb 17 (Postponed) | |
| IDA Workshop | Opportunity Fund | Feb 25th | |
| Middle College Financial Aid Presentation | Financial Aid Staff | Feb 16th | |
| Paying for your 4-Year College Transfer Experience | SFSU Financial Aid: Nancy Jodaitis | Feb 10th | |
| Personal Statement Workshop | TRiO (open for all students) | Feb 15th | |
| Outreach to high schools to inform them of Cash For College and Scholarships | Outreach in coordination with Financial Aid | All of Jan Feb | |
| Financial Literacy Workshop for Boys & Girls Club at Hoover Park | TRiO and EOPS | Feb 22 | |
| Major outreach for FAFSA deadline and Scholarship Deadline | Entire College | All of Jan Feb | |
| Financial Fitness Mini-Workshops at PEP | Financial Aid staff or via Measure G | April 2, 13th & May 4 | |
| Scholarship Ceremony (promoting the culture of seeking available resources) | Financial Aid staff | May 13th | |
| Provident Credit Union Financial Literacy Seminars | Romeo | April | |

**The Results**

| Who completed? | Data/Information | How Measured? |
|---|---|---|
| Primary SLO: Cash for College: Feb 12th | 1. 29 students attended  2. 100% completed FAFSAs  3. San Mateo Credit Union Financial Literacy  4. Survey (Faye will give copy to SLO team) | 1. Sign-in sheet  2. Confirmation print-outs  3. Sign-in sheet  4. (Faye will collect) |
| WANDA/IDA Feb 11th | 1. 10 RSVPed, 5 attended  2. 4 signed up for the program  3. Learned strategies  4. EOPS/CARE/CALWORKS sponsored food for participants and provided gas cards for CALWORKS. | 1. Sign-in sheet  2. Applications Submitted to Opportunity Fund  3. Delta: Needed a survey. Short timing, mostly focused on recruitment. |
| How Do I Pay for College – Workshop Feb 10th | 1. 32 students attended  2. Learned strategies | 1. Sign-in sheet  2. Delta: Needed a survey. Short timing, mostly focused on recruitment. |

**The Student Area Outcome**

**SAO:**
1. Financial Literacy SLO program team will document and assess baseline information on completed FAFSA applications based on completed FAFSA baseline data 2009-2010, 2010-2011.
2. Financial Literacy SLO program team will create a cohesive and unified marketing of existing and new Financial Literacy initiatives, and increase FAFSA applications by _____% over baseline data.

**What is considered "success" in meeting this SAO?**
1. an increase in FAFSA applications
2. More in-reach activities which will increase our FAFSA applications

**How do we assess what we have done?**
1. Financial Aid has offered to collect baseline data and compare it to new data and measure the increase.
2. Increase of number of **offered activities** for in-reach (for instance, our current in-reach FAFSA Tuesdays, Cash For College, etc. and how many more activities have we developed.

**The Background**

**Why did you identify this SAO?**
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.

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| 1. **View federal govt database on FAFSA completion and/or check with Office of Research, Planning, and Success for possible extraction or queries of data** | **MaryHelen** | **Feb 11th** | **MaryHelen's brain and time.** |
| | | | |
| **2. Our team has identified a concrete list of Spring 2011 activities that promote Financial Aid and Financial Literacy** | **Romeo** | **Feb 7th** | |

**Counseling and Career**

| Program: **Counseling and Career** | Function: |
|---|---|
| SAO Year: 2011-2012 | |
| Team Members:<br>Counseling **– Kathy Sammut &<br>Sandra Mendez (Team Leaders),<br>Carla Stoner-Brito & Byron Ramey**<br>Career – **Karen Olesen, Bob Haick**<br>EOPS/CalWORKs – **Lorraine<br>Barrales-Ramirez**<br>SSS/UB – **Melissa Alforja**<br>DRC – **Regina Blok**<br>Financial Aid - **Rosa Jimenez** | The mission of the Cañada College Counseling Department is to guide and support students in achieving their educational, career, and personal goals and in becoming proactive participants in our diverse society. Career Services and Counseling collaboratively work together in assisting students to understand the process of establishing a career by discussing the relationship between a major field of study and future careers, job search, resume writing and interview techniques. |

| Overall Program Goals: What do you want to accomplish in Counseling and Career? ||
|---|---|
| **Goal** | **Evaluation** |
| **Increase the number of students served by appointments (i.e. 30-minute vs. drop-in) every semester.** | • Hire 2 full time counselors (i.e. general and articulation/officer) |
| **Assist students in understanding the entire range of educational options and utilizing the available resources.** | • Provide academic, career and personal counseling.<br>• Provide New Student Orientation and Counseling Sessions.<br>• Provide courses that ensure student success: CRER 401, CRER 407, CRER 137 |
| **Assist students who are experiencing academic difficulties to identify ways to improve performance** | • Provide early alert interventions.<br>• Counsel students who are in academic difficulty.<br>• Evaluate causes for academic difficulty and make appropriate referrals. |
| **Increase collaboration with campus instructional faculty to ensure that counselors have the most current and accurate information with which to counsel students.** | • Continue to invite instructional faculty members counseling meetings<br>• Make presentations at instructional division department meetings and communicate with instructional divisions through timely e-mail alerts about issues affecting students. |
| **Increase outreach efforts into the local community and specifically, local high schools.** | • Promote the college's instructional programs (both academic and career/technical education) and increase |

| | |
|---|---|
| | matriculation of high school students to the college (i.e. PEP) |
| **Create a career web page that includes a "Job Board" to offer more employment opportunities for students. As well as a front page that can provide easy access to important career events such as webinars offered by professional career sites** | • Increased employer job submittals. <br> • Increased job acquisition by students. |

### Cañada College Student Services
### STUDENT LEARNING OUTCOME

**The Student Learning Outcome (Counseling)**

| |
|---|
| **Student Population:** |
| **SLO:  Students should be able to…** <br><br> Students will know the importance of having a current Student Educational Plan (SEP) on file at the Counseling center. <br><br> |
| **What is considered "success" in meeting this SLO?** <br><br> Increased number of students who have a Student Educational Plan (SEP) on file. <br><br> |
| **How do we assess what students have learned?** <br><br> Students will leave with a completed SEP at the end of their counseling appointment. |

**The Student Learning Outcome (Career Services)**

| |
|---|
| **Student Population:** |
| **SLO:  Students should be able to…** <br><br> Students will be more knowledgeable about career service resources available |
| **What is considered "success" in meeting this SLO?** <br> Increased number of students utilizing the career center <br><br> |
| **How do we assess what students have learned?** <br> Online Student Survey |

## The Background (Counseling)

| **Why did you identify this SLO?** |
| --- |
| 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.<br><br>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.<br><br>The Counseling faculty works as a team and collaborate within and with other 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 are 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.<br><br>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 Cañada'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. |

## The Background (Career Services)

| **Why did you identify this SLO?** |
| --- |
| Awareness of Cañada's career center/services is lacking on campus. |

## The Planned Interventions (Counseling)

| **What is planned?** | **Who will do it?** | **When will it occur?** | **What resources are required?** |
| --- | --- | --- | --- |
| The Counseling department implemented "Got Priority" SEP campaign. | Counseling Faculty | Spring 2011 | Counseling Faculty |

## The Planned Interventions (Career Services)

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| Campus-wide marketing, posters, brochures | Bob Haick | Beginning Summer 2011 | Marketing & design time<br>Material Costs |
| Add workshops to Career Fair | Bob Haick | April 2011 | N/A |
| Create Career Web Page | Bob Haick | By Fall 2011 | See SAO |

**The Results**

| Who completed? | Data/Information |
|---|---|
| Program team | Approximately 200 students served (i.e. April 11-15th). |
|  |  |
|  |  |

**Cañada College Student Services**
**SERVICE AREA OBJECTIVE**

| | |
|---|---|
| Program: **Counseling and Career** | **Function:** |
| SAO Year: 2010-2011 | |
| Team Members:<br>Counseling **– Kathy Sammut & Sandra Mendez (Team Leaders), Carla Stoner-Brito & Byron Ramey**<br>Career – **Karen Olesen, Bob Haick**<br>EOPS/CalWORKs – **Lorraine Barrales-Ramirez**<br>SSS/UB – **Melissa Alforja**<br>DRC – **Regina Blok**<br>Financial Aid - **Rosa Jimenez** | The mission of the Cañada College Counseling Department is to guide and support students in achieving their educational, career, and personal goals and in becoming proactive participants in our diverse society.  Career Services and Counseling collaboratively work together in assisting students to understand the process of establishing a career by discussing the relationship between a major field of study and future careers, job search, resume writing and interview techniques. |

### The Student Area Outcome (Counseling)

| |
|---|
| **SAO:**<br>Increase the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester. |
| **What is considered "success" in meeting this SAO?**<br>Increased number of students coming to counseling to create an SEP. |
| **How do we assess what we have done?**<br>Run a SARS report each semester to determine how many student schedule a counseling appointment to create or update their Student Educational Plan (SEP). Get Banner data from the District. |

### The Student Area Outcome (Career Services)

| |
|---|
| **SAO:**<br>Create a career web page that includes a "Job Board" to offer more employment opportunities for students**.** As well as a front page that can provide easy access to important career events such as webinars offered by professional career sites. |
| **What is considered "success" in meeting this SAO?**<br>Increased employer job submittals |
| **How do we assess what we have done?**<ul><li>Both employers and students will be required to register on the site to submit and view postings.</li><li>Comparison of number employers and students using the site during the first 12 months beginning December 2011.</li><li>Google analytics will also be used to monitor traffic and which areas of site are utilized most.</li></ul> |

**The Background (Career Services)**

**Why did you identify this SAO?**

Career Services is designed to provide job descriptions, salary studies, future career trends and emerging occupations, assist students to develop and carry out both short- and long-term employment and career goals. Services provided include 1) advising; 2) a resource library of career exploration and job hunting books detailing preparatory education and training and labor market trends for career areas; 3) EUREKA, a computer based California career information system that includes the self-assessment test, career information, salary schedule, and the required education level for a specific field; and 4) access to career related websites. The Career Center sponsors a variety of career orientated workshops, as well as a job and career fair once a year in the spring. Students will have the opportunity to learn and explore their career options and find information related to job opportunities as well as the opportunity to establish career networks with local industry.

Career Services and Counseling collaboratively work together in assisting students to understand the process of establishing a career by discussing the relationship between a major field of study and future careers, job hunting, resume writing and interview techniques. The shortfall is limited budget and staffing that only permit updates to the resource library once a year as opposed to periodic updates.

*Strengths/Opportunities:*
- New building will provide a center for these services.
- New buildings will have many bulletin boards which enable posting of career/job services and upcoming pertinent events.
- New computer lab near Career Center enables students to take advantage of Web-based career assessment tools, like EUREKA.

*Challenges/Needs:*
- New Career Services Center needs to be advertised to students and staff regarding location and services.
- Career Services needs to develop a website to offer easy access to information and related links.
- Collaboration with departments such as Early Childhood Education and Cooperative education will strengthen the Career Services by building networks with local business and creating job opportunities for students.
- Additional staffing is needed to carry out functions of Career Services.

**The Background (Career Services)**

**Why did you identify this SAO?**

Students are looking for increased employment opportunities and the number of students seeking resume, interview, and internship guidance is also increasing.

Employers are continuously submitting more positions than Cañada has physical space to post. In addition, having a web based solution will allow Cañada to attract a broader range of employment opportunities to its students.

**The Planned Interventions (Counseling)**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| Counselors made presentations to all Basic Skills/ESL classes promoting follow-up and appointments for SEP's (40 class visits). | Counseling Faculty | Fall 2010 Spring 2011 | 2-3 Counseling faculty members to create, develop and implement curriculum presented during the class presentations. |
| New student orientation specifically designed for CBET students. Two sessions approximately 200 students served. | Counseling Faculty | February 15th & 16th 2011 | 2 Counseling faculty members to create, develop and implement curriculum presented during the orientations. |
| Athletic academic, career and personal counseling (i.e., NCAA rules and regulations). | Counseling Faculty | Fall 2010 Spring 2011 | 2 Counseling faculty members to provide on-site academic, career and personal counseling. |
| ECE/CD Pathways counseling presentation. Approximately 200 students served. | Counseling Faculty | Fall 2010 Spring 2011 | Counseling faculty members to create, develop and implement curriculum presented during the class presentations. |
| The Counseling department implemented "Got Priority" SEP campaign. Approximately 200 students served (i.e. April 11-15th). | Counseling Faculty | Spring 2011 | |
| The Counseling department implemented "Quick Stop Counseling" in the library and learning center during Spring 2011. | Counseling Faculty | Spring 2011 | Counseling faculty member to provide onsite counseling services. |
| The Counseling department implemented "Honors Drop-in Counseling" in the Learning Center during Spring 2011. | Counseling Faculty | Spring 2011 | Counseling faculty member to provide onsite counseling services. |
| Counselors made presentations to all Honors classes promoting follow-up and appointments for SEP's (10 class visits). | Counseling Faculty | Spring 2011 | Counseling faculty members to create, develop and implement curriculum presented during the class presentations. |
| Four counselors made a presentation during the ESL transfer discipline parade. | Counseling Faculty | Fall 2010 | Counseling faculty members to create, develop and implement curriculum presented during the class presentations. |
| Counseling created, implemented/presented on math anxiety for students enrolled in the Math Jam. | Counseling Faculty | Summer 2010 Summer 2011 | Counseling faculty members to create, develop and implement curriculum presented during MathJam. |
| Provided orientations to the Middle college students about | Counseling Faculty | Fall 2010 Spring 2011 | Counseling faculty members to create, develop and |

| | | | |
|---|---|---|---|
| academic, career, personal counseling. | | | implement curriculum presented during the class presentations. |
| Counselors are available to assist the Veteran student population to create SEP's. | Counseling Faculty | Fall 2010 Spring 2011 | 2 Counselors specifically assigned to provide academic, career, and personal counseling services (Note: all general counselors are available to provide these services.) |
| Counselors are available to assist students receiving financial aid (appeals and SEP's, etc.) | Counseling Faculty | Fall 2010 Spring | Counselor specifically assigned to provide academic, career, and personal counseling services (Note: all general counselors are available to provide these services.) |
| Counselors consult with instructional programs to best support students (i.e, CWA, RADT, ECE, ESL) about the importance of creating an SEP. | Counseling Faculty | Fall 2010 Spring 2011 | 2-3 Counselors specifically assigned to provide academic, career, and personal counseling services (Note: all general counselors are available to provide these services.) |
| Counselors are available to assist the DRC student population. | Counseling Faculty | Fall 2010 Spring 2011 | 2 Counselors specifically assigned to provide academic, career, and personal counseling services (Note: all general counselors are available to provide these services.) |
| Counselors are available to provide MESA students with academic, career, personal and transfer counseling. | Counseling Faculty | Fall 2010 Spring 2011 | 2 Counselors specifically assigned to provide academic, career, and personal counseling services (Note: all general counselors are available to provide these services.) |
| E-Counseling services are available to all Cañada students. | Counseling Faculty | Fall 2010 Spring 2011 | Counselor specifically assigned to provide academic, career, and personal e-counseling services. |
| During new student orientations, counselors will stress the importance of formulating a SEP with their counselor. | Counseling Faculty | Fall 2010 Spring 2011 | All Counseling faculty members to create, develop and implement curriculum presented during the new student orientation and counseling sessions. |
| Counseling faculty who teach CRER classes emphasize the importance of creating a Student Educational Plan | Counseling Faculty | Fall 2010 Spring | Counseling faculty members who teach Crer 401, 407, and 137. |

| (SEP) and updating them on a regular basis. | | | |
|---|---|---|---|

## The Planned Interventions (Career Services)

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| Create Career/Job website | Bob Haick | By Fall 2011 | Development Time $450 per year for site Marketing to employers |

## The Results

| Who completed? | Data/Information |
|---|---|
| | |
| | |
| | |

**Student Services**
**Program Plan Summary**

**Relationships between SLO/SAO and the College Strategic Plan**

| SLO/SAO | Description of Relationship with College Strategic Plan |
|---|---|
| Expand counseling services to general student population. | Improve the persistence and transfer rate of students enrolled in transfer classes and improve success retention and persistence of students who are in basic skills classes, including English as a second language. |
| Expand counseling services to special populations, including: veterans, athletes, DRC, FA appeals, international students, basic skill, ESL, middle college, and honors program. | Develop and expand new programs and strengthen existing programs to meet the needs of Cañada's special student populations. |
| Increase the number of students who will have a SEP on file in the counseling department. | Improve the persistence and transfer rate of students enrolled in transfer classes and improve success retention and persistence of students who are in basic skills **classes**, including English as a second language. |
| Hire at least two full-time permanent tenure-track counselors. | Build an educational environment that fosters a passion for education, and the leadership and the personal skills necessary for civic engagement/ participation. |

**Summary of Resources Required**

| SLO/SAO | Staffing | Equipment | Supplies/Other |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Overall College Program Review

### Changes recommended as a result of the Program Review

The Counseling Department is the driving force in the institutions goals, of increased access, growth and retention. It is the central and primary provider of academic, career, and personal counseling for the campus community. The Counseling Department has responded admirably considering drastic cuts in our operating budget. We continue to develop partnerships with local area feeder schools for outreach and recruitment and access for first time students through our New Student Orientation and Counseling Sessions, as well as the Priority Enrollment Program (PEP). We additionally collaborate with instructional divisions to assist with student retention efforts in Basic Skills, English as a Second Language (ESL), Veterans, Early Alert, Athletes, Return to Work (RTW), Honors, and MESA.

We also continue to offer Counseling related courses in an effort to provide more student access to some of the most popular courses offered at Cañada College. The Counseling Department is sensitive to the needs of a diverse student population, and supports the college's diversity efforts by providing direct services to our students participating in retention programs, the International student population, and students with special educational needs.

The counseling faculty is aware of the unique and important factors affecting achievement in how students engage in the teaching and learning environment. Counseling has a responsibility to provide support and instruction to assist students in realizing their goals. Cultural Competence is a primary intervention that when utilized can positively impact the achievement of the targeted populations. Counselors with specific skills in a second language and or training are assigned to work closely with these student populations.

Always of concern is State funding and how this impacts the work we as Counselors do. We need to be cognizant of how the State funding will impact not only Cañada College, but the CSU's and the UC's. The reduction in the number of students admitted to the two other educational systems has a direct correlation to the enrollment at Cañada College. We need to anticipate and be prepared for a large increase in student enrollment and the demand on counseling services that will be necessary to meet student's needs. Also, due to the down turn in the economy those employees who have lost their jobs will return to the community college to continue their education or retrain for a different career. If we are unable to increase our counselor/student ratio, students will have an even greater challenge in meeting with a Counselor. To meet the increased needs of the student body we need at least two additional fulltime tenure-track counseling faculty hired by the end of 2011-12.

| Program: #6 Student Support: Student Life, Academic Support and Wellness | Function: To provide the necessary support services to promote academic success, social engagement and physical and mental wellness of the student. |
|---|---|
| **SAO Year: 2011-2012** | |
| **Team Members:**<br>**Team Leader** Student Life/Clubs – Victoria Worch,<br>**Student Health Center – Trudy Ferree,**<br>**Psych Services – Gena Rhodes**<br>**Financial Aid – Lucy Nolasco**<br>**Athletics – Byron Ramey**<br>**EOPS/CalWORKs – Jose Romero and/or Eliazer Ayala-Austin**<br>**TRiO – Pat Sehl and/or Romeo Garcia**<br>**A & R /Vets – Edith Flores**<br>**MESA – Cathy Lipe**<br>**Learning Center, Tutoring – Rita Sabbadini**<br>**Library – Dave Patterson**<br>**DRC – Regina Blok**<br>**International-Diane Arguijo** | |

| Team #6 Student Support Overall Program Goals: What do you want to accomplish in   2011-2012 | |
|---|---|
| Goal | Evaluation |
| #1) Promote-Academic Success:<br> • require updated SEP's for students involved in all of our departments.<br> • Together, we will team up to host an SEP Awareness Week | Run a check in Banner before and after to show increase in SEP |
| #2) Promote-Social Engagement:<br> • Increase awareness by having a table from each of our departments staffed by students at the Fall and Spring Club Rush over a 2 day period. | Turn in an interest sheet showing how many stopped by |
| #3) Promote Physical and Mental Wellness<br> • expand the Student Health Fair to include our programs and show how our programs provide physical and mental health wellness | Turn in an interest sheet showing how many stopped by |
| #4) Collaboration between our Departments<br> • Set quarterly check in meetings | Turn in Minutes to the VPSS showing we meet at least once a semester. |

**The Student Learning Outcome for Goal #1**

| **Student Population: Students involved in the following:** |
|---|
| **SLO:   Students should be able to…**<br>**1. Identify an educational goal and develop updated SEP with a counselor** |
| **What is considered "success" in meeting this SLO?**<br>   1.   **Having a current SEP on file** |
| **How do we assess what students have learned?**<br>   1.   **Do they have a current SEP on file?** |

**The Background**

| Why did you identify this SLO? |
| --- |
| One common concern among all groups was the lack of new or updated SEP plans from their students.<br>One common goal among all groups was increasing students transferring and or graduating.<br>Because it is tied to continued academic success and retention and all students benefit from keeping it updated |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
| --- | --- | --- | --- |
| Each program will make it a requirement for their students to update their SEP plan before participating. | Program Manager or designee | Starting Fall 2011 | -Training on SEP process<br>-Training on how to run a report on Banner |

## Goal #1 SERVICE AREA OBJECTIVE

**The Student Area Outcome**

| SAO:<br>    1.    **Coordinate campus wide SEP awareness week** |
| --- |
| What is considered "success" in meeting this SAO?<br>    1.    **See an increase the number current SEP on file** |
| How do we assess what we have done?<br>    1.    **Compare before and after** |

**The Background**

| Why did you identify this SAO? |
| --- |
| One common concern among all groups was the lack of new or updated SEP plans from their students.<br>One common goal among all groups was increasing students transferring and or graduating.<br>Because it is tied to continued academic success and retention and all students benefit from keeping it updated |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
| --- | --- | --- | --- |
| SEP Awareness Week | A planning committee made up of members from each program | Fall 2011 | Coordination with other departments<br>-Advertising materials<br>-Additional counseling<br>-Give aways<br>-food<br>-IT report |

**The Results**

| Who completed? | Data/Information |
| --- | --- |
| TBA | |

**The Student Learning Outcome for Goal #2**

| |
|---|
| **Student Population: Students involved in the following:** |
| **SLO:   Students should be able to…**<br>**1. Identify an student support department and know how to join the program** |
| **What is considered "success" in meeting this SLO**<br>     **1. Increase in student enrollment in programs.** |
| **How do we assess what students have learned?**<br>          **1. Each program will provide an end of the year report showing what students in their program learned.** |

**The Background**

| |
|---|
| **Why did you identify this SLO?**<br><br>**One common goal among all our programs is we promote and provide social engagement. Studies have shown that when students are engagement both outside and inside the classroom, they are more likely to finish their courses and stay on track to graduate and/or transfer. We believe that by having all our programs represented during CLUB RUSH students will see the variety of opportunities for them and join at least one.** |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| **Each program will make sure to have a table staffed for the 2 days of CLUB RUSH and aim to have students there to encourage students to join** | **Program Manager or designee** | **September 2011**<br>**February 2012** | **-promotional material** |

<div align="center">

**Goal #2 SERVICE AREA OBJECTIVE**

</div>

| |
|---|
| **SAO:**<br>          **1. Coordinate Fall and Spring CLUB RUSH** |
| **What is considered "success" in meeting this SAO?**<br>          **1. All departments from team 6 will have a table at CLUB RUSH** |
| **How do we assess what we have done?**<br>          **1. Turn in an interest sheet showing how many stopped by** |

**The Background**

| |
|---|
| **Why did you identify this SAO?**<br>**One common goal among all our programs is we promote and provide social engagement. Studies have shown that when students are engagement both outside and inside the classroom, they are more likely to finish their courses and stay on track to graduate and/or transfer. We believe that by having all our programs represented during CLUB RUSH students will see the variety of opportunities for them and join at least one.** |

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| **Fall and Spring CLUB RUSH** | **A planning committee made up of members from each program** | **September 2011**<br>**February 2011** | **Coordination with other departments**<br>**-Advertising materials**<br>**-Additional counseling**<br>**-Give aways** |

| | | -food |
|---|---|---|
| | | -IT report |

**The Results**

| Who completed? | Data/Information |
|---|---|
| TBA | |

**The Student Learning Outcome for Goal #3**

| Student Population: Students involved in the following: |
|---|
| SLO:  Students should be able to…<br>1. know how to access mental and physical student support on campus |
| What is considered "success" in meeting this SLO?<br>1. See an increase in use of department services |
| How do we assess what students have learned? |

**The Background**

| Why did you identify this SLO?<br>One common goal among all our programs is we promote and provide mental and physical well being. Studies have shown that when students take care of their mental and physical health, they are more likely to finish their courses and stay on track to graduate and/or transfer. We believe that by having all our programs represented during the Spring Wellness Fair students will see the variety of opportunities for them and join at least one. |
|---|

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| Each program will provide a table and provide the "mental and physical" benefits of joining their program. | Program Manager or designee | Starting Spring 2012 | -Student Health Center will provide guidance on what each department needs to highlight. |

**Goal #3 SERVICE AREA OBJECTIVE**

| SAO:<br>        1. Expand Student Health Fair to include our programs and show how our programs provide physical and mental health wellness. |
|---|
| What is considered "success" in meeting this SAO?<br>1. Turn in interest sheet showing how many students stopped by. |
| How do we assess what we have done?<br>1. Provide a report at the end of the semester showing an increase in student participation. |

**The Background**

| Why did you identify this SAO?<br>One common goal among all our programs is we promote and provide mental and physical well being. Studies have shown that when students take care of their mental and physical health, they are more likely to finish their courses and |
|---|

**stay on track to graduate and/or transfer. We believe that by having all our programs represented during the Spring Wellness Fair students will see the variety of opportunities for them and join at least one.**

**The Planned Interventions**

| What is planned? | Who will do it? | When will it occur? | What resources are required? |
|---|---|---|---|
| **Student Health Fair** | **A planning committee made up of members from each program** | **Spring 2012** | **Coordination with other departments**<br>**-Advertising materials**<br>**-Additional counseling**<br>**-Give aways**<br>**-food**<br>**-IT report** |

## Program Plan Summary

### Relationships between SLO/SAO and the College Strategic Plan

| SLO/SAO | Description of Relationship with College Strategic Plan |
|---|---|
| 1. Increase the # of students with current SEPs on file. (11/12) | For students who have an updated SEP, the likelihood of them remaining in college and completing their education goal in a timely fashion is increased. (Strategic Goals # xxx) |
| 2. Increase the social interactions of student within our "silo departments" among their peers during the ASCC Sponsored Club Rush activity. (12/13) | Research shows that anytime students are engaged with their peers in positive social activities, they are more likely to remain in college. (Goals # xxx) |
| 3. Increase awareness of campus and community services and agencies available on and off campus during the Health & Wellness Fair.  (How athletics, financial aid, tutoring, county mental health and housing can help out students). (13/14) | Research shows that students who engage with their peers in positive  physical and mental health activities are more likely to reach their educational goals(Strategic goals # xxx) |
| 4. Collaboration between our Departments, Set quarterly check in meetings | It is apparent that for departments to work efficient in these tough budget times, we need to make sure we find time through the school year to come together to connect, share, collaborate and not duplicate services. |

Summary of Resources Required

| SLO/SAO | Staffing | Equipment | Supplies/Other |
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| 1.  Increase the # of students with current SEPs on file.  SEP Week | Increased counseling faculty.<br><br>Use of campus Researcher, PIO, Webmaster for marketing & campus information,  and District IT personnel for reports development. | Laptops for counseling use in various locations during SEP week.<br><br>Tables, chairs, banners, tents, table covers for outdoor use. | Marketing supplies.<br><br>Facilities $ for set-up, take down.<br><br>ASCC/Bookstore provide door prizes. |
| SLO/SAO | Staffing | Equipment | Supplies/Other |
| 2. Increase awareness of student support | Increased student | Tables, chairs, | Marketing supplies. |

| departments and know how to join the program<br><br>and<br><br>3. Expand Student Health Fair to include our programs and show how our programs provide physical and mental health wellness. | support staff | banners, tents, table covers for outdoor use. | Facilities $ for set-up, take down.<br><br>ASCC/Bookstore provide door prizes. |
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Additional Information

The following is an individual breakdown of each of our departments, our own SLO/SAO/Goals and additional staffing, equipment needs and supplies that we would like to also be considered.

| Department | SLO/SAO/Goal | Staffing | Equipment Needs | Supplies/Other |
|---|---|---|---|---|
| Student Activities | Student Learning Outcome (SLO): After serving in Student Government, students will be able to identify their top 5 strengths | | | Purchase 20 Strengths Quest Text Books |
| Student Activities | Service Area Objective (SAO)- Increase the number student organizations from 20 to 40 by March 2012. The intention would be that there is at least 1 club for every major/academic program or division. | 1 Staff hourly Office Assistant/Club Coordinator 32 hours week | | |
| Student Activities | Goal-To change the name of the department to Office of Student Life and Leadership-Fall 2011 | | | Leadership Course on the books and in the schedule for Fall 2011 |
| Student Health Center | Smoking Cessation Program<br><br>SLO-to increase educational information on the risks of smoking, and offer a program on campus | | -reserve a room weekly for the program | partner with Kaiser, Stanford, or other program in the community<br><br>Record the numbers of individuals who quit smoking at Canada College, due to program they attended |
| Student Health Center | Weight Loss Program<br><br>SLO-to provide a weight loss program on the campus | | -reserve a room weekly for the programenter | partner with Weight Watchers<br><br>Record/post the total weight loss at Canada College |

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| Student Health Center | Healthy Living Choices<br><br>SLO-to increase the number of prevention programs/healthy living choices at Canada College | Staff-fund a 32 hour office assistant to coordinate the various health programs/health information at Canada College | | Record/monitor healthy choices student, staff, and faculty make |
| EOPS/Calworks | SLO: Low-income, educationally disadvantaged (by linguistic, economics, social, etc.), non-traditional, first-generation college students will be able to navigate the college system's academic and social resources for success and retention after attending mandatory orientation. | EOPS/CARE/CalWORKs Office Assistant (1.0) EOPS Counselor (1.0FTE) | Office Copier | |
| Learning Center | SLO:  Students needing help with their writing will be able to apply information gained during a tutoring session to their assignment. | | | |
| Learning Center | SAO: Expand the number & type of Math Study Workshops | Increase the Math IAII to 100% funding from Fund 1 | | |
| Learning Center | Goal:  Increase the number of students who utilize tutorial services. | Hire a permanent full-time IA II (day) Hire a permanent 48% IA II (eve) | | |
| Library | Service Area Objective SOA – to increase the number of library orientations and LIBR 100 sections offered | 1 FTE Librarian | | |
| Library | Service Area Objective (SOA) – to maintain and expand electronic resources to support student research | | Funds to replace previous state funding eliminated 2009 (TTIP, $36,000) | |

| Library Explanation | | | | |
|---|---|---|---|---|
| Department | SLO/SAO/Goal | Staffing | Equipment Needs | Supplies/Other |
| Library | Service Area Objective SOA – to increase the number of library orientations and LIBR 100 sections offered | 1 FTE Librarian | | |

For many years LIBR 100 was offered as a self directed course.  Beginning Spring 2010 and LIBR 100 was offered in a learning community with ESL 400.

| Semester | LIBR 100 sections / students |
|---|---|
| Fall 2009 | 1 section / 10 students (estimate) |
| Spring 2010 | 1 section / 25 students |
| Fall 2010 | 1 section / 32 students |
| Spring 2010 | 2 sections / 60 students |

The number of library orientations has doubled in the last ten years.  Librarian staffing levels have actually dropped during that period (2.53 FTE librarians in 2001 vs. 2.0 FTE librarians in 2010.)

| Academic Year | Library Orientations |
|---|---|
| 1998-1999 | 17 |
| 1999-2000 | No data |
| 2000-2001 | No data |
| 2001-2002 | 65 |
| 2002-2003 | 63 |
| 2003-2004 | 64 |
| 2004-2005 | 74 |
| 2005-2006 | 97 |
| 2006-2007 | 97 |
| 2007-2008 | 101 |
| 2009* | 141 |
| 2010 | 156 |

*Because our annual plan is due in the Spring, we began counting classes for the calendar year in 2009.

| International | Goal:  To increase the international student enrollment from 28 to 100 by 2013. | 1 Student Assistant – 20 hours per week. | Color Printer | Printer Supplies |
|---|---|---|---|---|
| International | Service Area Objective  (SAO) – To develop a centralized location for international students to receive personalized, individual assistance with educational planning, and maintenance of F-1 visa status as well as referrals to other campus support services. | | Office Space | |
| International | Student Learning Outcome (SLO): International students will be able to identify which general education pattern to follow in order to transfer to a CSU, UC or private university. | | | |
| Psych Services- | SAO is: Increase availability Psych Services for students by recruiting and retaining interns for Fall and Spring 2011-2012Supplies/Other: provide 3 adequate(per licensure requirements), confidential office. | Staffing needs: maintain 2 interns/semester; spaces for Counseling Psychologist and 2 interns | | |
| Financial Aid-Listed with Team #4 Financial Literacy | | | | |
| Athletics- | SLO for athletes, to make sure all athletes have a SEP on file.   This is required for them to receive priority reg. | | | |
| DRC- | DRC SLO: At the end of  engaging  with department faculty and staff during a time limited number of meetings, students will be | | | Needs/Supplies: Dedicated time and expertise |

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| | able to identify additional on campus or off-campus sites for receiving additional Alternate Media or Psychological Services. | | | from PIO; Banner and signage; funds to support and increase Spring 2012 Health and Wellness Fair. |
| DRC- | SAO: a) Increase coordination and functionality of services within Psychological Services, Disability Resource Center and Student Health Center; b) Increase on-campus knowledge of B-5 location and enhanced services of new "Health and Wellness Center" via coordinated campus marketing and promotional campaign. | | | |
| TRiO- | Goal/Objective 1: Identify, select, and enroll by October 1st of each year eligible Cañada students to be new project participants, so that the project will serve a total of 165 students. Goal/Objective 2: Initially assess by October 1st of each year new project participants' need for academic and social support and orient them to the project's services. Provide each participant a minimum of four structured assessment sessions per year. Goal/Objective 3: Ensure that Cañada offers aid sufficient to meet the full financial need of each SSS participant and demonstrates a commitment to minimize dependence on student loans by committing institutional resources to the extent possible. Goal/Objective 4: 80% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution. Goal/Objective 5: 80% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year. Goal/Objective 6: 20% of new participants served each year will | .50 Office Assistant<br><br>.40 Counseling | Kurzweil Software to support Students with disability<br><br>Printer (to be purchased with Program Funds)<br><br>Studentrecordkeeping software import and transfer to new database system, from Student Access to BLUMEN. | Professional development funding support for grant writing to expand services to more program participants. |

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| | graduate with an associate's degree or certificate within four (4) years, AND 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years. | | | |
| A&R/Vets-Listed w/Team #2 Assessment, Orientation | | | | |