



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*



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3. Program / Department Data Measures – and reflection

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

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



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	services.		
<i>TRIO</i>	TBA		
<i>EOPS</i>	TBA		
<i>Student Health Center</i>	TBA		

2012-2013

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

2011-2012

Department	Program / department major accomplishments.
<i>Student Life</i>	<p>1. <u>Moving into our new space!</u> 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.</p> <p>2. <u>Student ID Stats 2011-2012:</u> <i>Huge increase in Students Picking up their Student ID's</i> 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!</p> <p>3. <u>Student Participation in ASCC</u> 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)</p> <p>4. <u>Increase in New and Returning Student Clubs</u> 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</p>
<i>Academic Support</i>	<p>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).</p> <p>1) TRiO - For the 165 students in the program, TRiO offers direct help, or refers academic support for students in the following ways:</p>



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	<ul style="list-style-type: none"> ○ Direct tutoring: 88 students ○ Advice and assistance in post-secondary course selection: 93 students ○ Education/counseling to improve financial and economic literacy: 53 students ○ Information on applying for Federal Student Aid: 33 students ○ Assistance in completing and applying for Federal Smdem Aid: 33 students ○ Assistance in applying for admission to 4 year institutions and obtaining Federal student aid: 28 students. <p>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</p> <p>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:</p> <ul style="list-style-type: none"> ○ group orientations ○ 5 workshops ○ 2 team-building events/celebrations ○ 1 fundraiser <p>4) Veteran's Program – we recruit and train Veteran tutors who offer tutoring hours within the VROC.</p> <p>5) Learning Center</p> <ul style="list-style-type: none"> ○ 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.
<p><i>Wellness</i></p>	<ol style="list-style-type: none"> 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



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	<p>1.0FTE Office Assistant II position.</p> <p>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</p>
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2011-2012

<i>Department</i>	<i>Program / department What changes have you seen, and why?</i>
<i>Student Life</i>	<p>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.</p> <p>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.</p> <p>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.</p>
<i>Academic Support</i>	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.
<i>Wellness</i>	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

<i>Department</i>	<i>Program / department What changes, if any, will you make?</i>
<i>Student Life</i>	Make the Phi Theta Kappa Honors Based Leadership course a reality.
<i>Academic Support</i>	<p>-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.</p> <p>-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.</p>
<i>Wellness</i>	N/A



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4. Student Learning Outcome (SLO)

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

<u>Department</u>	<u>Prior Cycle's SLO</u>
<u>Student Life:</u>	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. 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)
<u>Academic Support:</u>	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 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)
<u>Wellness:</u>	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 these three departments provide. Results of this Goal showed 150 students attended which is an excellent turnout for 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
<u>Disability Resource Center:</u>	<p>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: <u>DRC students will be able to identify an educational goal and develop/update an SEP</u>. 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.</p> <p>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. 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.</p> <p>This SLO will continue for the 2012-2013 academic year.</p>



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<u>Student Health Center:</u>	<p>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.</p>
<u>TRIO</u>	TBA
<u>EOPS</u>	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
<i>Student Life</i>	<p>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.</p> <p><i>This SLO corresponds to the EMP's Strategic Directions</i></p> <ol style="list-style-type: none"> 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)
<i>Academic Support</i>	<p>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.</p> <p><i>This SLO corresponds to the EMP's Strategic Directions</i></p> <ol style="list-style-type: none"> 1: Thinking & Learning (tutoring is a pathway to their educational goal); 2: Completion (tutoring will assist in student's completing their course(s)). <p>Additionally, it aligns with College SLOs: 1, 2, & 4.</p>
<i>Wellness</i>	<p><i>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)</i></p>
<i>Student Health Center</i>	College SLO: promotes critical thinking and communication skills.
<i>TRIO</i>	TBA
<i>EOPS</i>	TBA



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C. Action Plan 2012-2013

<i>Department</i>	<i>Action Plan</i>
<i>Student Life</i>	<p><u>Leadership Completion Program</u> 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 assessed 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.</p>
<i>Academic Support</i>	<p><u>Academic Support:</u> 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.</p> <p>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, the 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.</p>
<i>Wellness</i>	<p><i>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 the number of day and evening students and their desired appointment needs will also be tracked.</i></p>
<i>Student Health Center</i>	<p>Will be working with the staff to develop SLO's that relate to expanded services</p>
<i>TRIO</i>	TBA
<i>EOPS</i>	

5. Student Area Outcomes (SAOs) 2011-2012

<i>Department</i>	<i>Prior SAO</i>	<i>Results</i>
<i>Academic support</i>	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
<i>Student Life</i>	2) SAO-Coordinate Fall and Spring CLUB RUSH	



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<i>Wellness</i>	3) SAO-Expand Student Health Fair to include our programs and show how our programs provide physical and mental health wellness.	gather were about the two events that were held for the SLOs: Club Day and the Health Fair. (see above)
<i>Student Health Center</i>	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

<i>Department</i>	<i>Current SAO</i>
<i>Student Life</i>	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.
<i>Academic Support</i>	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.
<i>Wellness</i>	<i>N/A</i>
<i>TRIO</i>	<i>TBA</i>
<i>EOPS</i>	<i>TBA</i>
<i>Student Health Center</i>	

C. Action Plan 2012-2013

<i>Department</i>	<i>Action Plan SAO</i>
<i>Student Life</i>	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.
<i>Academic Support</i>	Work with the English Department, the individual reading/ENGL faculty, as well as the Basic Skills committee. In the 2 nd 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 least



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

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

<i>Department</i>	<i>Professional Development needs</i>
<i>Student Life:</i>	<ol style="list-style-type: none"> 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)
<i>Academic Support:</i>	<ol style="list-style-type: none"> 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



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	can attend at least CRLA, NADE, or an ACTLA conference each.
<i>Wellness:</i>	<ol style="list-style-type: none"> 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 CCCCCO staff.
<i>Student Health Center</i>	TBA
<i>TRIO</i>	TBA
<i>EOPS</i>	TBA

C. Equipment requests – must be related to instruction

<i>Department</i>	<i>Equipment</i>	<i>Description</i>	<i>Vendor</i>	<i>Quantity</i>	<i>Total Cost</i>	<i>Justification</i>
<i>Student Life</i>	<i>N/A</i>					
<i>Academic Support</i>	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 IAIs and tutors which can be offered in real time and later for students in f2f and Distance Ed courses via CCC Confer.



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	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	Lifescape	3	\$450.00	For student loans
<i>Wellness</i>						

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 Health Center	TBA	
TRIO	TBA	
EOPS	TBA	

E. Facilities requests

Department	Facilities requests
<i>Student Life</i>	N/A
<i>Academic Support:</i>	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. <i>See attached Tutorial</i>
<i>Wellness</i>	N/A
<i>Student health center</i>	TBA
<i>TRIO</i>	TBA
<i>EOPS</i>	TBA

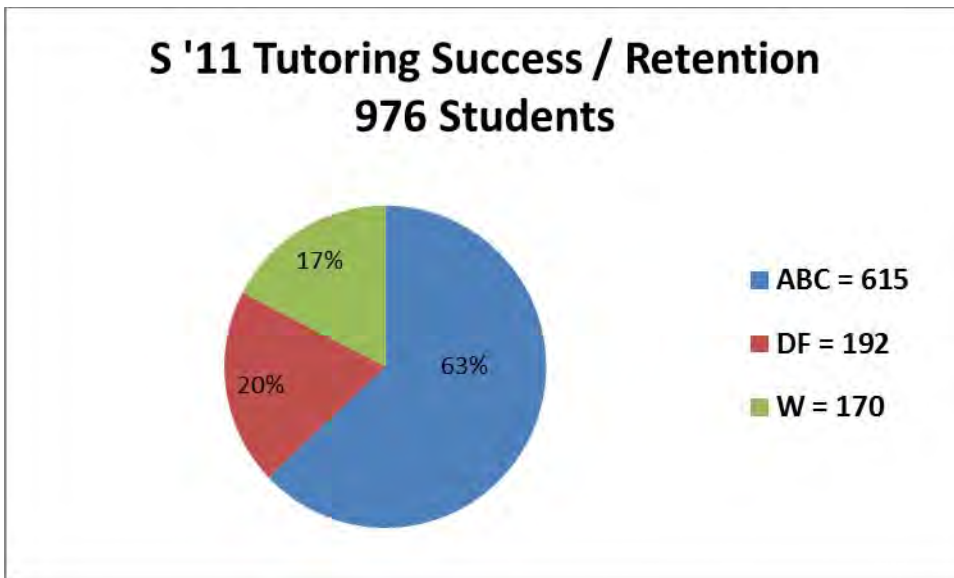


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Appendix

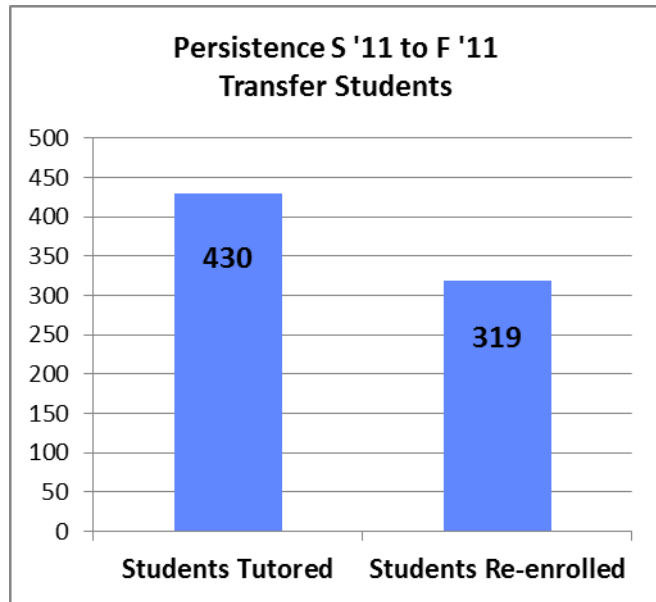
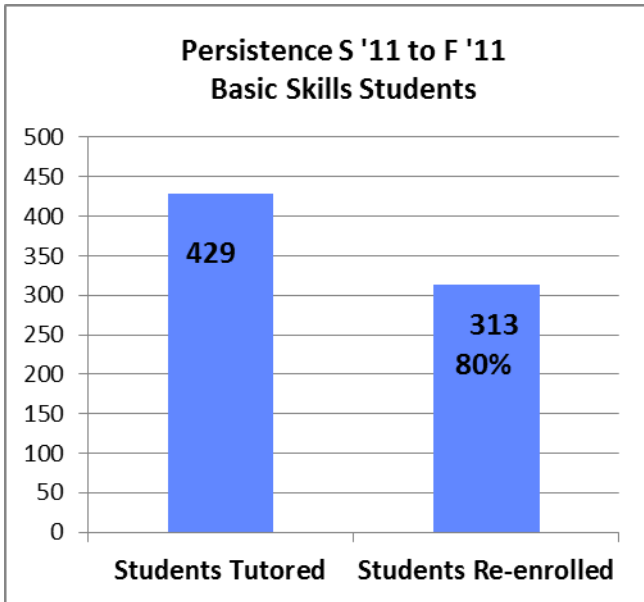
Learning Center Additional DATA Information

Course Type	Students Tutored	A, B, or C	D or F	W	Persisted to F'11
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





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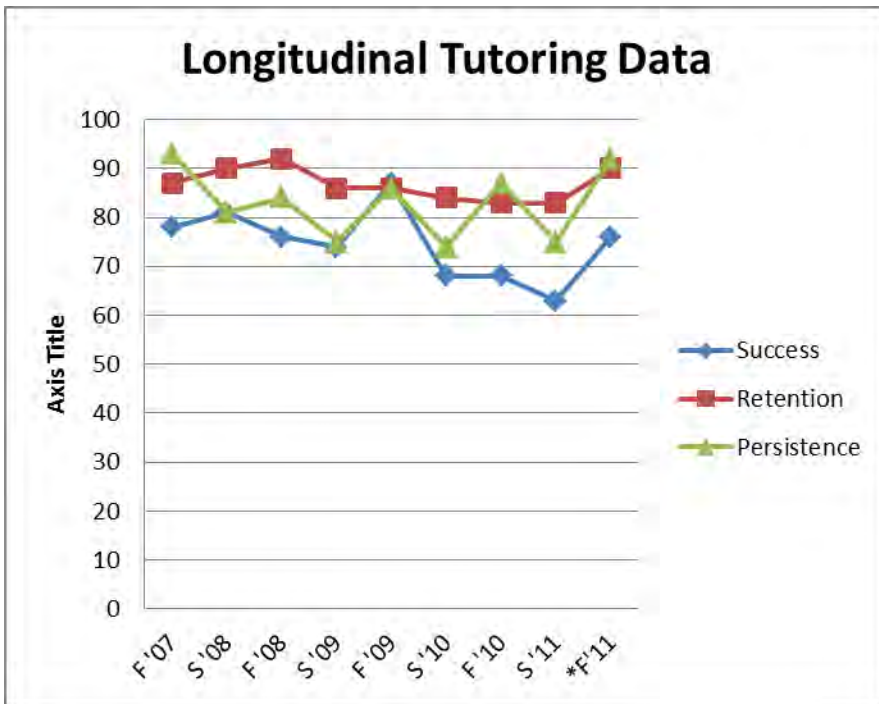


ABC = 615 615
DF = 192 192
W = 170 170

Students Tutored 429
 Students Re-enrolled 313

Students Tutored 430
 Students Re-enrolled 319

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	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

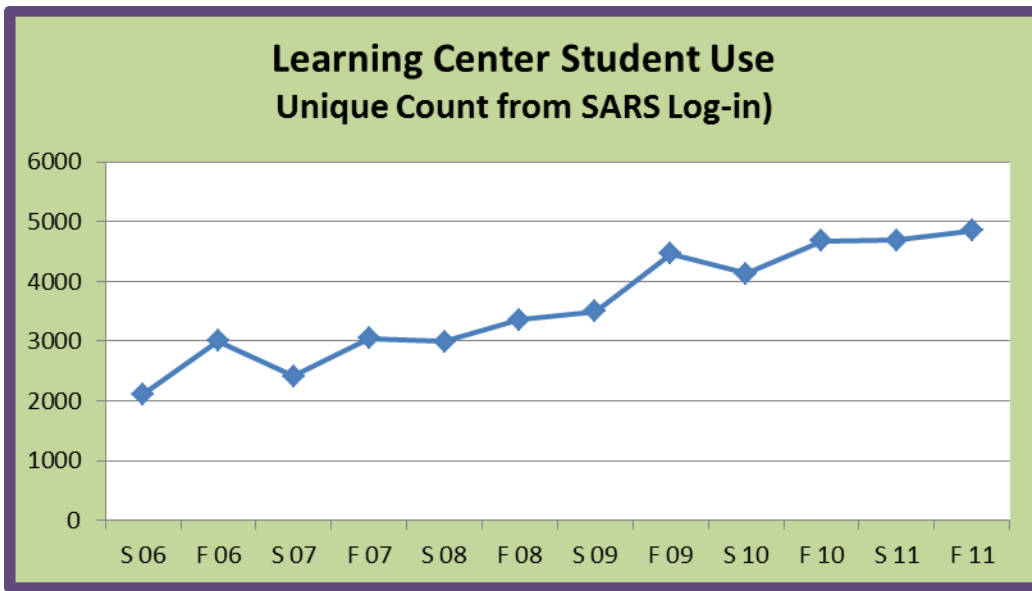
* Beginning Fall '11, data is portrayed for students who have received 2+ hours of tutoring.



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Learning Center Usage

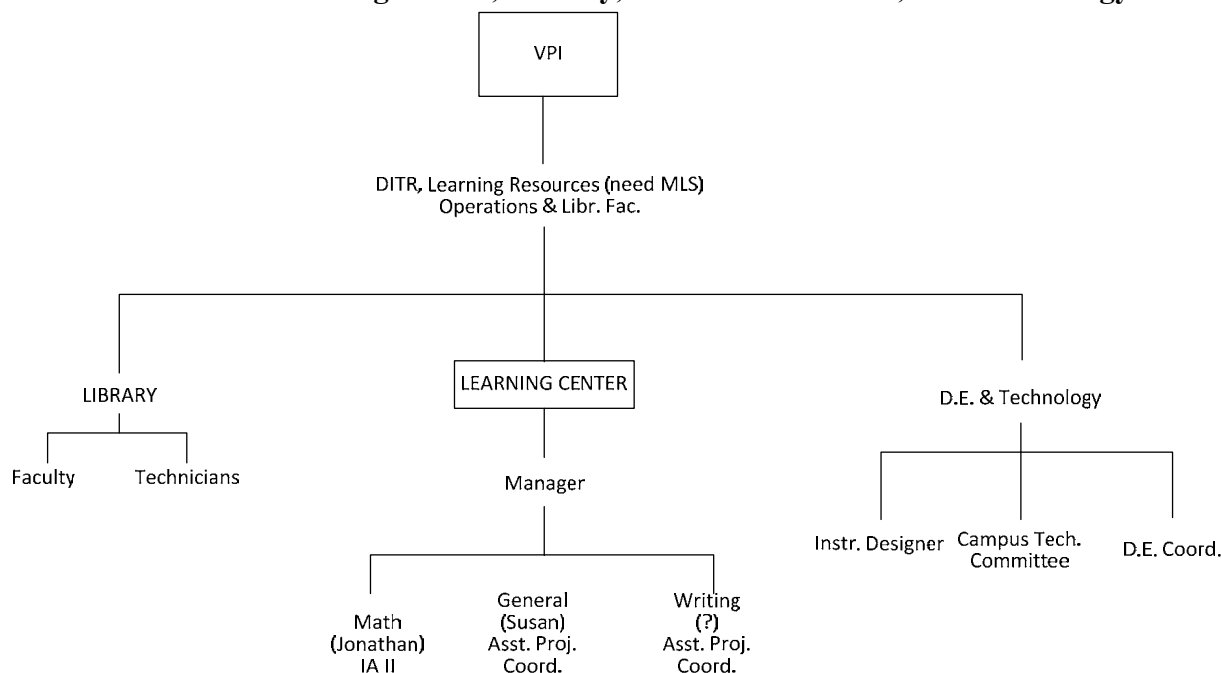
S 06	2118
F 06	3005
S 07	2419
F 07	3047
S 08	2994
F 08	3357
S 09	3504
F 09	4463
S 10	4130
F 10	4674
S 11	4685
F 11	4851





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



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



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- 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



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

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.



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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](#)



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

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.

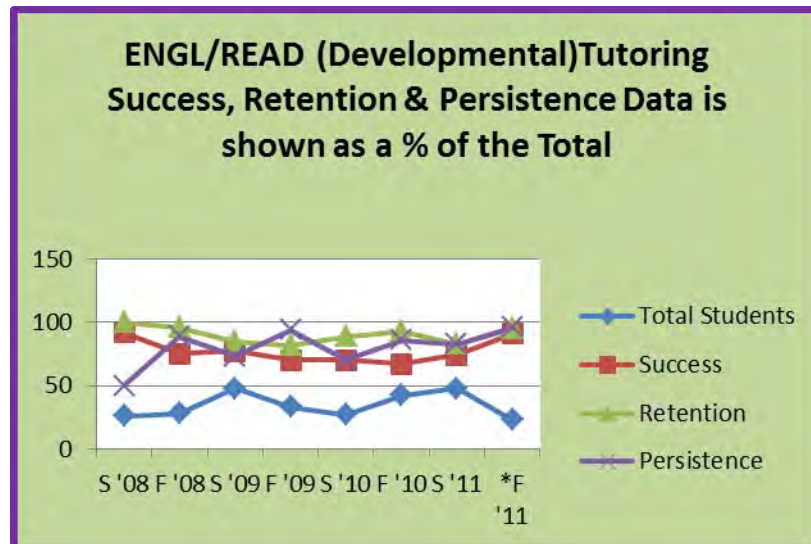
2. Unmet needs: Although the Learning Center tries to support all academic areas, due to time, some areas may be overlooked. As an example, students in Certificate programs are not required to take ENGL or READ. However, the reading and writing demands in the classes are just as intense as in any others.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





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	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.**



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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 vacant 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



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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.



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**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



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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



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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



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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 2010-2011 Annual Report

<i>Area</i>	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)



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			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	<ul style="list-style-type: none"> • Career Center Director • Director, Workforce Development 	Plan Developed

The *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.*

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	<ul style="list-style-type: none"> • VPSS • Dean, Enrollment Services • Counseling Chair • Student Life Coordinator 	Plan Developed
2. Implement and evaluate the student engagement plan	Spring 2012 On-going	<ul style="list-style-type: none"> • VPSS • Dean, Enrollment Services • Counseling Chair • Student Life Coordinator 	Evaluations completed for individuals events and activities.
3. Develop plans	Spring 2012	<ul style="list-style-type: none"> • Equity 	Plans developed and



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that reflect the equity goals of the college in order to address retention issues		Committee	implemented
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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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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



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<p>Wide Winter Leadership Conference</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>concert</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>College Program Even Total Funding by ASCC: \$4000</p>	<p>Campus Committees</p>	<p>Political Awareness Events Total: 4</p>	<p>New ASCC board positions and policies.</p>
<p>-ASCC funds the Student Health Fair</p>	<p>Committees with Student Representation: -2 students College</p>	<ul style="list-style-type: none"> • Cañada Strikes Back host "Fight the Right" author Allan Maass, book tour • Cañada College Becomes 	<ul style="list-style-type: none"> • ASCC Created Benchmarks:



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<p>-ASCC funds Student Health Speaker Series</p> <p>-ASCC funds 2 guest speakers for Social Justice Conference</p> <p>-ASCC funds bus for TRIO transfer tour to SF State</p> <p>-ASCC funds Human Services Graduation reception</p> <p>-ASCC Funds Early Childhood Development Graduation reception.</p> <p>-ASCC funds Veterans BBQ</p> <p>-ASCC funds food for Egyptian Symposium</p> <p>-ASCC funds Commencement Reception</p> <p>-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.</p>	<p>Planning Council (CPC)</p> <p>-1 student Budget Committee</p> <p>-1 student Instructional Planning Council</p> <p>-1 student on Student Services Planning Council- (SSPC)</p> <p>-1 student Curriculum Committee</p> <p>-1 student Safety Committee</p> <p>-1 student District Shared Governance</p> <p>-2 students District Auxiliary Services Advisory Committee</p> <p>-1 student District Student Council</p> <p>-1 student Region 3 Meetings</p> <p>-2 students Facilities Master Planning Committee</p> <p>Committees Coordinator of Student Activities served on:</p> <p>DASAC, Bond Master Planning, LEADSS, SSPC, Graduation, CASAC, Transfer Advisory</p>	<p>a Smoke-Free Campus</p> <ul style="list-style-type: none"> • 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 	<p>Leadership, Community, Change, Mentorship</p> <ul style="list-style-type: none"> • Appointment process: attend 2 mtgs, at 2nd mtg be interviewed, at 3rd mtg be appointed.
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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:



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- 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