Student Services Annual Plan

SS Program Title
Student Life and Leadership Development

Date Submitted
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Contact Person
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Executive Summary
During the 2013-2014 academic year, the Center for Student Life and Leadership Development worked hard to assure that accreditation standards and site visits within student life went well, that intentional campus-wide events occurred to engage students, that technology and social media was integrated into programs to engage students on another level, and to ensure a smooth transition for students and staff during a major staffing change.

Program Mission and Vision
Our mission at The Center for Student Life and Leadership Development is to create a learning environment outside of the classroom. We aim to do this by providing services, programs, and information that promote leadership development. We encourage students to participate in campus life through our clubs, student government, and volunteer opportunities. We also support student success in leadership roles and processes.

Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

☐ Career-Technical Education

☐ Basic Skills

☐ Transfer

☑ Lifelong Learning

Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

☐ Quality of Academic Life

☑ Diverse Culture

☑ Personal Support and Development of Students

☑ Student Success Programs

☑ Innovative Programs Preparing Students for the University

☑ Innovative Programs Preparing Students for the Modern Workforce

☑ Innovative Programs Preparing Students for the Global Community

Program Data Measures List: *List the program or department data measures in this box that were used in this past cycle.*

	2010-2011	2011-2012	March 2013 Post-Test ASCC Members 16 Students	September 2013 Pre-Test Control Group 5 students	September 2013 ASCC Members 9 Students	January 2014 ASCC Members 11 Students	February 2014 ASCC Members 18 students	April 2014 ASCC Members 13 Students	Notes	
Correct on Proper Parliamentary Procedure Motioning			25%	40%	77%	64%		100%		
Correct on Proper Parliamentary Procedure Quorum			25%	60%	66%	54%		92%		
Can articulate why Quorum is Needed (Added in January 2014)						64%				
Correct on all 5 Strengths			68%	0%	44%	45%	90%	85%		
Can articulate how to utilize strength (Added in January 2014)						36%	80%			
Understand where other student services are located			87%	60%	88%	82%		100%		
Correct on knowing when event paperwork is due			25%	20%	77%	73%		92%		
Could name a Participatory Governance Committee			31%	0%	77%	90%		92%		
Correct on Proper Brown Act Procedure				60%	77%	100%				
Can articulate what Brown Act Is (Added in January 2014)						36%		62%		
Able to recognize and articulate a social justice issue on campus			62% (when added "what is an injustice")	0%	44%	36%		69%		
Can Name Three Clubs on Campus (Added in January 2014)						27%		100%		
Can name 8 of the 16 Student Life Services						0%		20%		
Correctly named their True Color and articulate how it relates to their team work						100%	100%			
Correctly named their Love Language and articulate how it relates to their team work							100%			
Correct in knowing what SEP stands for				40%	88%			100%		

	2010-2011	2011-2012	2012-2013	2013-2014 (counted since April 3, 2014)					
Mentoring: Retaining Members to stay in the Program		-9	-11		None	None	None	None	Have had no one drop out of ASCC this academic year. What works: being intentional about the mentoring program matching on personality, goals, interests, and values. Designing mentor curriculum and goals. Workshop on what it means to be a mentor to someone else. Continue: workshop with voted in ASCC noting the importance of voting, interviewing, and the seriousness of bringing someone into the team-- how it will benefit the member and the team. This is the first year 3 applicants were denied to be on senate. Treasurer and Vice President stepped down to Senator. Something to continue and improve upon is workshops and new advertising during elections with detailed
Retention of Clubs		-3	-3						
Completion (AA, AS or Certificate)									
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014 (counted since April 3, 2014)**					
ID Cards Processed	685	2225	2245						
Housing Listings	0	17	20	89 (counted since April 3, 2014)					
Student Trustee Candidates	4	1	2						
Students who Voted in General Election	483	350	350						
Students who Voted in Trustee Election	376	19	328						
Students involved in Clubs	75	96	101						
Faculty and staff serving as advisors	13	26							
ASCC, Club, Student Life, and Sponsored Events,	62	59	Unknown	18					
Students Who Waived Their Student Body Fee	Unknown	Unknown	21	24					
Game Room Usage				293					
Center for Student Life Usage (started counting with clicker since Fall 2013) (not including ASCC members)				3106					
Student Life Suggestion Box			4	11					
Conference Room Requests				28					
Nominations for Leadership Awards			34	11					
				January 2014	**Suggestions**				
				157 Participants in random survey					

Could name 3 clubs on campus					26%	With over 20 clubs, we need to advertise cross club collaboration. Have had club(s) participate in 2/5 large-scale campus-wide events in Fall 2013, and with the results in January, had clubs participate in 100% of events, 4/4 events to increase club awareness and collaboration on campus.					
Could partially name 3 clubs on campus					50%						
Could not name any clubs on campus					24%						
Could not name what ASCC Stood for					56%	Have to market Associated Students of Cañada College with ASCC so that people know what the group actually is and who they are. Cannot remain an anomily.					
Most remembered event					Welcome Week with 24, then Halloween with 15, Campus movie Fest at less than 5, and Fourth of July with less than 5	Advertise our name more with large-scale events like Campus Movie Fest--when articles came out, Student Government was not once mentioned in the 5 articles. After giving the note to Robert, the last article about Kerflooey and Campus Movie Fest taking our students to Cannes did get mentioned. The events that students remember most are events that are multi-day/traditional with the most collaboration. (Welcome Week involved 20 clubs, 5 departments,					
Very Satisfied with Student Life and Leadership					61%						
Somewhat Satisfied with Student Life and Leadership					28%						
Neutral about Student Life and Leadership					45%	Take out neutral and make it a 4 point likert scale to get a more focused perspective on the campus community's satisfaction with Student Life and Leadership					

1.) CHANGE: The Associated Students of Cañada College (ASCC) Governing Council will understand the College and District participatory governance processes.										
2.) LEADERSHIP: The ASCC Governing Council will learn team building; identify strengths, and effective communication skills.										
3.) COMMUNITY: The ASCC Governing Council will learn how to plan events, know more about campus programs, the diverse cultures on campus and become aware of the social justice needs that exist in our community and in our world.										
4.) MENTORSHIP: Students will learn where they can go on campus to get support in college and how they are responsible for each other's success and retention in college and in ASCC.										

Reflection on Data: *Provide a reflection on what the data means*

Have had no one drop out of ASCC this academic year. What works: being intentional about the mentoring program matching on personality, goals, interests, and values. Designing mentor curriculum and goals. Workshop on what it means to be a mentor to someone else. Continue: workshop with voted in ASCC noting the importance of voting, interviewing, and the seriousness of bringing someone into the team--how it will benefit the member and the team. This is the first year 3 applicants were denied to be on senate. Treasurer and Vice President stepped down to Senator. Something to continue and improve upon is workshops and new advertising during elections with detailed descriptions on each position so that students know what they are getting into. To continue from Spring 2014 and improve upon: The big, little, and family line ceremony with follow ups during meetings, and the passing of the torch ceremony at Leadership Awards.

With over 20 clubs, we need to advertise cross club collaboration. Have had club(s) participate in 2/5 large-scale campus-wide events in Fall 2013, and with the results in January, had clubs participate in 100% of events, 4/4 events to increase club awareness and collaboration on campus.

We have to market Associated Students of Cañada College with the acronym ASCC so that people know what the group actually is and who they are. Cannot remain an anomaly.

Advertise our name more with large-scale events like Campus Movie Fest--when articles came out, Student Government was not once mentioned in the 5 articles. After giving the note to Robert, the last article about Kerflooey and Campus Movie Fest taking our students to Cannes did get mentioned. The events that students remember most are events that are multi-day/traditional with the most collaboration. (Welcome Week involved 20 clubs, 5 departments, well-known food branches, and is traditional.)

Take out neutral in our assessment tool for the campus and make it a 4 point likert scale to get a more focused perspective on the campus community's satisfaction with Student Life and Leadership.

Accomplishments: *List any program major accomplishments*

Social Media growth by 4,023%.

Creation of Programming Board. Because many students want to get involved and are not able to attend ASCC meetings due to scheduling conflicts, Programming Board allows for student, staff, and faculty interaction, campus-wide event planning, and collaboration to occur for 45 more students than in the past.

Collaborated with President's Office to create first Fourth of July Float with students in 15 years. We won 3rd prize for best community group and 4th prize for best float out of 35 groups. This opportunity allowed for students to take ownership of a large-scale project that involved engaging with the community and bringing more awareness to what the campus has to offer.

Doubled the number of students coming into the center for services.

Decreased the amount of call inquiries to allow for more time with students by evolving all webpages.

Had the first Inter-Club Council Orientations to train faculty, staff, and students on the importance of clubs along with the regulations, paperwork, formation, and sustainability of student organizations.

Collaboration between orientation and ASCC to allow for an increase in student engagement, as well as create a professional development opportunity for the ASCC Leaders.

Quadrupled the number of students utilizing the Housing Assistance program.

Collaborate with Anne Nichols to create the first Co-Op Leadership Experience opportunity.

Increased our student leadership retention rate, from losing 11 last year to retaining all students this year.

Took the first student leadership group to Washington, DC for lobby visits to congress in 5 years.

Reduced the amount of Student Body Fee reversals by a third.

Changes in your program this year: *What changes has you seen in your program, and why do you think these changes have occurred?*

As seen by the accomplishments, evolving to keep up with the millennial generation means we must change how we engage with students. Increasing our social media participation, scope, and advertising, coupled with website evolution and more campus collaboration has benefited our department by increasing our numbers. We have also increased our assessment, which has given the center a better means of knowing campus climate and what the population needs and wants.

Changes for Next Year: *What changes, if any, do you want to make in your program for next year?*

Continue and strengthen the Center for Student Life and Leadership Development as a whole. ASCC is a big part of Student Life and Leadership, and we must make the campus aware of ALL the services we have and strengthen those services. We must collaborate with clubs and create a stronger Inter-Club Council. We must broaden our Volunteer Services through Programming Board, and through the collaboration with Career Services. We must increase our number of students who participate in the Co-Op Leadership Experience class and create a Student Life and Leadership syllabus for this class. We must further the intentionality and purpose of our campus-wide events by creating learning outcomes for each of our events. Within our campus-wide events, an intentionality with social justice should be addressed. Social Justice and Heritage Months are

something the campus must become stronger at, and being able to collaborate with more entities to get buy-in on the project is needed.

Begin a standardization across departments on campus with "passports" that we can use for assessment purposes. It would also be ideal if each event support our center and asked for ID Card.

Student Learning Outcomes:
Describe your student learning outcome and the results you have from last year as follows:
Student Learning Outcome
Assessment Results
Evidence/Analysis
Use of Results
SLO for Next Year
Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?

Having a final post-test this Thursday, April 10th.

1.) CHANGE: The Associated Students of Cañada College (ASCC) Governing Council will understand the College and District participatory governance processes.

2.) LEADERSHIP: The ASCC Governing Council will learn team building; identify strengths, and effective communication skills.

3.) COMMUNITY: The ASCC Governing Council will learn how to plan events, know more about campus programs, the diverse cultures on campus and become aware of the social justice needs that exist in our community and in our world.

4.) MENTORSHIP: Students will learn where they can go on campus to get support in college and how they are responsible for each other's success and retention in college and in ASCC.

SLO Changes: *If you are changing your SLO(s), please describe why*

☑ Keep same one(s)

☑ Created new one(s)

SLO Changes: *If you are changing your SLO(s), please describe why*

 The SLOs for the Center for Student Life and Leadership Development are all ASCC focused. ASCC is not all we offer, and in order to ensure all of our services are utilized, we must also measure these services and create learning outcomes of these services.

I would like to form a committee to discuss what the possible SLOs could be to encompass more of what our center does.

SLO Relationship to Strategic Directions: *Check each of the college's Strategic Directions that your SLO addresses*

☐ Teaching and Learning

☐ Completion

☑ Community Connections

☐ Global and Sustainable

Describe how your SLO relates to the strategic directions

The Center for Student Life and Leadership Development Staff have identified the following Student Learning Outcomes for the services that the department provides:

- **CHANGE:** The Associated Students of Cañada College (ASCC) Governing Council will understand the College and District participatory governance processes.
  - *[ILO: Communication, and Critical Thinking]*
- **LEADERSHIP:** The ASCC Governing Council will learn team building; identify strengths, and effective communication skills.
  - *[ILO: Communication, and Critical Thinking]*
- **COMMUNITY:** The ASCC Governing Council and Inter-Club Council (ICC) members will learn how to plan events, know more about campus programs, the diverse cultures on campus and become aware of the social justice needs that exist in our community and in our world.
  - *[ILO: Communication, Creativity, Community]*
- **MENTORSHIP:** Students will learn where they can go on campus to get support in college and how they are responsible for each other's success and retention in college and in ASCC.
  - *[ILO: Community]*

SAO Action Plan:

List your SAO for the upcoming year and describe the Following:
Student Learning Outcome
Activities to Achieve the SLO
Assessment Measures
What do you expect to learn

Last year, my Student Area Outcome was Educational Master Plan 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. After meeting with the Dean of Counseling and Vice President of Student Services, action was taken throughout the year.

- On October 23, 2014, the Student Services Planning Council (SSPC) is presented with Terry O'Banion's work and the student engagement framework. SSPC provided input on the activities that should be added to each principle.

- On November 2, 2014 the Associated Students of Cañada College (ASCC) is presented with the student engagement framework and conducts a workshop regarding activities that relate to each principle.

- On November 13, 2014 the Instructional Planning Council (IPC) is presented with the student engagement framework and suggests activities that relate to each principle.

- During the Basic Skills Retreat on January 31, 2014, the student engagement framework was introduced and strategies were developed on how to improve student success for students enrolled in basic skills classes. The notes and ideas from this retreat are incorporated into the activities of each principle.
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Student Engagement Plan Draft Creation

- On February 4, 2014 Vice President of Student Services Robin Richards, Dean of Counseling Services Kim Lopez, and Student Life and Leadership Manager Misha Maggi combine all the activities suggested from the Basic Skills Retreat, SSPC, ASCC, and IPC to create a draft of the Student Engagement Plan.

REVIEW & REVISION
The draft of the Student Engagement Plan is brought to Participatory Governance Committees across campus for final input.

February 12, 2014   Student Services Planning Council (SSPC) reviews and revises the Student Engagement Plan
February 13, 2014   Associated Students of Cañada College (ASCC) reviews and revises the Student Engagement Plan
February 19, 2014   Planning and Budget Council (PBC) reviews and revises the Student Engagement Plan
February 24, 2014   The STEM Center Staff reviews and revises the Student Engagement Plan
March 7, 2014   Instructional Planning Council (IPC) reviews and revises the Student Engagement Plan
March 11, 2014   Counseling Department reviews and revises the Student Engagement Plan
March 21, 2014   Instructional Planning Council (IPC) reviews and revises the Student Engagement Plan again
March 26, 2014   Planning and Budget Council (PBC) vote on the finalized Student Engagement Plan

Service Area Objectives:
Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.

This Engagement Plan has just been approved, and data has not been collected yet.

Service Area Objectives: Next Year
Describe the Service Area Objectives for next year:
Service Area Objective
Activities to be Conducted
Assessment Measures
Why this was selected

Because the Engagement Plan is still new, the Service Area Objective should maintain the same, working on the assessment and adjustment of the Engagement Plan as it is put into action.

Relationship to EMP Teaching & Learning: *Check any EMP Teaching and Learning Objective that relates to your Service Area Objective*

- ☑ 1.1 Assess SLOs

- ☐ 1.2 Flexible course scheduling

- ☐ 1.3 Professional development

- ☑ 1.4 Student engagement

- ☐ 1.5 Facility Planning

Relationship to EMP Completion: *Check any EMP Completion Objective that relates to your Service Area Objective*

- ☑ 2.1 Connections and outreach

- ☐ 2.2 Assessment testing

- ☐ 2.3 Orientation

- ☐ 2.4 Student pathways

- ☐ 2.5 100% FAFSA

- ☐ 2.6 Intentional counseling

- ☐ 2.7 Basic skills effective practices

- ☑ 2.8 Mentorships

- ☐ 2.9 Degrees and certificates

- ☐ 2.10 Career center

- ☐ 2.11 Transfer center

- ☐ 2.12 Monitor student success

Relationship to EMP Community Connections: *Check any EMP Community Connections Objective that relates to your Service Area Objective*

- ☐ 3.1 Community outreach advisory group

- ☐ 3.2 Community advisory group

- ☐ 3.3 Service learning

- ☐ 3.4 Contract education

Relationship to EMP Global and Sustainable: *Check any EMP Global and Sustainable Objective that relates to your Service Area Objective*

- ☑ 4.1 Sustainability and Social Justice groups

- ☐ 4.2 International and University Centers

- ☐ 4.3 Sustainability in the curriculum

- ☐ 4.4 Sustainability awareness

Resources: Faculty and Staff:
Describe your new staff needs:
Position Title
FT/PT (%)
Rationale

Not applicable.

Resources: Professional Development: *List your area's professional development needs*
In last year's Program Review:
1)   Send Student Life and Leadership Manager to the CA Community College Student Affairs Association Advisors Professional Conference (June 19-21, 2013 Burlingame). I attended the conference and received a Certificate in Advising 101 from the American Student Association of Community Colleges.
2) Send Student Life and Leadership Manager to Strengths Based Advising Training. I received my Certificate in Higher Educator StrengthsQuest Training at the beginning of August 2013 and was able to teach several staff and student workshops throughout the academic year on Strengths Quest.
This year, I was also able to attend the following Professional Development Opportunities:

3) Was also able to get my research accepted and presented at the National Student Affairs conference (NASPA) in Utah in November. I would like to set the goal to be accepted into the next NASPA conference with more research regarding cultural identity.

4) Was able to present about multiculturalism in Japan in November. From the presentation, I was connected with more outside organizations, consulate, and chamber of commerce. I would like to learn from these collaborations and utilize more outside organization help during future events.

5) Attended the California Council of Cultural Centers in Higher Education conference to learn more about how to help students understand their identity and how to have heritage and history educational programs. I would like to learn more about cultural centers and how we at Student Life and Leadership can learn to successfully coordinate more heritage month and cultural programs on campus.

6) Helping put on the California Community College Student Affairs Association Drive in Conference this summer. From attending the conference last summer, I have gotten heavily involved in CCCSAA and am helping represent the college at these conferences.

7) Invited and became a NASPA Asian Pacific Islander Knowledge Community Mentor. I would like to utilize the knowledge I am gaining about mentoring and use it towards our mentoring program on campus.

8) Asked to become a researcher and writer for the NASPA Community College Division. This has gotten our college name out there on a national level, and I would like to utilize our college, district, and state data to understand our student population further and be able to recommend more suggestions for engagement from this research.

Resources: Equipment: *Describe the equipment you need*
N/A

Resources: Technology: *Describe the technology equipment you need*
N/A

Research Requests: *Describe the research requests you have to assist you in planning and program review*

Would like to research the data regarding student identity and see how age, gender, socio-economics, culture, faith, and other identities play a role in student participation and retention in leadership programs.

Facilities Requests: *Describe facility requests you have*
N/A

Curricular Offerings: *Attach the following TracDat and CurricUNET data on courses*
N/A