

ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

Program: Student Life and Leadership **Planning Year:** 2014

Last Year CPPR Completed: 2013

Unit: Student Life and Leadership **Cluster:** Student Services **Next Scheduled CPPR:** 2018

NARRATIVE: APPW

Use the following narrative outline and be brief and concise:

- I. **Program-Level Outcomes:** List the outcomes established for your program. The purpose of the Student Life and Leadership program is to strive to assist the student population in the development of programs that serve and actively involve a wide range of students. Opportunities for multi-faceted personal growth are extended to students through student government (ASCC), participation in shared governance, leadership development courses, clubs and organizations, and campus events produced by the students themselves. The intent of the program is to develop individual, vocational, avocational, written, verbal, artistic, and interpersonal skills with high emphasis on self-esteem and self-concept. The Student Life and Leadership program also helps students to gain exposure to a breadth of cultural, social, and intellectual perspectives of the world beyond the local community.

Student Learning Outcome: Students who are enrolled in L262 will increase their knowledge of their personal leadership style.

Student Learning Outcome: Students who are enrolled in L263 will develop a broader understanding of community and how leaders and active members work collaboratively to create and strengthen communities and/or organizations that they are involved in.

Student Learning Outcome: Prospective students who receive a campus tour will increase their knowledge of student services departments.

Student Learning Outcome: By participating in campus wide committees, student committee members will learn the importance of their participation in shared governance at Cuesta College, while also increasing their knowledge of issues facing the college.

- II. **Program Contributions to Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes:** Identify how your program, within the past year, has helped the District achieve its Institutional Goals and Objectives, and/or how it has helped students achieve specific [Institutional Learning Outcomes](#) (ILOs), and provide data or evidence that demonstrates the progress. Please refer back to the [Planning Documents](#) section of this document.

Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote students successful completion of transfer requirements, degrees, certificates, and courses

The purpose of Student Life and Leadership is the cultivation of comprehensive student learning through the successful recruitment, retention, and development of students. The department encourages students to recognize that they are the principal agents of their own growth and development and to act in accordance with that recognition. The department challenges students to devote time and energy to educationally purposeful activities and to integrate in-class and out-of-class learning experiences. The department supports them in their acquisition of the skills necessary for lifelong growth, success, and productive citizenship. Through this support and encouragement, the department enhances the students' experience and promotes their successful completion of their educational goals.

Institutional Goal 2: San Luis Obispo Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area; Core

Principle 5: Local Service Area

- The department coordinates guided and self-guided tours for prospective student and families.
- The department maintains an online off-campus housing resources to accommodate students in search of housing.
- The Coordinator serves as the co-chair of the Connect@Cuesta committee. Connect@Cuesta is a ½ day orientation program. The committee is working on improving the number of local registrants.

Institutional Goal 3: San Luis Obispo Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes

The Coordinator advises the ASCC Student Senate and Executive Cabinet. The coordinator works with ASCC to ensure that there is adequate student representation on campus wide committees. Time is allocated in Leadership 262 and ASCC Senate meetings to review the participatory governance structure and importance of students serving on campus wide committees. In addition to this, the coordinator is co-chair of two campus-wide committees (Cultural Diversity Student Equity/CDSE and Connect@Cuesta) and serves on the Curriculum Committee and the Council of Representatives. The coordinator is collaborating with the Vice President, Student Services and the Executive Dean, North County and South County Center to update Board Policy 6200 (Speech: Time, Place and Manner). The coordinator also works closely with the Executive Dean, North County and South County Center to ensure that appropriate Board Policies are placed on the Associated Students of Cuesta College (ASCC) Senate agenda for discussion/action.

Institutional Goal 5: San Luis Obispo Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and

industries.

There have been multiple ways that Student Life and Leadership has supported this institutional goal.

- The Coordinator is a voting member of the Student Community Liaison Committee (SCLC). The ASCC President/Student Trustee serves as the co-chair of the committee. SCLC is a committee that is comprised of representatives from Cal Poly, Cuesta, City and County of SLO.
- The Coordinator serves on the Neighborhood Wellness/Community Civility Committee that is comprised of representatives from Cal Poly, Cuesta, SLO City Administrators and community members.
- The department has assisted ASCC in coordinating the annual *Constitution Day Celebration*: The department invited Jan Marx, Mayor, City of San Luis Obispo, Stephen Gesell, Chief of Police, City of San Luis Obispo and Dan Carpenter, Vice Mayor, City of San Luis Obispo.
- *Safe Spring Break*: The department invites community health agencies and businesses to promote wellness activities and opportunities.
- Student Life and Leadership maintains a relationship with a local lawyer, Stephen Ronca, to provide free legal counseling (once per month) to students with a valid student ID card.
- Student Life and Leadership contacts local businesses to encourage participation in the student ID discount booklet that is distributed to students who purchase a student ID card. The goal is to increase student patronage to local businesses.
- The Coordinator and ASCC have attended the Student Senate California Community Colleges General Assemblies.
- The Coordinator and ASCC have met with representatives from members of the US Senate and Congress to advocate on the behalf of students.

Core Principle 2: College Culture

Each year, the department supports an average of 16 student organizations. The student organizations can range from academic focus (Chemistry Club) to cultural (Latino Leadership Network) which enhances the college culture. The coordinator serves as co-chair of the Cultural Diversity Student Equity Committee. The Student Center Assistant has also agreed to serve as the club advisor to the Gay-Straight Alliance (GSA). The department continues to support an inclusive campus environment through campus wide collaborations with ASCC, student organizations, faculty, staff and committees (on and off campus).

Core Principle 4: Institutional Effectiveness

The Coordinator has attended the following trainings:

- Completed Kognito mental health online training
- Participated in Supporting Transgender Students in Higher Education Webinar
- Participated in Best Practices in Campus Threat Assessment training.
- Completed online EEO training and quiz Participated in the elimination of bias in the

- workplace training
- Completed Sexual Harassment Prevention Training
- Participated in FERPA Training
- Participated in Mental Health Regional Strategizing Forum
- Participated in Student Learning Outcomes workshop

The coordinator is also serving on two external committees: Co-Chair of the Mid-Level Professional Institute for the National Association Student Personnel Association (NASPA) Region VI Fall 2014 Conference; Co-Chair of the California Community College Student Affairs Association (CCCSAA) Professional Standards Sub-Committee. The subcommittee is a result of the dissertation the coordinator completed in fall 2012 titled, "Student Affairs Standards and Competencies: Examining the Professional Standards and Competencies of California Community College Student Government Advisors".

Core Principle 6: Resource Development

Annually, ASCC allots a portion of its funds collected from ASCC Student ID card fees to help with campus needs. Student Life and Leadership guides the spring ASCC budget request process. There are multiple departments that have become dependent on ASCC funding to augment their district allocated budget. Even though ASCC ID card revenue has declined, ASCC has made a positive budgetary impact on department programs and services.

Core Principle 7: Student Access

The Student Life and Leadership Office maintains a strong online presence through the college website and social media. The department continues to maintain and update an online tour request and housing request forms. The department maintains ASCC Facebook and Twitter accounts. The department also lists all department, ASCC and club events on the department website calendar. Student Life and Leadership guides ASCC in the development of leadership opportunities and activities on the North County Campus. The department also maintains Student Photo ID Services at North County. The department works collaboratively with North County faculty and staff to ensure that the department and ASCC maintain an active presence on campus.

Core Principle 8: Student Success

Student Life and Leadership offers several programs that foster student success:

- Campus Tours
- Housing Resource Information
- Free Legal Counseling
- Student Photo ID
- Student Clubs
- ASCC Social Club
- Campus-wide student activities

Institutional Learning Outcome 1: Personal, Academic and Professional Development

- The department along with ASCC and the Student Health Center sponsor a “Safe Spring Break” event. The department coordinates a community resource fair and distributes literature and giveaways addressing personal wellness
- The department provides free legal counseling to students once per month on the SLO campus. This service empowers students to recognize and assess behaviors that could lead to increase awareness of personal development.
- The leadership courses focus on developing leadership skills that could lead to successful academic careers and employment.
- The coordinator collaborated with Health Services Coordinator to develop a new brochure with website links and resources for “Healthcare For The College Student” addressing the new January 1st, 2014 Affordable Healthcare Act requiring everyone to have health coverage.
- The coordinator serves on the Student Incident Response/Referral Team (SIRT). The coordinator has worked collaboratively with the Leadership and Wellness Arts Program Coordinator and the Student Health Center Coordinator to provide student mental health awareness activities.

Institutional Learning Outcome 2: Critical Thinking and Communication

Institutional Learning Outcome 4: Social, Historical and Global Knowledge and Engagement

After participating in the leadership program (courses) or being involved as a student leader, students will:

- Understand leadership as a process and reflect on how values and experiences affect how they choose to serve and lead.
- Be able to integrate leadership competencies with practical experiences.
- Be able to think ethically and critically.
- Be able to make individual decisions and participate effectively in group decision-making.
- Develop a personal philosophy of leadership, social responsibility and civic duty through demonstrated involvement in activities or completion of course/internship.

III. Analysis of Measurements/Data: Provide a brief narrative analyzing the institutional, program and site-specific measurements (data and evidence) that are most relevant to your current program status. Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

During the 2012-13 academic year, Student Life and Leadership offered seven course sections (Leader 253 and Leader 262). The fill rate was 80% with an enrollment of 52 students. Due to course repeatability, it is anticipated that the sections, fill rates and enrollment numbers for leadership courses will decline for 2013-14.

The department collects data on photo ids issued, campus tours, student activities and recognized clubs (listed below). The number of students IDs issued may represent a decline

in district enrollment. Our campus tours remain steady and with the reaffirmation of our accreditation status, the department anticipates an increase in tour requests. In regards to student activities, the department has noticed that student activity requests are higher in fall than spring. As a result of conversations with North County student services staff, the department will work on creating a district wide student activity request form. Campus clubs have remained an integral component of ASCC and the department. The department will continue to encourage students to form clubs and will continue to facilitate the club development process and identify and eliminate any possible barriers for students.

Department Function	Fall 2012	Spring 2013	Fall 2013
SLO Photo IDS Issued	1840	492	1324
NCC Photo IDs Issued	380	295	377
Campus Tours	37	46	33
People on Campus Tours	138	163	273
Student Activities	175	132	200
Recognized Clubs	16	16	17

The department will continue to assess programs and services based on available data, feedback from students, staff, faculty and prospective students.

IV. Program Outcomes Assessment and Improvements:

- Attach an assessment cycle calendar for your program.
- Attach the most recent program-level Course or Program Assessment Summary (CPAS) or the Student Services Student Learning Outcomes Assessment Report (SSSLOAR)
- Summarize in one to two paragraphs program improvements that have been implemented since the last APPW or CPPR.
- Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

After reviewing assessment results, the instructor decided to continue with one assessment and implement one new leadership approach into 2013-14 Leadership 262–Student Leadership course:

1. “Color Code” Personality Assessment (rollover from 2012-13)
2. “Color Code” Character Assessment (new)

At the beginning of the course, students self-report their leadership skills and abilities. At the end of the school year, students take the same assessment, which allows us to evaluate any increase in their knowledge of their personal leadership style. The challenge is that students tend to over-exaggerate their leadership skills at the beginning of the course. However, this assessment still provides valuable information in terms of what programs, class plans, and activities have assisted students in learning more about their leadership styles. The instructor adjusted subsequent L262 class lessons based on that information, and has added or removed class activities based on this knowledge.

Students who participated on campus wide committees were required to give weekly reports at the ASCC Senate meetings. This enabled students to provide regular updates on campus wide issues which assisted other students in understanding key issues facing the district. All students who completed the spring self evaluation indicated that they had an increase in their knowledge of issues facing the district. The spring 2013 online survey to chairs/co-chairs of committees yielded the following results: (a) Six (6) respondents agreed or strongly agreed that ASCC representatives adequately represented the needs of the student body, (b) Eight (8) respondents strongly agreed or agreed that ASCC representatives presented their views in an appropriate manner, (c) Five (5) agreed or strongly agreed that ASCC representatives were adequately prepared for the meeting. Based on the feedback from students and committee chairs, the departments will continue to mentor ASCC members and provide an opportunity for discussion on the significance of serving on campus wide committees. The department is considering a pilot mentor/mentee program in 2014-15 between selected committee members and student representatives.

ASCC members completed a parliamentary procedure self-evaluation during the fall and spring semesters to gauge awareness level of members. The ASCC advisor also observed behavior at ASCC executive cabinet and senate meetings to identify parliamentary procedure errors. For example, if a student misstated a motion, the advisor assisted the student to ensure the motion was stated correctly. In the spring 2013 self-evaluation, all students reported that they were knowledgeable of Parliamentary Procedure. Given the varied responses from self evaluations and the observed behavior during meetings, there will be additional trainings held at the beginning of each semester to help guide students in learning the basic tenants of parliamentary procedure.

V. Program Development/Forecasting for the Next Academic Year:

Create a short narrative describing the development forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

The department will assess programs and services to ensure that the department is achieving Institutional Goals, Objectives and Learning Outcomes. The department will continue to assess in person and online services to ensure that current and prospective students' needs are addressed. With the Student Center Assistant position at 100%, the department is able to provide immediate support services to students. However, with the shift in course instruction to the coordinator, there is an impact on the availability of the Coordinator. The current leadership class offerings are impacted due to course repeatability that was implemented fall 2013. The department will assess enrollment of leadership courses to identify whether course restructuring needs to be considered that could positively impact student leaders and the department.

The department will request 25% (NTE \$15,000) from ASCC for the Student Center Assistant position to supplement the 75% commitment from the district. The department will continue to request ASCC funding for student jobs (i.e., social club attendants, north county picture id worker, etc.)

At this time, the Student ID card revenue will fall below the projected budget. The department will work closely with ASCC as they develop a balanced budget, which could positively impact district wide programs and services. This year, ASCC promoted a Kindle Fire (fall semester) and iPad (spring semester) drawing to increase student ID card sales. At the end of the year, the department will assess if these incentives positively impacted the number of student ID cards issued. Student Life and Leadership will continue to explore strategies that positively impact the ASCC budget.

The department does not anticipate any facility changes.

UNIT PLAN

Unit: Student Life and Leadership **Cluster:** Student Services **Planning Year:** 2014-15

NARRATIVE: UNIT PLAN

The Unit Plan ties program planning and review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.).

The coordinator will present ASCC with a budget proposal to annually fund 25% of the Student Center Assistant (NTE \$15,000).

Student Life and Leadership is requesting to reinstate the Activities Assistant to 50%. This position would augment the current department and ASCC activities on the SLO, NC and expand to the South County Center.

A portion of the technology requests would be funded by ASCC (Ipads and Tablets).

During 2013-14, the Associated Students of Cuesta College (ASCC) funded the following student staff in the Student Life and Leadership department:

1. ASCC Social Club (attendants)
2. Student Life and Leadership Receptionists
3. Student Life and Leadership Clerical Assistant
4. North County Photo ID student assistant
5. Campus Tour Guides

UNIT PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit: **Student Life & Leadership**
 Cluster: **Student Services and College Centers**
 Planning Year: **2014-2015**

1. Use this worksheet to list prior year immediate unit need funding requests and identify which items were funded, which were not, and the impact on your program.
2. Use the information from the previous year's Top 10 Priorities Worksheet: UNIT PLAN -- Prioritized List of Immediate Unit Needs.
3. If funded, identify the funding source or sources (Categorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, Other Revenue Sources = R)

	Category	Program	Description	Cost	Funded?	Source (s)	Impact on Program
1	Instr Technology	English	Computers for Lab	\$ 40,000	Not Funded		Not receiving this funding, restricts ability to use updated English software in the lab.
2	Personnel	Math	Student Tutors	\$ 10,000	Fully Funded	AS, R	Supplemental staffing for math lab - Provides adequate level of support for students.

PRIOR YEAR'S (2013-2014) LIST OF UNIT FUNDING REQUESTS -- ALL CATEGORIES, ALL PROGRAMS

	Category	Program	Description	Cost	Funded?	Source (s)	Impact on Program
1	Personnel	SLL	FT Student Center Assistant (conversion from .50)	\$43,858 (includes benefits)	Fully Funded	General and ASCC	Student Life and Leadership can offer immediate student support services to students, prospective students, faculty and staff.
2	Non-Instr Tech	SLL	Two (2) new computers	\$ 1,900	Not Funded		Department staff continue to operate on computers that are outdated.
3	Non-Instr Tech	ASCC	Five (5) new computers	\$ 4,570	Fully Funded	ASCC	ASCC officers are able to effectively carry out their responsibilities with new computers.
4	Non-Instr Tech	ASCC	Three (3) Ipads	\$ 2,000	Not Funded		ASCC will consider funding next year for Ipads. No direct impact on SLL program
5	Non-Instr Tech	ASCC	Twenty (20) Tablets	\$ 10,000	Not Funded		The ASCC tablet rental program was not able to be considered this year. No direct impact on SLL program
6	Non-Instr Supplies/Equip	SLL	Supplies to maintain office functions	\$ 1,000	Not Funded		Continue to work with reduced budget allotment
7	Instr Supplies/Equip	SLL	Classroom Supplies and Resource Material	\$ 750	Not Funded		Continue to work with reduced budget allotment
8							
9							
10							

UNIT PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit: Student Life & Leadership
 Cluster: Student Services and College Centers
 Planning Year: 2014-2015

Personnel - Full-Time Faculty							
A. Full-Time Faculty	Program	Description - What?	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Title</i>							
Personnel - Academic Managers, Classified Managers & Confidential							
B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - What?	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Title</i>							
Personnel - Classified Employee: Permanent, Short-Term & Substitute							
C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description - What?	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>PT Activities Assisant</i>	<i>Student Life and Leadeship</i>	Assist in the development of campus wide activities	\$ 17,088	SLO	N	IMM	Restore funding to classified bargaining unit position (Range 26) to support SLL coordinator, activities, and programs.
Personnel - Student Worker							
D. Student Worker	Program	Description - What?	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Title</i>							

UNIT PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit:
Cluster:
Planning Year:

Student Life & Leadership
Student Services and College Centers
2014-2015

Instructional Supplies							
A. Instructional Supply	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Instructional Supply</i>	<i>Student Life and Leadership</i>	Classroom Supplies and resource materials	\$ 750	SLO	R	IMM	Basic supplies, textbooks, resource materials needed to teach Leadership courses; remain current with leadership trends
Non-Instructional Supplies							
B. Non-Instructional Supply	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Non-Instructional Supply</i>	<i>Student Life and Leadership</i>	Office Supplies	\$ 1,000	SLO	R	IMM	Essential Supplies to maintain office functions

UNIT PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit:
Cluster:
Planning Year:

Student Life & Leadership
Student Services and College Centers
2014-2015

Instructional Equipment							
A. Instructional Equipment	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
<i>Instructional Equipment</i>							
Non-Instructional Equipment							
B. Non-Instructional Equipment	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
<i>Non-Instructional Equipment</i>							

UNIT PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: Student Life & Leadership
 Cluster: Student Services and College Centers
 Planning Year: 2014-2015

New Facilities Requests and/or Renovations							
Facility	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Facility</i>							

UNIT PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit: Student Life & Leadership
 Cluster: Student Services and College Centers
 Planning Year: 2014-2015

Instructional Technology								
A. Instructional Technology	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Instruct Tech</i>								

Non-Instructional Technology								
B. Non-Instructional Technology	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Non-Instruct Tech</i>	<i>Student Life and Leadership</i>	Two (2) new computers	4-Inventory	\$ 1,700	SLO	R	IMM	Replace aging computers in Student Life and Leadership office. Supports Inst. Goal 1
	<i>ASCC</i>	Ten (10) Ipads	1-Tech Instr	\$ 5,000	SLO	N	IMM	ASCC funded for student advocacy needs. Supports Inst. Goal 1 & 3
	<i>ASCC</i>	Twenty (20) Tablets	1-Tech Instr	\$ 10,000	SLO	N	IMM	ASCC Rental Program. Supports Inst. Goal 1 & 3
	<i>Student Life and Leadership</i>	Student Center Electronic Signboard	9-New Tech	Unknown at this time	SLO	R	IMM	The electronic signboard keep students, staff and faculty aware of campus events/activities. Supports Inst. Goal 1

Technology Infrastructure								
C. Technology Infrastructure	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Technology Infrastructure</i>								

Overall Top 3 Technology Requests								
D. Top 3 Technology Funding Requests	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
	<i>Student Life and Leadership</i>	Two (2) new computers	4-Inventory	\$ 1,700	SLO	R	IMM	Replace aging computers in Student Life and Leadership office. Supports Inst. Gaol 1
	<i>ASCC</i>	Ten(10) Ipads	1-Tech Instr	\$ 10,000	SLO	N	IMM	ASCC funded for student advocacy needs. Supports Inst. Goal 1 & 3
	<i>ASCC</i>	Student Center Electronic Signboard	9-New Tech	Unknown at this time	SLO	R	IMM	The electronic signboard keeps students, staff and faculty aware of campus events/activities. Supports Inst. Goal 1

UNIT PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit: Student Life & Leadership
 Cluster: Student Services and College Centers
 Planning Year: 2014-2015

1. ****PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL CATEGORIES & ALL PROGRAMS -- ONE LIST**
2. Identify and prioritize unit needs based on immediate (upcoming year) requirements of all unit programs.
3. Note if needs are one-time or annual/recurring in the Frequency Column.
4. ****This does NOT include new faculty requests.**
5. Pull in your top 10 priorities from All Worksheets Except Prior Year

	Item	Program	Description	Cost	Frequency	Immediate (IMM)
1	Personnel	SLL	PT Activities Assisant	\$ 17,088	Annual/Recurring	IMM
2	Technology	SLL	Two (2) new computers	\$ 1,900	One-Time Only	IMM
3	Technology	ASCC	Ten (10) Ipads	\$ 5,000	One-Time Only	IMM
4	Technology	ASCC	Twenty (20) Tablets	\$ 10,000	One-Time Only	IMM
5	Non-Instructional Supplies	SLL	Supplies to maintain office functions	\$ 1,000	Annual/Recurring	IMM
6	Instructional Supplies	SLL	Classroom Supplies and Resource Material	\$ 750	Annual/Recurring	IMM
7	Technology	SLL/ASCC	Student Center Electronic Signboard	Unknown at this time	One-Time Only	IMM
8						
9						IMM
10						IMM

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Student Life and Leadership
Last Year CPPR Completed: 2007-08

Planning Year: 2012-13

Unit: Student Life and Leadership

Cluster: Student Services

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the Program

Program Mission

The department of Student Life and Leadership, as an active partner in the educational enterprise, supports and enhances the mission of Cuesta College. Our purpose is the cultivation of comprehensive student learning through the successful recruitment, retention, and development of students.

We encourage students to recognize that they are the principal agents of their own growth and development and to act in accordance with that recognition. We challenge them to devote time and energy to educationally purposeful activities and to integrate in-class and out-of-class learning experiences. We support them in their acquisition of the skills necessary for lifelong growth, success, and productive citizenship.

By providing opportunities through structured activities for leadership, socialization, self-actualization, and enjoyment, the Student Life and Leadership program contributes to the holistic educational mission of the college and student life, and strives to enhance the college community's quality of life.

History of Program

The purpose of the Student Life and Leadership program is to strive to assist the student population in the development of programs that serve and actively involve a wide range of students. Opportunities for multi-faceted personal growth are extended to students through student government (ASCC), participation in shared governance, leadership development courses, clubs and organizations, and campus events produced by the students themselves.

The intent of the program is to develop individual, vocational, avocational, written, verbal, artistic, and interpersonal skills with high emphasis on self-esteem and self-concept. It also helps students to gain exposure to a breadth of cultural, social, and intellectual perspectives of the world beyond the local community through some of the following:

- Clubs and organizations reflecting diverse political, career, cultural, and social interests
- Student informational forums
- Movie and/or coffeehouse productions
- Ethnic/cultural celebrations
- Credit and non-credit courses, workshops, seminars, and retreats
- Speaker series programs
- Recreational programs and activities
- Entertainment series
- Services that promote academic success
- Opportunities to promote and actively engage in the concept of volunteering
- Advocacy

The department provides a variety of opportunities for students to challenge their perceptions of leadership and guide them to a new way of critically thinking about their own leadership potential.

Curriculum opportunities available to students in this department concentrate on learning how to develop the leader within; raising self-esteem; improving critical-thinking skills; experiencing greater self-awareness; increasing self-motivation; developing mutually supportive relationships; problem-solving/decision-making techniques; and helping others. Courses are interactive and experiential, offering many hands-on opportunities for field work and practicum experiences outside the classroom

The courses, programs and services that have been offered through the department enhance students' employability and resume value in many ways. Students are exposed to a variety of on-campus and/or off-campus experiences based on the courses and/or experiences they choose. Some of the objectives and benefits to the student include, but are not limited to, learning how to:

- Serve as advocates for students and the college
- Make better use of time and resources
- Teach and coach others to be more self-motivated and self-managing
- Improve ability to face tough decisions and situations and to problem solve creatively
- Develop an appropriate communication style to cope with a variety of circumstances
- Promote teamwork within work units
- Minimize conflict and stress on the job
- Examine the new role of the manager as leader
- Evaluate leadership styles and personal preferences
- Achieve a greater understanding of how to implement leadership concepts and qualities
- Gain hands-on experiences in leadership and service
- Recognize the importance of attitude and responsibility as a leader
- Understand the social and political aspects of agenda setting
- Facilitate in a variety of meeting formats and environments
- Sell ideas and overcome resistance
- Develop strategies for on-your-feet thinking
- Use key action words and phrases to facilitate progress and arrive at closure

- Implement post-meeting action that ensures desired results
- Recognize and reward innovation and creativity
- Anticipate and integrate attitudes toward change
- Improve message reception—verbal and nonverbal
- Target and develop messages designed to capture the attention of the individual listener
- Enhance personal credibility
- Influence others
- Facilitate task accomplishment
- Research and structure ideas for critical content
- Answer questions with relevant information and in a meaningful, persuasive manner

This education helps students meet the challenges and opportunities they will face in the workplace by:

- Challenging students to stretch and to perform at levels higher than they may have previously done
- Helping students to make a real contribution to individuals and the community they are serving
- Encouraging students to participate actively in their own learning rather than casting them as passive listeners or recipients of information
- Relating theory to practice: to test the value of knowledge and to sense what more must be learned
- Developing a sense of community, which comes from shared goals and work on a communal task
- Promoting genuine maturity through experiences gained in the roles students assume
- Involving themselves in decision making and follow through with tasks
- Gaining an awareness of the real consequences since outcomes make a difference to someone

Significant Changes/improvements since the last Program Review

ASCC Budget

There have been significant changes to the ASCC student ID card revenue within the past five years. The student ID card revenue is based on an optional fee students can pay each semester. The fall/spring fee is \$10 and the summer fee is \$5.

Year	Student ID Card Revenue
2008	\$137,472
2009	\$129,186
2010	\$103,749
2011	\$104,018
2012	\$83,872

Since 2008, there has been a 61% decrease in student photo ID revenue. This reduction could be a result of the decrease in students served at the college and the implementation of Banner (which did change the fee portion of the student registration process). The reduction of funds has

impacted the ASCC's ability to continue to fund department/division requests during their annual budget process. Even though there has been a significant reduction, ASCC has continually examined their budget in order to effectively allocate funds that directly benefit students.

Department Staff

There have been several changes to staffing within the past five years. As a result of division assistant consolidation in summer 2012, the department division assistant was replaced with a student services division assistant. Prior to leaving the department, the division assistant created an office support resource manual. This manual has been shared with the student services division assistant. The student center assistant (.75) resigned prior to fall 2011 and was permanently replaced with a .50 student center assistant. These two reductions in department staff have a direct impact on the daily operations of the office. Even though the department has experienced significant changes in staffing, there has been an opportunity to review current office procedures/practices and examine innovative approaches to streamline office operations. With these changes, there has been increased communication/collaboration with the Career Connections Office Staff.

Leadership Classes/Certificates

In spring 2012 the Leadership Studies and Service Leadership certificates were deactivated. The certificates were deactivated because the leadership courses required for certificate completion were not being offered on a consistent basis to enable a student to fulfill the requirements. The deactivation did not affect the ability to offer leadership courses to students. During fall 2012 the college implemented a budget reduction plan that impacted the leadership course offerings within the department. A part-time faculty member who has historically been responsible for the instruction of the leadership courses was laid off. As a result of the budget reduction plan, the instruction of the leadership courses is the responsibility of the coordinator.

Cultural Center

During summer 2007, Interim President, Ed Maduli asked the coordinator to chair a committee focused on creating a diversity center. In September 2007, the coordinator invited to join developing a committee comprised of faculty staff and students that would be responsible for creating a diversity center. The Cultural Center opened in spring 2008 and is located in 5401A/B. 5401A contains tables, chairs, sofa, campus phone and an area to post information. The committee envisioned programs and activities that encourage students, staff and faculty to explore cultural diversity to occur in this room. 5104B houses Cultural Center staff and also serves as a meeting room. 5104B has two computers dedicated to students, staff and faculty to actively engage in exploring cultural diversity. The district (through the foundation) paid for all of the furniture/equipment for the Cultural Center. The center also has books and DVDs (many purchased by ASCC and CDSE) available to students, staff and faculty that will enhance our learning community. The resource room can be utilized for researching a class assignment, developing a campus program or activity, or simply wanting to learn more about themselves and others. The center is accessible to all students, faculty and staff and will serve as an area that will encourage our campus community to live, learn and grow with one another. There is a possibility of creating a space with the center for student clubs to utilize which would improve the visibility and use of the center.

SLL/ASCC Online Presence

Student Life and Leadership has aggressively worked on strengthening the department/ASCC online presence. The department along with ASCC maintains a Facebook page (over 1600 followers) and a Twitter account (over 120 followers).

The following improvements have been made to the SLL/ASCC website:

- Housing Resources: The department created a “Places to Rent”, “Housing/ Roommate(s) Wanted” and “Add a listing” online forms
- Online Campus Tour Requests
- Online Student Life and Leadership Calendar
- Department Forms (i.e. Student Activity Request, Vendor Use Permit, etc.)
- ASCC Forms (Money Proposal, Student Government Application, etc.)
- New and Renewing Club Packet
- California Voter Registration

Describe how the Program Review was conducted and who was involved

The program review was a department project that included the following team members:

Dr. Anthony Gutierrez, Coordinator, Student Life and Leadership

Antonia Tway, Student Center Assistant

Tiffanie Kerr, Student Services Division Assistant

Associated Students of Cuesta College (ASCC) Executive Cabinet

B. Program Objectives: Measurable statements about what this program will accomplish in support of its mission and in support of the institutional goals and objectives

Student Life and Leadership has identified the following goals that complement the student learning outcomes:

- **Student Leadership** – Train students to become ethical, engaged, honest and active participants in shared governance by providing classes, student jobs, and other opportunities that cultivate and enhance their leadership skills.
- **Student Center Services** – Provide services to all students that augment their educational experiences, including housing information, campus tours, student ID cards, legal counseling, and employment opportunities.
- **Student Activities** – Encourage the holistic development of students as global citizens through exposure to culturally diverse programs, services, experiences, and activities, and the provision of the ASCC Social Club as a student union on campus.
- **Student Clubs** – Provide students the means to apply what is learned through the design, development, and implementation of campus clubs for the betterment of the college community and San Luis Obispo County.
- **Advocacy**- Train students to become effective advocates for themselves, students and the district.

After participating in the leadership program (courses) or being involved as a student leader, students will:

- Understand leadership as a process and reflect on how values and experiences affect how they choose to serve and lead.
- Be able to integrate leadership competencies with practical experiences.
- Be able to think ethically and critically.
- Be able to make individual decisions and participate effectively in group decision-making.
- Develop a personal philosophy of leadership, social responsibility, and civic duty through demonstrated involvement in activities or completion of course/internship.

C. Program Outcomes: List the program outcomes established for your program as reported on the Student Services Assessment Template

The Student Life and Leadership office has identified the following Program Outcomes for 2012-13:

LDER 253, PEER COUNSELING

- Students who complete the L253 Peer Counseling course will demonstrate an ability to use basic counseling skills in assisting their peers with typical life issues and challenges.

LDER 262, STUDENT LEADERSHIP

- Students who participate as an executive cabinet member or senator of the Associated Students of Cuesta College (ASCC) will increase their knowledge of their personal leadership style.

STUDENT LIFE AND LEADERSHIP

- Students will develop knowledge of The Standard Code of Parliamentary Procedures, Alice Sturgis. ASCC members will be capable of applying this basic knowledge to each meeting, set an agenda for a meeting, and be able to successfully run a meeting. Students will demonstrate responsible and respectable behaviors.
- By participating in campus wide committees, student committee members will learn the importance of their participation in shared governance at Cuesta College, while also increasing their knowledge of issues facing the college.

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND OBJECTIVES

- Identify how your program addresses or helps the district to achieve its institutional objectives and/or operational planning initiatives. Please refer back to the [Planning Documents](#) section of this document.

The Student Life and Leadership office continues to support the institutional goals and objectives listed below.

Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote students successful completion of transfer requirements, degrees, certificates, and courses;

The purpose of Student Life and Leadership is the cultivation of comprehensive student learning through the successful recruitment, retention, and development of students. The department encourages students to recognize that they are the principal agents of their own growth and development and to act in accordance with that recognition. The department challenges students to devote time and energy to educationally purposeful activities and to integrate in-class and out-of-class learning experiences. The department supports them in their acquisition of the skills necessary for lifelong growth, success, and productive citizenship.

Institutional Goal 2: San Luis Obispo Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

- The department coordinates guided and self-guided tours for prospective student and families.
- The department maintains an online off-campus housing resources to accommodate students in search of housing.
- The Coordinator serves as the co-chair of the Connect@Cuesta committee. Connect@Cuesta is a ½ day orientation program. The fall 2012 program had 42% of registrants from the local community. The committee is working on improving the number of local registrants.

Institutional Goal 3: San Luis Obispo Community College District will access and improve the quality and effectiveness of its participatory governance and decision-making structures and processes; Strategic Direction 1: Participatory Governance

The Coordinator advises the ASCC Student Senate and Executive Cabinet. The coordinator works with ASCC to ensure that there is adequate student representation on campus wide committees. Time is allocated in Leadership 262 and ASCC Senate meetings to review the participatory governance structure and importance of students serving on campus wide committees. In addition to this, the coordinator is co-chair of two campus-wide committees (Cultural Diversity Student Equity/CDSE and Connect@Cuesta).

Institutional Goal 5: San Luis Obispo Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.

There have been multiple ways that Student Life and Leadership has supported this institutional goal.

- The Coordinator is a voting member of the Student Community Liaison Committee (SCLC). The ASCC President/Student Trustee serves as the co-chair of the committee. SCLC is a committee that is comprised of representatives from CSU, SLO, Cuesta, City and County of SLO.
- The department has assisted ASCC in coordinating events that have included local officials. A few of the activities include the following:
Constitution Day Celebration: The department invited Jan Marx, Mayor, City of San Luis Obispo, Stephen Gesell Chief of Police, City of San Luis Obispo and Dan Carpenter, Vice Mayor, City of San Luis Obispo.
Elections Forum: Candidates for the following Offices were invited to address the campus community: California 23rd Congressional District (United States Congress) California State Senate 17th District, California State Assembly 35th District, San Luis Obispo Mayor, SLOCCCD Board of Trustees, City Council, San Luis Obispo, Atascadero Mayor, City Council, Atascadero and City Council, Paso Robles.
Women's Suffrage Anniversary Celebration: The following individuals were invited to speak at the celebration: District Assemblyman Katcho Achadjian, Betsy Umhofer, District Representative Congresswoman Lois Capps, Jan Marx, Mayor City of San Luis Obispo and Gaye Galvan, Cuesta College Board of Trustees. The League of Women's Voters provided voter registration.
Safe Spring Break: The department invites community health agencies and businesses to promote wellness activities and opportunities.
- Student Life and Leadership maintains a relationship with a local lawyer, Stephen Ronca, to provide free legal counseling (once per month) to students with a valid student ID card.
- Student Life and Leadership contacts local businesses to encourage participation in the student ID discount booklet that is distributed to students who purchase a student ID card. The goal is to increase student patronage to local businesses.
- The Coordinator and ASCC have participated in March in March rallies sponsored by the Student Senate for California Community Colleges (SSCCC); Attended the SSCCC General Assemblies.
- The Coordinator and ASCC have met with representatives from members of the US Senate and Congress to advocate on the behalf of students.

Strategic Direction Four: Student Access and Success

Strategic Goal 4D: Distance Education

The Student Life and Leadership Office maintain a strong online presence through the college website and social media. The department has implemented an online tour request and housing request forms. Since the campus tours and housing areas of the department website are the highest visited webpages, the department is continually accessing and

monitoring the contents of the webpages to ensure that information is up-to-date. The department maintains a Facebook page with over 1600 followers and a Twitter account with over 120 followers. The department also lists all department, ASCC and club events on the department website calendar.

Strategic Direction Six: Multiple-Site College

Strategic Goal 6.B: Instructional and Student Services at North County Campus

Student Life and Leadership guides ASCC in the development of leadership opportunities on the North County Campus. ASCC has formed a North County Taskforce to increase the number of activities on the North County campus. The department also maintains Student Photo ID Services at North County. The department works collaboratively with North County faculty and staff to ensure that the department and ASCC maintain an active presence on campus.

Strategic Direction Seven: Professional Development

Strategic Goal 7.A: Faculty Professional Development

The Coordinator completed a doctoral degree in Educational Leadership from UC, Santa Barbara. The title of the dissertation was, “Student Affairs Standards and Competencies: Examining the Professional Standards and Competencies of California Community College Student Government Advisors”. The coordinator presented his research findings at the annual California Community College Student Affairs Association fall 2012 Leadership Conference. The coordinator will also present his research findings at the American Student Association of Community Colleges spring 2013 National Student Advocacy Conference. The Coordinator is also a member of National Association of Student Personnel Association (NASPA) and the California Community College Student Affairs Association (CCCSAA). The Coordinator has participated in on campus and off campus workshops that have included topics such as FERPA, Sexual Harassment, etc.

Core Principle 2: College Culture

The Culture Center opened in spring 2008 and student organizations (i.e. Gay-Straight Alliance, MEChA, Latina Leadership Network, etc.) have utilized the center to host meetings and activities. The center continues to explore possible partnerships with department and/or campus clubs to host and promote events. Since 2007 there have been 93 student organizations that have been approved. Each year, the department supports an average of 16 student organizations. The student organizations can range from academic focus (Chemistry Club) to political (Democrats Club) which enhances the college culture. The coordinator has served as a member of the Cultural Diversity Student Equity Committee and is the co-chair during 2012-13.

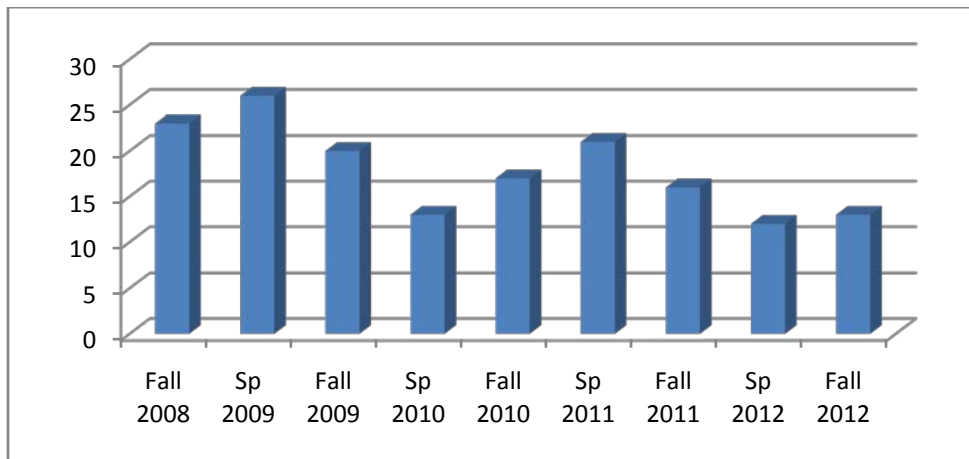
Technology Initiative Plan #8: Cuesta College is wirelessly accessible in all areas of all buildings on all campuses. Student Center WI-FI

The Coordinator worked with ASCC to secure appropriate funding for wireless installation in the SLO Student Center (Cafeteria, 5400, Cultural Center and Student Center Courtyard) and NCC Cafeteria. The wireless installation has benefited all students, faculty and staff on the SLO and NCC campuses.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

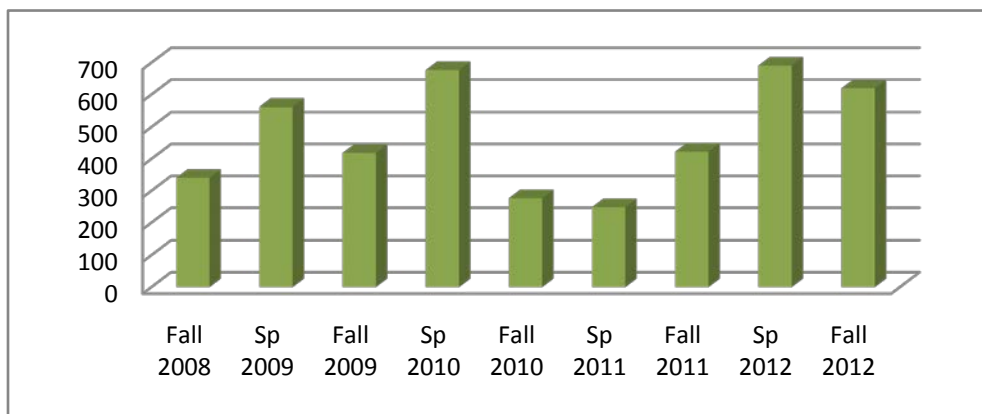
Legal Counseling

Student Life and Leadership offers free legal counseling to students who have a valid student photo ID. The legal counseling is provided once per month and is coordinated with a local lawyer. From spring 2008 to spring 2009 we were able to recruit an additional lawyer to assist us and we were able to accommodate more students. The additional lawyer was a part-time faculty member with Cuesta and was only available for 3 semesters. Even though the numbers have fluctuated each year, this free service has been crucial to student success. Students' complete evaluations and the results are utilized to provide our lawyer with input and for the department to gauge the usefulness of the service. The department did offer the service in NCC during the spring 2009 semester. However, there were no appointments scheduled. The department will revisit the idea of a NCC service in future semesters.



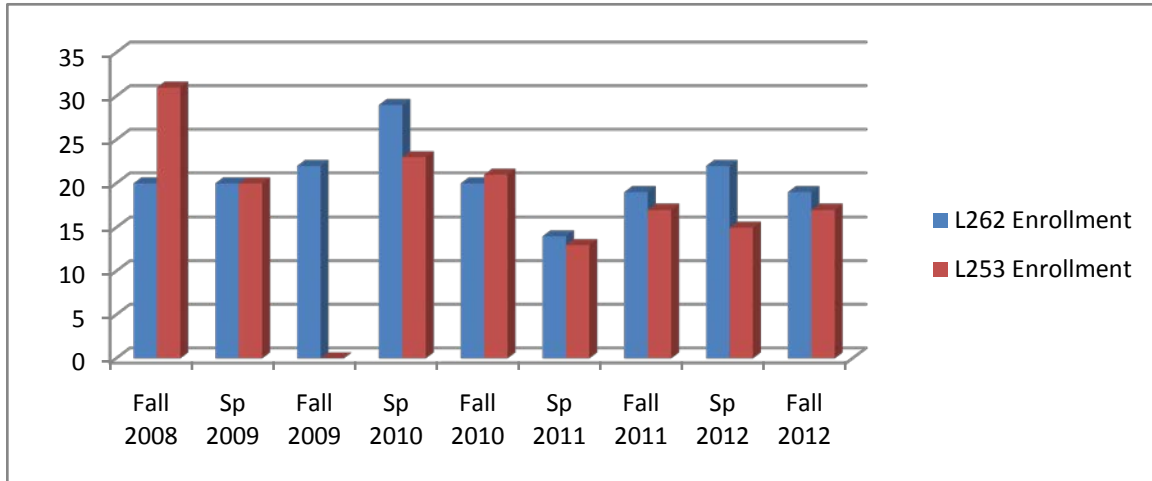
Student Center Room Usage

The Student Center Room Usage Reports represent the total number of students visiting the Student Center during the first eight weeks of the semester. Staff members count people in various areas of the Student Center (i.e. ASCC offices) at the beginning of each hour and record this on the appropriate "Student Center Usage Report" form. During weeks 9-18 of the fall and spring semesters, the physical count is only recorded during the afternoon hours of Monday through Thursday, and all during operating hours on Friday.



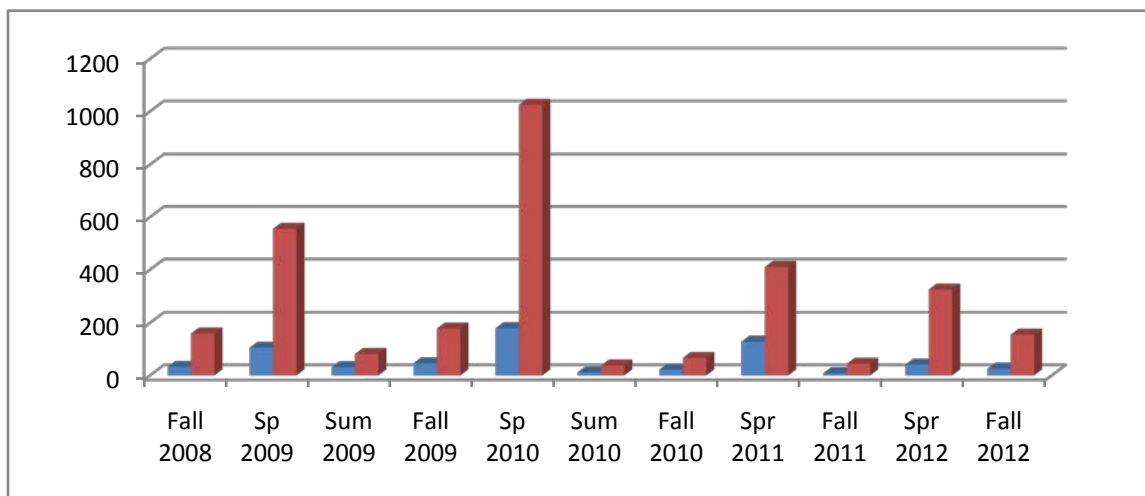
Leadership 262 and Leadership 253 Enrollment

Leadership 262 which has a direct connection to the student government (ASCC) has averaged 20 students per semester. Leadership 253 (Peer Counseling) has averaged 19 students. In fall 2009, the class was not offered. Due to the layoff of the part-time faculty instructor, Leadership 262 will be the only course offered in spring 2013. The course will be taught by the Coordinator.



Campus Tours

Student Life and Leadership offers guided campus tours to all prospective students and their families. In addition to the guided tours, the department has developed a self guide tour packet that is available online (via the department website) and in the office. Due to reductions in staffing and funding the department no longer offers guided tours during the summer. However, the department has self-guided tour packets readily available for perspective students and families (as noted earlier). The increase in campus tours in spring 2010 was due to large group tours.



Website Analytics

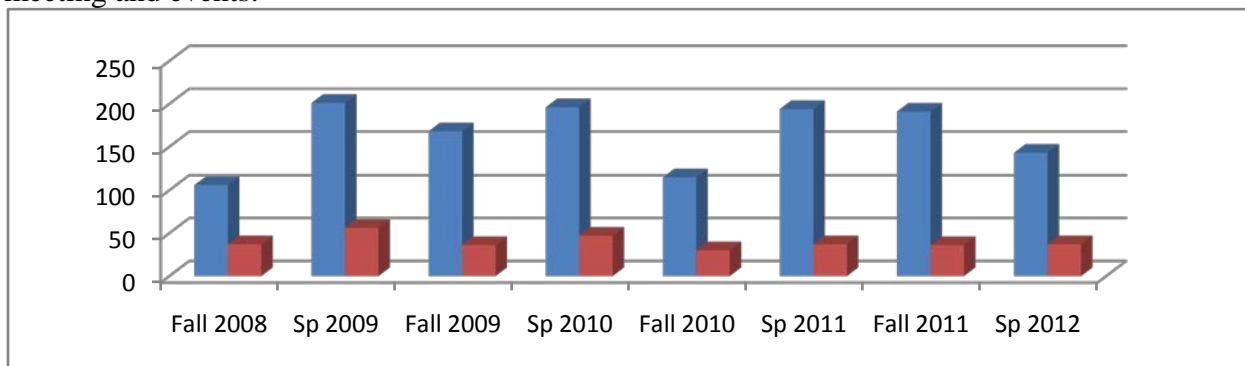
The Student Life and Leadership website can be found at <http://academic.cuesta.edu/lead/index.html>. In fall 2012 the college launched a new website. However, at this time, the department is maintaining a presence on the new and old websites. The department staff was able to utilize Google Analytics to export data from September 2009 – December 2012. Within the past three years, 56,900 people have visited the Student Life and Leadership website. There have been 169, 669 page views and 127,353 unique pageviews. The top 10 page views are listed below:

WebPage	Page views	Unique Page views
/lead/housing.html	28,403	22,117
/lead/rental-listing.html	16,214	11,694
/lead/offcampus.html	13,790	9,832
/lead/tours.html	10,914	8,036
/lead/index.html	9,575	6,145
/lead/	8,564	6,505
/lead/clubs.html	8,316	6,486
/lead/rental-need..html	7,566	5,560
/lead/stuid.html	5,334	4,534
/lead/news.html	4,470	3,373

From the page views noted above, information on housing and campus tours are the most viewed webpages. The department has continued to update and revise the housing and campus tour pages. In the event that a guided tour is unavailable, prospective students and families can download a self-guided tour packet. The department has created online submission forms for the following: campus tour request form, places to rent form, housing/roommate(s) wanted form, and add a listing form.

Student Activities

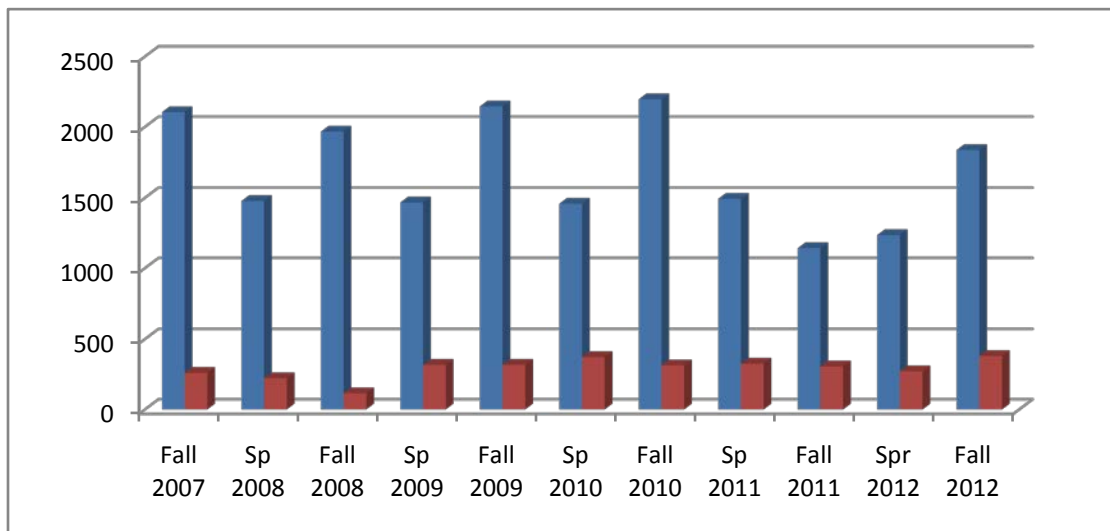
The department approves all ASCC and club on and off campus activities. The department strives to assist students in coordinating multifaceted programs and activities. A few of the events include the following: club meetings, advocacy events, welcome back events, club days, etc. A comprehensive listing of activities is available in the department files. Over the past five years, the department has made a concerted effort to support and encourage ASCC and clubs to host activities on the North County Campus. The club activities describe below include club meeting and events.



In addition to the SLL/ASCC events listed above, there are ASCC Executive Cabinet and ASCC Senate meetings every week during the fall and spring semesters (that are not included in the graph). Over the past five years there has been a concerted effort to increase the number of activities at our North County Campus. The department plans to work with North County Student Services to create a district wide student activities form to ensure that accurate reporting is recorded and to increase student participation.

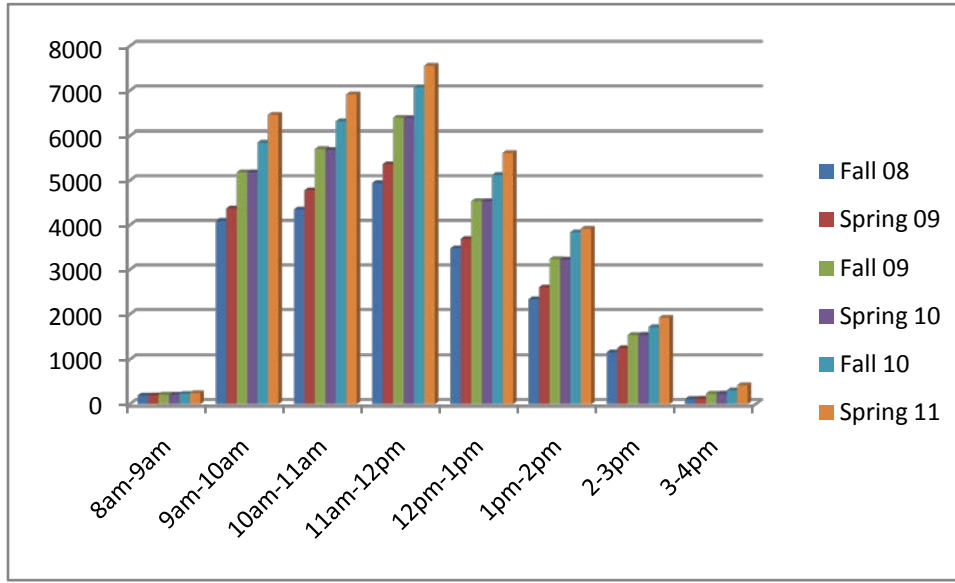
Student Photo ID’s Issued (new, validation and replacement)

The department coordinates the issuing of student photo IDs on the San Luis Obispo and North County Campuses. The photo IDs are available in the ASCC Social Club (SLO Campus) and in Room N2008 (NC Campus). The data below indicates that majority of the student IDs are issued on the San Luis Obispo campus. Students are assessed an optional fee of \$10 per semester (fall/spring). Students are able to purchase student ID cards during the summer if courses are offered. However the IDs issued during summer are minimal compared to fall and spring semesters. As stated earlier in the report, there has been a decrease in student ID card revenue and that is reflective in the number of IDs issued. Student Life and Leadership and ASCC are working on increasing the number of photo IDs issued by hosting more events in the Social Club and increasing the number of business that are listed in the Student ID Discount Booklet.

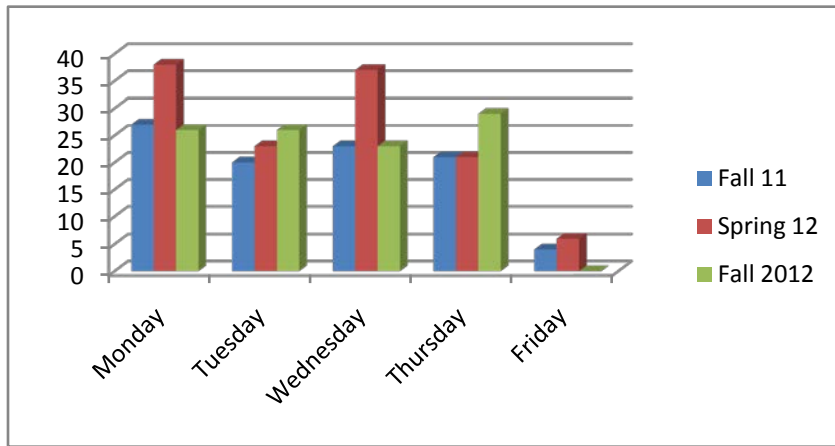


ASCC Social Club Usage

The ASCC Social Club, Room 5312, is committed to providing our guests with clean, attractive facilities, set the way they desire. Current Student ID Cardholders receive special discounts and benefits such as free admission and periodic giveaways. The Social Club provides a space for student to relax before or after classes. The Social Club has a big screen TV, pool table, X-Box 360/Kinnect and three computers. The Social Club Student Staff coordinates monthly activities for students and receives funding from ASCC. Based on the statistics below the staff is able to coordinate programs and services that will impact the most students.



After spring 2011, a new photo ID printer/system was purchased and we lost the ability to use “Track-It” to monitor student usage due the upgrade and the expense to purchase a new license. During 2011-12, the staff manually counted students who entered the Social Club and created daily averages (graph below). Since the number of students who entered the Social Club was significantly lower on Fridays, the department decided to close the Social Club on Fridays starting fall 2012. Student Life and Leadership will explore the possibility of using SARS-Grid to track student usage starting in fall 2013.



Club Representative Assessment

The coordinator worked with the Office of Institutional Research to gather academic data on club representatives. Since 2008, the data below highlights that our club representatives are more successful than non-club members which links to Institutional Goal 1.

	Club Representatives	Non-Club Members
Credit Load	11.38	9.030
Units Earned	9.5	4.1
Cumulative GPA	2.76	2.47
Course Success Rate	78.3	69.7

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

The outcomes listed below are from 2011-12. The 2012-2013 outcomes will be fully assessed at the end of the spring 2013 semester.

SLO #1: Students who participate in L262 as an executive cabinet member or senator of the Associated Students of Cuesta College (ASCC) Senate will increase their knowledge of their personal leadership style.

Student Life and Leadership conducted a pre- and post-leadership assessment of students who participated as an executive cabinet member or senator of the Associated Students during 2011-12. After reviewing the assessment results, the department decided to continue with one assessment and implement one new leadership approach into 2012-13 Leadership 262–Student Leadership class:

- “Color Code” Personality assessment (rollover form 2011-12)
- StrengthsQuest Assessment (new)

As the 2012-13 academic year progresses, the department will continue to assess the leadership development of students to determine if additional training is needed in specific areas of leadership. In the past we have addressed various leadership topics including parliamentary procedure, accountability, and program planning.

At the beginning of the course, students self-report their leadership skills and abilities. At the end of the school year, students take the same assessment, which allows us to evaluate any increase in their knowledge of their personal leadership style. The challenge is that students tend to over-exaggerate their leadership skills at the beginning of the course. However, this assessment still provides valuable information in terms of what programs, class plans, and activities have assisted students in learning more about their leadership styles. We have then adjusted subsequent L262 classes based on that information, and have added or removed class activities based on this knowledge.

The pre- and post-assessments are located in the Student Life and Leadership office.

SLO #2: Students who participate in campus clubs/organizations will be able to demonstrate short-term planning and project completion.

During 2010-11 Students who submitted activity request forms were given a paper assessment after the completion of the event. Since we did not receive a high response rate in 2010-11 the department implemented an online assessment via Zoomerang. During 2011-12, the students who submitted activity request forms were emailed a survey link. 29 students visited the link and 24 students completed the student activity assessment. 79% described the event as successful. 79% also reported that the paperwork required by the Student Life and Leadership office was easy to complete. Through ongoing assessment, the department was able to modify existing department activity planning paperwork throughout the year. The department also placed all required activity forms on their department website.

The completed assessments are located in the Student Life and Leadership office.

SLO #3: Students who complete the Leadership 253–Peer Counseling course will increase their knowledge of counseling skills and their ability to assist themselves and their peers with typical life challenges.

An assessment form was submitted by eight (8) students in fall 2011 and twelve (12) students in spring 2012, all of whom completed the Leadership 253 course. One hundred percent (100%) of the students reported an increase in knowledge of counseling skills and their ability to assist their peers with life challenges typical to the college population. Seventeen (17) students provided examples of areas in which their learning increased. The topics for the Peer Counseling course discussions, as well as the assignments and practicum experience for fall 2012 have been adjusted based on this information. Changes will include, but are not limited to:

- An additional assignment focused on the topic of self-esteem
- Added practice counseling sessions during course discussions
- Further information about how students can use their counseling skills by volunteering in the community

After completing the class, students self-report their knowledge and abilities based on the information provided during the course. They also offer suggestions for areas of improvement and additional course topics they would like to see covered. This has been extremely beneficial in adjusting the course to students' needs. Every semester, the class changes slightly based on the previous semester's assessment results.

The assessment forms are located in the Student Life and Leadership office.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

A. Regulatory changes

The department regularly reviews the student fee handbook to ensure that collection and use of fees are in alignment with the Chancellor's Office. The department reviews and remains current on the following fees:

- Student Center Fee
- Student Representation Fee
- Mandatory Student Activities Fee
- Mandatory Student identification Card Fees
- Fees Charged Through Student Body Organizations

B. Internal and external organizational changes Staffing Changes (Division Asst/Student Center Assistant, Class Instruction:

With the restructuring of division assistants, the department has less staff available to assist students, faculty, staff and visitors. With limited staffing, it will be challenging to provide North County campus with adequate Student Life and Leadership coverage.

C. Student demographic changes

Student Life and Leadership will continually assess student demographics to ensure that we are meeting their needs for campus programming and services.

D. Community economic changes – workforce demands: NA

E. Role of technology for information, service delivery and data retrieval

Student Life and Leadership utilizes technology to augment current programs and services.

F. Distance Education impact on services

Student Life and Leadership will continue to monitor and assess the services provided online to ensure that current and prospective students' needs are met.

G. Providing service to multiple off-campus sites NA

H. Anticipated staffing changes/retirements

The department is requesting (via unit plan) for funding for a 1.0 FTE Student Center Assistant (currently at .50). This request would partially help offset the loss of the department division assistant.

VI. PROGRAM DEVELOPMENT FORECAST

Student Life and Leadership will make necessary adjustments to fiscal impacts on staff, programs and services. Even though the department and the college are facing challenging fiscal times, the department staff remains committed in providing a high level of service to students, faculty, staff and the community. The coordinator will continue to advise ASCC in allocating funds that have a significant impact on the campus community.

A. Description of forecasted program development and objectives, based on information collected in I-IV.

With potential decreases in student ID card revenue, ASCC will continually assess their budget development process to ensure appropriate spending. Student Life and Leadership

continues to be an integral program that supports in and out-of-classroom learning and leadership development. The department continues to support student retention and success. With decreases in revenue, the department strives to be efficient and resourceful.

B. Plans for improvement

Student Life and Leadership will continue to assess and improve department programs and services to meet the needs of prospective and current students through the following:

- Staff Training
- Improve communication with students, faculty and staff
- Maintain online presence
- Increase leadership opportunities on campus
- Develop leadership workshops to increase number of clubs and student leaders.

C. Support for institutional goals and objectives

Student Life and Leadership and ASCC will continue to develop, implement and support programs and services that support the districts institutional goals and objectives.

D. Student and program outcomes evaluation

Our student learning outcomes support the Educational Master Plan and Strategic Plan by supporting student access and success. The department continually assesses SLOs to ensure that the program is addressing the needs of students and the district. This assessment enables the department to improve programs and services.

E. Recommendations from external agencies NA

F. New service coordination and collaboration – internal and external programs NA

G. Anticipated job description revisions based on program changes: NA

H. Staff training/professional development needs

The department will continue to support and encourage staff training and professional development when opportunities and funding are available.

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

Elements:

A. Personnel

With the restructuring of division assistants, the department has requested that the Student Center Assistant, currently at .50, increase to .75 or 1.0 FTE.

B. Equipment/furniture (other than technology)

As Student Center outdoor furniture ages, ASCC may need to consider allocating funds to purchasing replacement tables/chairs.

C. Technology

Student Life and Leadership is requesting, through the unit plan process, the replacement of the Student Center Electronic Signboard.

D. Facilities

The department will continue to monitor the Student Center fee fund to ensure that the Student Center is appropriately maintained.

UNIT PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit: Student Life and Leadership
Cluster: Student Services
Planning Year: 2013-2014

1. Use this worksheet to list prior year immediate unit need funding requests and identify which items were funded, which were not, and the impact on your program.
2. Use the information from the previous year's Top 10 Priorities Worksheet: UNIT PLAN -- Prioritized List of Immediate Unit Needs.
3. If funded, identify the funding source or sources (Categorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, Other Revenue Sources = R)

PRIOR YEAR'S (2011-2012) LIST OF UNIT FUNDING REQUESTS -- ALL CATEGORIES, ALL PROGRAMS

#	Category	Program	Description	Cost	Funded?	Source (s)	Impact on Program
1	Personnel	SLL	FT Student Center Assistant	\$ 35,364	Not Funded		Not able to increase position from .5 FTE to 1.0 FTE to enhance offering of student programs and services. Position reduced from .75 to .5 FTE in fall 2011
2	Personnel		FT Activities Asst.	\$ 34,536	Not Funded		Unable to provide support to coordinator at SLO campus for overall objectives for the SLL department and student government (ASCC). Unable to oversee and create continuing programs for the Cultural Center.
3	Personnel		PT Activities Asst.	\$ 17,178	Not Funded		Unable to offer expanded activities and programs on the NCC; unable to establish and provide oversight of a Social Club on NCC; unable to provide onsite oversight of the ASCC student ID card program.
4	Personnel		Clerical Asst. I	\$ 2,000	Not Funded		Cannot offer support for Cultural Center.
5	Personnel		Clerical Asst. I	\$ 2,000	Not Funded		Cannot offer additional support to ASCC photo ID program on North County Campus.
6	Instr Supplies/Equip		Classroom Supplies, books, DVDs	\$ 1,500	Not Funded		Continue to work with reduced budget allotment
7	Non-Instr Supplies/Equip		Essential supplies to maintain office functions	\$ 3,500	Not Funded		Continue to work with reduced budget allotment
8	Instr Tech		Mounted Data Projector	\$ 1,500	Not Funded		Continue to instruct without a mounted data projector.
9	Instr Tech		Portable Data Projector	\$ 800	Not Funded		Continue to request equipment set up from campus resources.

UNIT PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit: Student Life and Leadership
Cluster: Student Services
Planning Year: 2013-2014

1. Use these worksheets to list Funding Requests (Immediate IMM = 2012-2013 Academic Year; Intermediate INT = 2013-2014, coincides with Educational Mater Plan, Strategic Plan, and/or IEOs; or Long Term, LT = 2013-2015.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Strategic Goals, Educational Master Plan Directions, IEOs, Operational Planned Goals, Program Review Recommendations, Analysis of Outcomes Assessment or other factors.

Personnel - Full-Time Faculty

<i>Title</i>							
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Personnel - Academic Managers, Classified Managers & Confidential							
B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - <i>What?</i>	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Title</i>							

Personnel - Classified Employee: Permanent, Short-Term & Substitute							
C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description - <i>What?</i>	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Title</i>	<i>Student Life and Leadership</i>	.5 Student Center Assistant	\$21,929 (includes benefits)	SLO	R	IMM	Increase position from .5 to 1 FTE to support the department. This is especially crucial given that the department no longer has a division assistant.

Personnel - Student Worker

UNIT PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

D. Student Worker	Program	Description - <i>What?</i>	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
<i>Title</i>							

UNIT PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit: Student Life and Leadership
Cluster: Student Services
Planning Year: 2013-2014

1. Use these worksheets to list Funding Requests (Immediate IMM = 2012-2013 Academic Year; Intermediate INT = 2013-2014, coincides with Educational Mater Plan, Strategic Plan, and/or IEOs; or Long Term, LT = 2013-2015).
2. All funding requests should be listed regardless of anticipated funding source (e.g. supplies to be purchased with CTEA funds should still be listed on this worksheet).
3. Justification should be written as a concise explanation of need citing relevant Strategic Goals, Educational Master Plan Directions, IEOs, Operational Planned Goals, Program Review Recommendations, Analysis of Outcomes Assessment or other factors.

Instructional Supplies

A. Instructional Supply	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Instructional Supply</i>	<i>Student Life and Leadership</i>	Classroom Supplies and resource materials	\$ 750	SLO	R		Basic supplies, textbooks, resource materials needed to teach Leadership courses; remain current with leadership trends

Non-Instructional Supplies

B. Non-Instructional Supply	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Non-Instructional Supply</i>	<i>Student Life and Leadership</i>	Office supplies	\$ 1,000	SLO	R	IMM	Essential supplies to maintain office functions

UNIT PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit: Student Life and Leadership
Cluster: Student Services
Planning Year: 2013-2014

1. Use these worksheets to list Funding Requests (Immediate IMM = 2012-2013 Academic Year; Intermediate INT = 2013-2014, coincides with Educational Mater Plan, Strategic Plan, and/or IEOs; or Long Term, LT = 2013-2015).
2. All funding requests should be listed regardless of anticipated funding source (e.g. equipment to be purchased with CTEA funds should still be listed on these worksheets).
3. Justification should be written as a concise explanation of need citing relevant Strategic Goals, Educational Master Plan Directions, IEOs, Operational Planned Goals, Program Review Recommendations, Analysis of Outcomes Assessment or other factors.

Instructional Equipment							
A. Instructional Equipment	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Instructional Equipment</i>							

UNIT PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Non-Instructional Equipment							
B. Non-Instructional Equipment	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (L.T)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
<i>Non-Instructional Equipment</i>							

UNIT PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: Student Life and Leadership
Cluster: Student Services
Planning Year: 2013-2014

1. Use these worksheets to list Funding Requests (Immediate IMM = 2012-2013 Academic Year; Intermediate INT = 2013-2014, coincides with Educational Mater Plan, Strategic Plan, or Long Term, LT = 2013-2015.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Strategic Goals, Educational Master Plan Directions, IEOs, Operational Planned Goals, Program Review Recommendations, Analysis of Outcomes Assessment or other factors.

New Facilities Requests and/or Renovations							
Facility	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Facility</i>							

UNIT PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit:	Student Life and Leadership
Cluster:	Student Services
Planning Year:	2013-2014

1. Identify and prioritize all Technology Requests. Technology includes: Computers, monitors, laptops, other mobile computing devices; Peripherals (printers, scanners, etc.); Software; Support contracts associated with hardware or software; Multi-media presentation equipment (data projector, speakers, document imaging cameras, switches, etc.); Video conferencing equipment (polycom); Infrastructured components to support college-wide technology.
2. All technology should be listed regardless of anticipated funding source. (e.g. technology to be purchased with CTEA funds should still be listed on this worksheet).
3. [For Technology Plan Initiatives, please refer to San Luis Obispo County Community College District Technology Plan 2012-2017.](#)
4. Note: If technology acquisition is not listed in the IPPR, Computer Services may not support the purchase.
5. Justification should be written as a concise explanation of need citing relevant Strategic Goals, Program Review Recommendations, Analysis of Outcomes Assessment or other factors.

Instructional Technology							

Non-Instructional Technology								
B. Non-Instructional Technology	Program	Description - <i>What?</i>	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Non-Instruct Tech</i>	<i>Student Life and Leadership</i>	Two (2) new computers	4-Inventory	\$ 1,700	SLO	R	IMM	Replace aging computers in Student Life and Leadership office. Supports Inst Goal 1
	ASCC	Five (5) new computers	1-Tech Instr	\$ 4,570	SLO	N	IMM	ASCC funded computers for advocacy needs. Supports Inst Goal 1 & 3;
	ASCC	Three (3) Ipads	1-Tech Instr	\$ 2,000	SLO	N	IMM	ASCC funded for student advocacy needs. Supports Inst Goal 1 & 3
	ASCC	Twenty (20) Tablets	1-Tech Instr	\$ 10,000	SLO	N	IMM	ASCC Rental Program. Supports Inst Goal 1 & 3
	<i>Student Life and Leadership</i>	Student Center Electronic Signboard	9-New Tech	Unknown at this time	SLO	R	IMM	The electronic signboard keep students, staff and faculty aware of campus events/activities. Supports Inst Goal 1

UNIT PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Technology Infrastructure								
C. Technology Infrastructure	Program	Description - <i>What?</i>	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
<i>Technology Infrastructure</i>								

Overall Top 3 Technology Requests								
D. Top 3 Technology Funding Requests	Program	Description - <i>What?</i>	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
	<i>Student Life and Leadership</i>	Two (2) new computers	4-Inventory	\$ 1,700	SLO	R	IMM	Replace aging computers in Student Life and Leadership office
	<i>ASCC</i>	Five (5) new computers	1-Tech Instr	\$ 4,570	SLO	N	IMM	ASCC funded for student advocacy needs
	<i>ASCC</i>	Three (3) Ipads	1-Tech Instr	\$ 2,000	SLO	N	IMM	ASCC funded for student advocacy needs

UNIT PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit: **Student Life and Leadership**
 Cluster: **Student Services**
 Planning Year: **2013-2014**

1. ****PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL CATEGORIES & ALL PROGRAMS -- ONE LIST**
2. Identify and prioritize unit needs based on immediate (upcoming year) requirements of all unit programs.
3. Note if needs are one-time or annual/recurring in the Frequency Column.
4. ****This does NOT include new faculty requests.**
5. Pull in your top 10 priorities from All Worksheets Except Prior Year

	Item	Program	Description	Cost	Frequency	Immediate (IMM)
1	Personnel	SLL	FT Student Center Assistant (conversion from .50)	\$43,858 (includes benefits)	Annual/Recurring	IMM
2	Technology	SLL	Two (2) new computers	\$ 1,900	One-Time Only	IMM
3	Technology	ASCC	Five (5) new computers	\$ 4,570	One-Time Only	IMM
4	Technology	ASCC	Three (3) Ipads	\$ 2,000	One-Time Only	IMM
5	Technology	ASCC	Twenty (20) Tablets	\$ 10,000	One-Time Only	IMM
6	Non-Instructional Supplies	SLL	Supplies to maintain office functions	\$ 1,000	Annual/Recurring	IMM
7	Instructional Supplies	SLL	Classroom Supplies and Resource Material	\$ 750	Annual/Recurring	IMM
8						IMM
9						IMM
10						IMM