

Student Services 2018-2019 Program Review Cycle



CAN Program Review (Student Services) - Student Life & Leadership Development (Odd Year)

Program Review Narratives

2018-2019

Student Services Program Review (SSPR)

Lead Contact Person: Michiko Kealoha

Writing Team: Michiko Kealoha

Executive Summary

0. Executive Summary: The Center for Student Life and Leadership Development has developed a well-rounded and well-known educational program outside of the classroom; this is shown through the data's dramatic increase within the past several years in: use of program services, knowledge of services, and overall increase in the satisfaction with the department's services. Cañada's Student Life student leaders have been a part of, and spearheaded, many student support initiatives over the years including: free printing, discounted bus tokens, meal subsidies programs, and free laundry on campus.

Program Context

1. Mission: How does your program align with the college's mission?

Our program provides the entire campus with a learning centered environment outside of the classroom. We support students through thinking critically and creatively while understanding and appreciating different points of view through our campus-wide educational events as well as provide tools for students to communicate effectively through our leadership and workshops.

If your program has a mission statement, include it here.

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.

2. Program Description: Our services and responsibilities are: ASCC (Student Government), Clubs, Commencement, Clubhouse Rental, Educational Events, Free Speech, Game Room, Housing Assistance, Online Resources, Posting on Campus, Programming Board, Student Body Card and Discounts, Transportation Assistance, Vendors, Vending Commission Fund, and Participatory Governance student delegates. ?

3. Community & Labor Needs: As seen in the last cycle, housing has been a major barrier for students. We have seen an increase in housing insecurities for our international student population. The addition of the Food Pantry and the meal subsidies program has enabled many students to have a basic snack need met while on campus. These issues have sparked the Student Senate and Participatory Governance delegates to create more of a focus on support services provided through Student Life.

4. Equity & Access: Student Life has made many efforts to ensure equitable access to its students. We address equity through:

The addition of a Prayer/Meditation room for all students within Student Life's Clubhouse last cycle

The service of free printing for all students with a student body card (not provided at other colleges in the district)

A subsidized meal bundle

Discounted bus tokens

The addition of free laundry on campus

The requirement and inclusion of ADA statements and activities in all club and event advertising

The inclusion of late night and day events for both day and night students as well as off campus student body card special events

The inclusion of late night office hours for both day and night students

The new addition of Leadership Over Lunch workshops open to all of campus surrounding social justice topics

The addition of workshops, training, and consulting workshops on inclusion and equity for other programs

Looking Back

4. Major Accomplishments: Fall 2017

Implement an Associated Students Alumni Network, so that our program can:
keep in touch with all of the alumni of Associated Students of Cañada College
checking in on their progress as well as receive anecdotal data of how The Center for Student Life and Leadership Development has affected their transfer journey
allow for alumni visits with current students along with personalized campus tours--creating long-term relationships as well as a support system for other students hoping to transfer

Spring 2018

Research Proposal chosen and Student Life and Leadership Manager presented twice as well as spoke at an international conference (NASPA) in Spring 2018
Student Life and Leadership Manager was also elected and appointed NASPA Community College Institute Director Elect
Student Life and Leadership Assistant started a Leadership Over Lunch Workshop program, opening up our services to more students on campus
Work directly with College President on the college's First Awareness Summit on Housing, Food, and Transportation
Fund three students in attending the Cannes Film Festival after a national win at the Campus Movie Festival

Summer 2018

(With the decrease in 4th of July Parade responsibilities, and no longer needing to close Student Life throughout the entire summer, much more was accomplished than in previous years.)
Student Life had more time to create numerous in-house recruitment videos and had triple the amount of people for the first Senate meeting and applying in the first week of school
Student Life and Leadership Manager Certified and interviewed to teach in the classroom, which meant a broader lens of the equity gaps students have in the classroom and curriculum
Student Senate sent four student delegates to the National Conference on Race and Ethnicity for the first time, broadening their knowledge of equity and access--sparking a housing assistance initiative
CIAG assesses that Cañada's Student Life produces the highest number of campus wide events and activities compared to CSM and Skyline
Worked with international center to establish a daily prayer hour with purchase of meditation supplies
Begin retreat and training consultations with The Learning Center for student leader workshops as well as Marketing Department retreat
Major increase in leadership workshops provided to other departments including: Outreach, Colts Con, International Student Center, ESO, and Middle College
Student Life and Leadership Manager partnered with CSM to create and host a district-wide first-time HBCU visits
Student Life partners with Public Safety to establish a new monthly senate check in on campus safety and placement for bulletin boards to increase community policing and community building for safety on campus
Partner with the Promise Program to start a Hip Hop Hour program on campus, including an international conference proposal on the work being done on campus

Fall 2018

Student Life and Leadership Manager recognized with the "Above and Beyond" Award for work with Student Senate on food insecurity with the meal subsidies program
The Student Senate was the first in the district to work with the Administrators to create a free laundry program on campus

5. Impact of Resource Applications: Student Life and Leadership has not been granted new equipment resource allocations from the college in six years.

Current State of the Program

6A. State of the Program - Observation: As noted in our department highlights, our Center has seen significant increases in the 16 services we provide to students. With strong student leaders, advertisement, and campus partnerships, we have been able to grow our reach. Student Life has seen a dramatic increase in Free Speech and the need for students' basic needs of housing, transportation, and food rise within the past cycle; thus focusing many of the department initiatives to address these needs. Within the last two cycles, an improvement to the department was to hire, sustain, and train a capable Student Life and Leadership Assistant. To be able to have a full time staff member sustained for over a year has created the opportunity to transfer the focus from training staff to creating a more powerful and meaningful Housing Assistance program.
What changes could be implemented to improve your program?
Within the last two cycles, an improvement to the department was to hire, sustain, and train a capable Student Life and

Leadership Assistant. To be able to have a full time staff member sustained for over a year has created the opportunity to transfer the focus from training staff to creating a more powerful and meaningful Housing Assistance program.

6B. State of the Program - Evaluation: What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

Increase the Campus-Wide Leadership Workshops We Offer

Garnering a wider audience with the new inclusion of Colts Con, ESO, International Student Center, Middle College, Promise, Outreach, and Leadership Over Lunch workshops, Student Life may look at increasing their reach on campus through further development of all-campus workshops and classroom-visit workshops

Increase in Free Speech

Because of the political climate, Student Life has seen a dramatic increase in Free Speech applications on campus. To become better equipped with the laws and best practices, the Student Life and Leadership Manager attended the National Student Affairs Conference that centered around Free Speech on campus

Assess Game Room Use

Although the Student Senate utilized their "Special Projects" account to purchase a new air hockey table, ping pong table, Xbox, and Playstation in the '17-'18 year, there has been a decrease in the service. Assessment must be done to see why students are not seeking the Game Room as a place to "hang out".

Housing Assessment

Working with the District, all three college Student Life departments should be assessing students' housing needs further. Why has our number gone down yet the number of students in California having housing insecurity rising significantly? Further partnerships and work must be done with Sparkpoint, as possible drop in Student Life numbers in this area could be due to overlap housing assistance services in Sparkpoint. Creating meaningful interventions and assistance for students is crucial--this service's mission both at the college and within the district must be further developed. Within future cycles, Student Life must work closely with the Sparkpoint staff to see where overlap lies. Our department has spent money and many staff hours sending the Student Life and Leadership Assistant to Housing trainings and conferences and we must develop a college action plan.

Increase Student Body Card Use

There was also a decrease in Student Body Cards in the past academic year--potentially due to missing ink at the beginning of the year when card creation is the busiest. This combined with lower enrollment could play into the decrease of Student Body Cards. Student Life must do more night card creation nights and class visits to increase this number.

Continue to Fund Free Printing and Bus Tokens

We continue to be the only college in the district to provide discounted bus tokens and free printing. In the last two years bus token services provided have doubled and free printing services use has triple in three years. These programs must continue to be part of the budget, as a well used, further advertised support service to students.

Club Training

Within this cycle, we've seen the highest number of clubs in numerous years. This could be due to the streamlined process after a lot of re-working to a transition on google forms, including the constitution within the application questions itself.

Financially Support Club Advisors

With the national election and appointment, our center received many comments from students who had culture and political clubs that they didn't want to be involved and put themselves out in the public eye after the election. Our Center also heard from Club Advisors who didn't want to be advise and be liable when protests arose and liability became more real for Advisors. Our center will continue to advocate for Faculty and Staff to be compensated for the crucial and needed volunteer time of being a Club Advisor. Further research must be done as Club Participation is at an all time high this year. This could be due to the addition of a Summer 2018 Colts Con workshop on how to start a club and what club events students would like to see. This workshop must be continued in future years.

7A. Current SAOs & SLOs: Service Area Outcomes (SAOs)

Increase student visitation to the Center for Student Life and Leadership Development

Increase awareness of Center resources

Student Learning Outcomes (SLOs) for Student Senate:

CHANGE: The Associated Students of Cañada College (ASCC) Governing Council will understand the College and District

participatory governance processes. This department learning outcome aligns with the following institutional learning outcomes: Communication, and Critical Thinking.

LEADERSHIP: The ASCC Governing Council will learn team building, identify strengths, and effective communication skills. This department learning outcomes aligns with the following institutional learning outcomes: Communication, and Critical Thinking.

COMMUNITY: The ASCC Governing Council 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. This department learning outcome aligns with the following institutional learning outcomes: Communication, Creativity, and Community.

MENTORSHIP: Students will learn will 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. This department learning outcomes aligns with the following institutional learning outcome: Community.

Student Learning Outcomes (SLOs) for Student Interns:

(New as of Spring 2016)

SERVICE: Student interns will learn time management, organization, and customer service skills. This department learning outcome aligns with the following institutional learning outcomes: Communication and Critical Thinking.

LEADERSHIP: Student interns will identify personal strengths, and demonstrate strong work ethics and professionalism. This department learning outcome aligns with the following institutional learning outcomes: Communication and Critical Thinking.

COMMUNITY: Student interns will learn more about campus resources, and work collaboratively with diverse groups of people. This department learning outcome aligns with the following institutional learning outcomes: Communication, Creativity, and Community.

ENGAGEMENT: Student interns will participate in at least one student leadership retreat, programming board committees and/or other related ASCC events. This department learning outcome aligns with the following institutional learning outcomes: Critical Thinking and Community.

Student Learning Outcomes (SLOs) for Inter-Club Council (ICC) Members:

(New as of Fall 2016)

LEADERSHIP: The Inter-Club Council will understand Parliamentary Procedure and how to hold an efficient and inclusive club meeting. This department learning outcome aligns with the following institutional learning outcomes: Communication.

COMMUNITY: The ICC will learn how to plan events and know more about campus programs. This department learning outcome aligns with the following institutional learning outcomes: Communication, Creativity, and Community.

7B. SAO Assessment Plan: We administer a hard-copy survey to random students on the Upper Lawn during the morning and night of two days. In '14-'15, we passed out this survey the first month of classes in the Spring semester. In '15-'16, we passed out this survey during the last week of April. In '17-'18 the survey was administered online, and in person on the Upper Lawn as well as in Student Life. We receive 70-200 responses each year. We also keep multiple live excel logs utilizing our scanner system to track our numerous services.

7C. SAO Assessment Results & Impact: Summarize the findings of your program's SAO Assessments from the End of the Year Student Survey on Student Life Services

Spring 2015 random students: 157 total students

Spring 2016 random students: 67 total students

Spring 2017 random students: 63 total students

Could Name a Student Life Service

'14-'15=37.5 %

'15-'16= 59.7%

'16-'17=Data Lost

'17-'18= 82.53%

Participated in at Least 1 ASCC Event

'14-'15=28%

'15-'16= 60%

'16-'17=Data Lost

'17-'18= 66.66%

Could Name at Least 3 Clubs

'14-'15=26%

'15-'16= 51%

'16-'17=Data Lost

'17-'18=76.2%

Could Name at Least 1 Club

'14-'15= 76%

'15-'16= 79%

'16-'17=Data Lost

'17-'18= 87.3%

Could Name What A.S.C.C. Stood For

'14-'15=44%

'15-'16=49.2%

'16-'17=Data Lost

'17-'18= 82.53%

Satisfied/Very Satisfied with Student Life Experience

'14-'15= 25%/58%

'15-'16= 40%/60%

'16-'17=Data Lost

'17-'18= 29%/69.4%

Summarize the findings of your program's SAO Assessments from the services provided to students:

Student Visiting Student Life

Data collected by clicker

'13-'14: Data not collected

14-'15: 3106

'15-'16: Data not collected due to new staff miscommunication

'16-'17: 4513

'17-'18: 7710

'18-'19: 2029 (thus far October, 10, 2018)

Student Body Cards Created

'10-'11: 685

(Provided by Victoria Worch's Program Review)

'11-'12: 2225

(Provided by Victoria Worch's Program Review)

'12-'13: 2245

(Provided by Victoria Worch's Program Review)

'13-'14: 2405

(Provided by CI Solutions tracker)

14-'15: 2,313

Fall 2014: 1,122

Spring 2015: 1,191

'15-'16: 3,515

Fall 2015: 2,428

Spring 2016: 1,087

'16-'17: 2306

Fall 2016: 1,320

Spring 2017: 986

'17-'18: 1,948

Fall 2017: 1,192

Spring 2018: 756

Discounted Bus Tokens Provided

'15-'16: 7,565

'16-'17: 9,000

'17-'18: 12,600

'18-'19: 3,600 (To 10/10/18 only)

Free Pages Printed

'13-'14: Service not available

'15-'16: 16,409

'16-'17: 23,884

'17-'18: 51,256

'18-'19: 9,376 (as of 10/10/18)

Student Body Fee Reversal #s: (This is when a student chooses to waive the rights to their Student Body Card and the department loses money and students lose access to campus activities/Student Life resources)

'13-'14: 23 waived

'14-'15: 13 waived

'15-'16: 7 waived

'16-'17: 5 waived
 '17-'18: 13 waived (Student Body Fee doubled)
 '18-'19: 4 waived (Fall 2018 only)
 Students Participating in Housing Assistance Roommate Finder & Seeking Housing
 '10-'11: 0
 (Service not available) (Provided by Victoria Worch's Program Review)
 '11-'12: 17
 (Provided by Victoria Worch's Program Review)
 '12-'13: 20
 (Provided by Victoria Worch's Program Review)
 '13-'14: 89
 14-'15: 104
 '15-'16: 3 (System updated with new Housing Coordinator on board. Tried utilizing Facebook instead of campus site without much traffic to site.)
 '16-'17: 64
 '17-'18: 42
 30 Home Seeker/Roommate Finder
 12 Home Provider Listings
 Housing Classroom Presentations
 '17-'18: 12
 (New addition from recommendation last Program Review Cycle)
 Housing Assistance One on Ones: Staff and Student
 '17-'18: 26
 (New addition from recommendation last Program Review Cycle)
 Clubhouse Rental Usage
 '13-'14: Data Not Available
 14-'15: 28 times
 '15-'16: 169 times
 '16-'17: 119 times
 '17-'18: 67
 Game Room Usage
 '13-'14: 217
 14-'15: 293
 '15-'16: 518
 Fall 2015: 251
 Spring 2016: 267
 '16-'17: 759
 Fall 2016: 335
 Spring 2017: 424
 '17-'18: 574
 Fall 2017: 285
 Spring 2018: 289
 '18-'19:
 Fall 2018: 174 (as of 10/10/18)
 Letters of Recommendations Written by Student Life/Scholarship Winners from Student Life
 '13-'14: 2/2
 '14-'15: 3/3
 '15-'16: 7/8
 '16-'17: 12/12
 '17-'18: 8/8
 Active Clubs
 '11-'12: 25
 (Provided by Victoria Worch's Program Review)
 '12-'13: 23
 (Provided by Victoria Worch's Program Review)
 '13-'14: 25
 14-'15: 25
 '15-'16: 27

'16-'17: 26

'17-'18: 22

'18-'19: 28

Public Posting

(New system of checking in each person who wants to post flyers starting Fall 2016. Disaggregating off and on campus started in Fall 2017.)

Fall 2016: 135 postings

Spring 2017: 126 postings

Fall 2017: 96 postings

49 were from off campus organizations

Spring 2018: 128 public postings

65 were from off campus organizations

Fall 2018: 53 public postings (as of 10/10/2018)

22 were from off campus organizations

Free Speech Applications Processed

2013: 12

2014: 13

2016: 10

2017: 46

Vending Commission

2017: 17 applicants and all awarded a total of \$12,060 and \$23,500 asked

2018: 14 applicants and all awarded a total of \$15,360 and \$17,370 asked

Update for 2018, added the ability for programs to get a copy of their submission and groups award letters to be sent to divisions so that they can plan together and know how to best collaborate within the same department

Vendor Applications Processed

2013: 13

2014: 14

2016: 14

2017: 15

Leadership Over Lunch Workshops

2/12/18: 10 students- non-positional leadership

03/21/18: 8 students- time management

04/03/18: 9 students - mindfulness and self-care

Student Life Events Held Compared to Other Campuses

Provided by CIAG in '16-'17

Skyline: 68 events

CSM: 70 events

Cañada: 84 events

Provided by CIAG in '17-'18

Skyline= 43 events

CSM 91=events

Cañada 102 events

Students Who Utilized Discounted Meals

'17-'18: 735

(Program started in Spring 2018)

Students Participating in Flex Day with Faculty, Staff, and Administrators

'13-'14: 0

14-'15: 0

'15-'16: 4

'16-'17: 5

'17-'18: 0

'18-'19: 6

What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

Continue to Incorporate Students in Flex Workshops

Change in administrative leadership meant that there was an increase in opportunity for student leader participation in Flex Day.

This must continue. Student voice and student presence in training days is crucial to our college's success. In the Fall 2018

semester, the Student Senate was invited to perform for the opening of Flex Day which made them feel very valued. The Student Life and Leadership Manager, in the same semester, also incorporated three students in a workshop about Love Languages that was attended by 40 faculty and staff members. This gave students an incredible opportunity to share their voice, feel valued, and receive professional development needed for life-long learning.

Increase the Campus-Wide Leadership Workshops We Offer

Garnering a wider audience with the new inclusion of Colts Con, ESO, International Student Center, Middle College, Promise, Outreach, and Leadership Over Lunch workshops, Student Life may look at increasing their reach on campus through further development of all-campus workshops and classroom-visit workshops

Increase in Free Speech

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Assess Game Room Use

Although the Student Senate utilized their "Special Projects" account to purchase a new air hockey table, ping pong table, Xbox, and Playstation in the '17-'18 year, there has been a decrease in the service. Assessment must be done to see why students are not seeking the Game Room as a place to "hang out".

Housing Assessment

Working with the District, all three college Student Life departments should be assessing students' housing needs further. Why has our number gone down yet the number of students in California having housing insecurity rising significantly? Further partnerships and work must be done with Sparkpoint, as possible drop in Student Life numbers in this area could be due to overlap housing assistance services in Sparkpoint. Creating meaningful interventions and assistance for students is crucial--this service's mission both at the college and within the district must be further developed. Within future cycles, Student Life must work closely with the Sparkpoint staff to see where overlap lies. Our department has spent money and many staff hours sending the Student Life and Leadership Assistant to Housing trainings and conferences and we must develop a college action plan.

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7D. SLO Assessment Plan: Summarize the findings of your program's SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SLO Assessment?

Student Senate SLO Assessment:

Student Senate Overall Results '15-'16 (20 students)

Received a score of 90% or higher=11

Received a score of 80%-89%=5

Received a score of 75%-79%=4

Student Senate Overall Results '16-'17 (15 students)

Received a score of 90% or higher=3

Received a score of 80%-89%=6

Received a score of 75%-79%=2

Received a score of 60%-74%=4

Student Senate Overall Results '17-'18 (12 students)

Received a score of 90% or higher=2

Received a score of 80%-89%=8

Received a score of 75%-79%=2

Received a score of 60%-74%=0

Participatory Governance Knowledge (Pre ? Post Scores)

'13-'14= 15% ? 31%

'14-'15= 20% ? 92%

'15-'16= 10% ? 94.7%

'17-'18=58% ? 91.6%

Parliamentary Procedure Knowledge (Pre ? Post Scores)

'13-'14= 10% ? 25%

'14-'15= 15% ? 92%

'15-'16= 20% ? 94.7%

'17-'18= 50% ? 91.6%

Brown Act Procedure (Pre ? Post Scores)

'13-'14= 5% ? 25%

'14-'15= 5% ? 100%

'15-'16= 25% ? 100%

'17-'18= 25% ? 66.6%

Social Justice (Pre ? Post Scores)

'13-'14= 45% ? 62.5%

'14-'15= 40% ? 69%

'15-'16= 50% ? 95%

'17-'18= 50% ? 91.6%

7E. SLO Assessment Results & Impact: Results:

Quantitative:

The data shows a consistent increase in students' knowledge of Leadership, Mentorship, Community, and Change through answering questions on social justice, brown act, parliamentary procedures, and participatory governance from the beginning of the year compared to the end of their Senate experience.

Within the '17-'18 year, there was a high percentage of turn-around and the lowered scores could potentially be due to the inclusion of new members as well as the different approach to testing. In previous years, student leaders were given a week in advance notice to bring their laptops (laptops were also provided if not available) and 45 minutes to take the post test, and in '17-'18 the test was given at a Senate meeting without preparation within a 30 minute duration on smartphones. A follow up, in-person, test was given to students who scored 79% or below and those students were able to score a 95% or above when asked in person without a time limit. Considerations should be made when administering the test for a longer period of time, and with the inclusion of laptops for all future post-tests. I also believe a fully developed Canvas with mandatory modules and video trainings would be beneficial for future years.

Qualitative: The qualitative data received from pre and post self-reflection presentations continues to show students feeling more community on campus, personal growth within learning how they communicate and lead, and better grasping professional and work skills (lifelong learning) they could utilize outside of campus. In previous years, students struggled articulating the importance of social justice and the role they played in assisting other students. With the '17-'18 partnerships and trainings like the Campus Awareness Summit, the National Conference on Race and Ethnicity, and other national issues of sexual harassment, LGBTQ+, and documentation being discussed, Student Senate's ability to see students' struggles and act on them with new campus-wide events and initiatives (within their work as well as their presentations) has seen an incredible increase through their work. With the inclusion of ethnographic poetry into their first presentation, students also provided the feedback that being able to share who they truly are and why they are at Cañada has given them more agency over their journeys and lives in the next few years. Because of the Student Life and Leadership Manager's new doctorate program, the Student Senate curriculum has incorporated more humanizing pedagogy into the learning. The students have shown more drive and skills to challenge the status quo while also recognizing and incorporating students' lived experiences. This can be seen with their comments during their presentations regarding an awareness of the campus and their position and responsibility in it. This

critical consciousness has led to a larger district purpose for them, leading to housing and transportation research and meetings with the administration to better solve these issues. Students have said in their presentations that they never believed until Senate that they could have a direct impact on students food, housing, and transportation and that they are doing all three because of their learned roles

Looking Ahead

7F. SAOs & SLOs for the Next Review Cycle: State your SAOs for the next review cycle. Describe how you will address identified opportunities for improvement.

The Center for Student Life and Leadership Development will provide student engagement opportunities for the student body at Cañada College

Key Performance Indicators (KPIs)

Student Government Involvement

Student Club Participation

Student Event Attendance/Participation

Leadership Conference/Retreat Participation

All-campus Leadership Workshops

Leadership Awards

Welcome Week

Spirit Week

Club Rush

Students, staff, faculty, and administration of Cañada College will benefit from The Center for Student Life and Leadership services

Key Performance Indicators (KPIs)

Forms Processed

Equipment Check Out Forms

Free Speech Areas

The past SAOs of “increase” services has been sufficiently met with the exception of Housing Assistance, and a new direction for Student Life’s SAO’s can now be about the meaningfulness behind the services. With the addition of KPIs for next cycle, SAO’s meaningful assessment can be more efficient. These KPIs and SAOs were developed from a research presentation and partnership with Orange Coast College

Student Learning Outcomes (SLOs)

CHANGE: The Associated Students of Cañada College (ASCC) Governing Council will understand the College and District participatory governance processes. This department learning outcome aligns with the following institutional learning outcomes: Communication, and Critical Thinking.

LEADERSHIP: The ASCC Governing Council will learn team building, identify strengths, and effective communication skills. This department learning outcomes aligns with the following institutional learning outcomes: Communication, and Critical Thinking.

COMMUNITY: The ASCC Governing Council 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. This department learning outcome aligns with the following institutional learning outcomes: Communication, Creativity, and Community.

MENTORSHIP: Students will learn will 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. This department learning outcomes aligns with the following institutional learning outcome: Community.

9. Program Improvement Initiatives: Increase in Free Speech Knowledge

Attend additional Free Speech conferences and workshops and create a Cañada College Free Speech workshop by the end of the next cycle

Assess Game Room Use

Assessment of game room usage and partner with Student Senate to create a plan of action, implement plan of action and collect data by the end of the next cycle

Housing Assessment

Working with the District to assess students’ housing needs further

Partner with Student Senate to create a plan of action, implement plan of action and collect data by the end of the next cycle

Increase Student Body Card Use+ Create Student Body Cards that Can Load a Meal Plan

Working directly with the District Chancellor on his initiative, research a method to load money/meals on cards so that students have access to free/discounted meals on campus using the Student Body Card

Support Club Advisors

Conduct state-wide research and work with Student Senate to implement an action plan to better support club advisors with the purpose to have thriving clubs and active staff and faculty on campus

Program Review Narrative Status: Complete

Objective: Student Body Card Universal Use

To research methods to load Student Body Cards with meals/money, purchase the necessary materials, and provide students with free hot meals on campus

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 02/04/2019

Estimated Completion Date: 06/30/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Purchase a new Student Body Card machine and cards. Work with Student Life Managers across the district and Chancellor to load cards with meal funds. (Active)

Who's Responsible for Completing this Action Plan?: Michiko Kealoha

Estimated Completion Date: June 2019

Resource Requests

Student Body Card Machine, New Student Body Cards - The San Mateo County District Chancellor has made the request directly to Student Life to begin a more broad, effective, and meaningful meal subsidies program. Student Life has the opportunity to work directly with the Chancellor to create a hot meal plan service utilizing students' Student Body Cards. With the purchase of a new student body card machine and new student body cards which allow the loading of funds, the Chancellor will be able to load promised funds to students' cards. These funds could directly help students with food insecurities, providing high needs students, Promise students, EOPs students, and CalWorks students with a free hot lunch. The ease of swiping their Student Body Cards at the Bookstore, Pony, and The Grove would allow for anonymity/embarassment of utilizing the free meal program. The allocation of free and hot meals would fully support students so that they are able to be successful and to study with the basic need of food no longer a worry or barrier. With the addition of this machine and cards, all students in the district would also have access to put money on their cards for books, school materials, and meals without worry and with the ease of swiping their Student Body Cards. The broadening use of Student Body Cards would also allow for ease and access of larger student assessment data--tracking students' full use of all services around campus.

Type of Resource: Equipment (Items Over \$5000)

Cost: 5000