

Peralta Community College District



Annual Program Update Template

College of Alameda Student Services

Final Version: October 7, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan

- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Office of Student Activities and Campus Life

Date: October 7, 2016

Program Type: Instructional Student Services Administrative Unit
(circle the answer)

College or District Mission Statement:

College of Alameda's Mission is to serve the educational needs of our diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

The mission of the Student Activities and Campus Life office is to improve student persistence, retention and completion rates by offering opportunities and experience beyond the classroom that encourage learning and student success.

- Student Activities and Student Leadership and Development is a an integral part of the college's total program, supports its' goals and objectives, and receives the college's support in performing program responsibilities.

- Student Activities and Student Leadership and Development believe that the wellbeing of the institution lies in the hands of the students.
- Our goal is to keep students engaged and connected to campus life; involvement equals success.
- Student Activities and Student Leadership and Development offers co-curricular opportunities that will help students prepare for personal and civic responsibility, as well as for the opportunity intellectual, aesthetic, and personal development.
- Student Activities and Student Leadership and Development regard students as individuals who possess dignity, worth and the ability to be self-directed.
- Student Activities and Student Leadership and Development is committed to fostering a positive self-image, self-worth, self-concept in students, and in doing so, helping them to become responsible, healthy adults.

Date of Last Comprehensive Program Review:

November 12, 2015

Date of Comprehensive Program Review Validation:

November 12, 2015

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

COA Institutional Learning Outcomes

<p>Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)</p>	<p>Which institutional goals will be advanced upon completion? (circle all that apply)</p>	<p>Progress on goal or AUO attainment (choose one)</p>	<p>Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)</p>
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Assessment	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Curriculum (if applicable)	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Instruction (if applicable)	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Student Success and Student Equity	<p>1. PCCD Strategic Goals</p> <p>A.2. Student Success: Increase students' participation in SSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans</p> <p><i>The office of Student Activities coordinated the content, logistics and outreach for the campus workshop series which hosted 33 different educational sessions varying from financial aid, leadership skills, transfer agreement, healthy</i></p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: <u>10/7/16</u> (date)</p>	



	<p><i>eating and more. The overall purpose of this series was to provide co-curricular content that emphasized the necessary soft skills to success in college.</i></p> <p>A.3. Student Success: using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning program, learning communities, student employment, etc.</p> <p><i>As the main coordinators of this college goal, the office help coordinator student activities efforts through supporting he infrastructure, and advising of the student government, student clubs and collaborate with other departments to promote student employment and service learning.</i></p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, four-year institutions, local government and regional industries and business.</p> <p><i>The office of student activities has worked with various community agencies, non-profits, and local municipalities to help events and services on campus. This includes and not limited to hosting voter registration, job recruitment, bone marrow registration, community movie screenings, and community forums.</i></p> <p>2. College Goals: (list the specific goal here _____).</p> <p>Goal 4.2 Increase partnerships with community-based organizations</p> <p><i>The office of student activities has worked with various community agencies, non-profits, and local municipalities to help events and services on campus. This includes and not limited to hosting voter registration, job recruitment,</i></p>		
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	<i>volunteer opportunities, bone marrow registration, and other community events and forums.</i>		
Professional Development, Institutional and Professional Engagement, and Partnerships	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p> <p>_____.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

Prior to the start of a new Director, there were no record of data collection of any form to reflect student demographic information. As of August 2016, the department has started to collect student demographic information through event attendance sheets, post event surveys and pre/post student evaluations.

Based on post evaluations for 11 events, this is the ethnic and gender demographic information of the students that were represented.

Student Ethnic demographic

	Number Served	Percentage Served
African-American	47	35%
American Indian/Alaskan Native	0	0%
Caucasian American/White	19	14%
Mexican-American/Chicano/Latino	39	29%
Asian-American/Pacific Islander	19	14%
Puerto Rican/Cuban/Other Hispanic	0	0%
Filipino	5	4%
Other	5	4%
Prefer Not to Respond	2	1%
Total	136	100%

Student Gender demographic

Male	72	47%
Female	64	47%
Total	136	100%

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

The office of student activities does not work directly with course enrollment and sections and does not collect this type of data and information.

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

The core mission of student activities is serve as a co-curricular function to that of student academic success. Research show that students that are involved with campus activities, student clubs and other leadership opportunities are more likely to be retained and graduate from college. Based on the short period of data collection from August – October 2016, the department has hosted 36 events and has recorded 535 attendees in total. In addition to general events, the office of student activities help support the weekly meetings for the Associated Students of College of Alameda (ASCOA) and the biweekly meetings for Interclub Council (ICC). Both associations average about 12 individuals per meeting and there has been 8 ASCOA meetings and 4 interclub meetings as of October 7. Based on these rough estimate there was 144 total attendees for this leadership meetings.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). **Comments about changes:**

The office of student activities does not work directly with distance education/hybrid classes/face-to-face classes and does not collect this type of data and information.

E. Other program specific data or unplanned events that reflect significant change in the program.

The department has gone through significant shifts in management and staff. The director is new and has a tenure of 5 months into the position. The department has acquired a full time program specialist that helps in the office's day to day operation, administrative processes and financial transactions. The office also increased student staffing from three to eleven. Previously, in the academic year of 2015-2016, the office had one student clerical assistant, and two campus safety aides. This academic year of 2016-2017, the office has two student clerical assistant, two student ambassadors and 7 campus safety aides. This dramatically improved the sustainability of the office's everyday operation and improved services to students through increased events, student engagement and activities.

Through the executive direction of the Vice President of Student Services, the department no longer oversee campus student grievance and has allowed the department to focus more on supporting student leadership and involvement.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Prior the start of a new Director, there were no record of data collection of any form to reflect student demographic information. As of August 2016, the department has started to collect student demographic information through event attendance sheets, post event surveys and pre/post student evaluations.

Based on post evaluations for 11 events, this is the ethnic and gender demographic information of the students that were represented.

Ethnic demographic

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Total	136	100%

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Male	72	47%
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Total	136	100%

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

Under section F.3 of the Student Equity Plan, the activity entitled “Activity Implementation Plan” describes the following: The office of Student Activities and campus life will provide an umbrella of coordination to a variety of campus wide initiatives to promote a can’t fail culture of inclusive excellence. Situating the full time program specialist within the office, positions a direct connection with the ASCOA and the student clubs to ensure student engagement and leadership across equity initiatives. The office of student activities will help coordinate events and initiatives such as cultural connections which are celebratory events that market and message diversity, equity and inclusion. The salary of the office program specialist has been supported through the equity plan and therefore they serve as an equity liaison. Their role will help assess the impact of these programs through student post evaluations, annual unit reviews and program reviews.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

The office of student activities does not work directly with on curriculum, pedagogy and academic department and therefore, does not collect this type of data and information.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

Previous annual reports for the office based their data assessment on the Community College Survey of Student Engagement (CCSSE) which provides data student involvement in co-curricular and campus life activities. Data related to civic engagement, campus involvement and multicultural competency ways reviewed in accordance to COA’s Institutional learning outcomes. The following finding was made from the report:

COA’s Institutional learning Outcome	Student Responses from CCSSE (2007N =454)(2009N=532)
Personal Development and Management	How much has your experience at this college contribute to your knowledge ksills, and personal development in the following areas? (% Very much + %Quite a bit/% Some/ %Very Little)

<ul style="list-style-type: none"> • Develop self-awareness and confidence • Prepare for personal, educational, and/or career goals • Promote, maintain and/or improve health • Appreciate the value of life-long learning 	<p>Understanding yourself 2007 63%/23%/20% 2009 57%/28%/15%</p> <p>Developing a personal code of values and ethics 2007 47%/33%/20% 2009 43%/34%/23%</p>
<p>Intercultural Literacy</p> <ul style="list-style-type: none"> • Recognize and acknowledge individual and cultural diversity • Practice respectful interpersonal and intercultural communication • Recognize and understand the ideas and ideas expressed in cultural traditions 	<p>How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (% Very much + %Quite a bit/% Some/ %Very Little)</p> <p>Understanding people of other racial and ethnic back grounds 2007 54%/33%/13% 2009 44%/38%/18%</p> <p>Developing a personal code of values and ethics 2007 47%/33%/20% 2009 43%/34%/23%</p>
<p>Responsibility</p> <ul style="list-style-type: none"> • Understand and demonstrate personal, civic, social and environmental responsibility and cooperation in order to become a productive local and global citizen 	<p>How much has your experience at this college contribute to your knowledge skills, and personal development in the following areas? (% Very much + %Quite a bit/% Some/ %Very Little)</p> <p>Contributing to the welfare of your community 2007 31%/35%/34% 2009 25%/36%/39%</p> <p>In your experience at this college during the current school year, about how often have you done each of the following? (% Very much + %Quite a bit/% Some/ %Very Little) 2007 31%/35%/34% 2009 25%/36%/39%</p>

	Participated in a community-based project as a part of a regular course 2007 11%/17%/72% 2009 8%/17%/75%
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This table indicates that the percentages of each particular learning outcome have dropped by 3% or more in 2009 as compared to 2007. At the time, the decrease in Personal Development and management, intercultural literacy and interaction, and Responsibility may be attributed to the recent budget cuts limited student activities and leadership development. This help inform the following SLO's and recommendations for the office:

SLO: Analyze obstacles to community college student success and examine strategies and resources to overcome obstacles

SLO: Formulate personal awareness of opportunities to create change

SLO Demonstrate leadership skills and a sense of empowerment

SLO: Students will set goals and action plans for advocating for student needs and for improving campus life

SLO: Celebrate cultural background and examine the relationship of cultural experiences and educational attainment

SLO: Increase academic skills that are essential for educational success such as note-taking, time management, public speaking and critical analysis

SLO: Increase the persistence and retention rates of students involved in Student Activities.

The office also previously gather qualitative data from individual interviews and focus groups with ASCOA and active members from multiple student clubs. The themes that became apparent were the following:

- Increased interest on campus from student population in joining Student Government. This is supported by ASCOA currently being to capacity in comparison to a half-full council fall of 2013.
- Noticeable increase in student events on campus. Students felt like student events provided a more “fun” and “exciting” campus environment.
- Increased satisfaction with the club chartering process. Students reported it is much “easier” to start a club in comparison to a year ago.
- Frustration centered on a lack of funds for student events and for clubs.
- All students seemed to agree that although “it is a step forward to have an ICC, it needs to be improved.”

- The need for more socially conscious student events and speakers.
- Students shared the sentiment of being more aware of barriers students encounter on and off campus that impact educational outcomes.
- Recognition in improvement of participating in participatory governance on campus and at the district level.
- Overall positive sentiment in the growth and development of Student Activities within the last year. The themes that became apparent through the focus groups and interviews served as a guide as to the continuous improvement plan to be described in a section to follow

The office of student activities will continue to collect data to assess the following SLO's through event attendance sheets, post event surveys and pre/post student evaluations.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

As stated previously, due to the transition of leadership at Director level, the focus groups that were meant to assess student learning outcomes were not done. No data was collected to assess the following SLO's therefore, no timeline or progress plan was established. However, the office of student activities seeks to collect data through event attendance sheets, post event surveys and pre/post student evaluations. More specifically, all data will be collected and compiled on an ongoing basis through the assistance of student clerical staff. Summaries and reports of overall attendance, student demographics and satisfaction survey will be completed on a semester basis.

The office seeks to conduct a pre-evaluation for the Associated Students of College of Alameda (ASCOA) and the Interclub Council (ICC) during the beginning of the Fall semester to assess student's skills such as note-taking ability, public speaking, critical analysis, leadership, creating campus change, understanding of equity and strategies to overcoming barriers. Another post evaluation would be conducted in the Spring to measure the same outcomes. The pre and post evaluation would be compared to demonstrate progress among student learning.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

The office of student activities is informed through student feedback process through various leadership trainings, strategic planning sessions and staff debriefs. The department has hosted multiple 30 minute leadership trainings during of a bi-weekly Interclub council (ICC) meeting. During this trainings, student leaders are given guidance on the student success mission of office and are encouraged to ground their programming around this promoting academic success. The office has also provided consulting sessions with student leaders on developing

events, program and activities around the student success mission. The office has hosted a 3-hour strategic planning session with Associated Student government through overviewing the College’s Educational Master Plan, Equity Plan and Accreditation report and developed four goals for the year. The department also a 2 day leadership retreat of Associated Students and Student Ambassadors on topics of equity, sense of empowerment social justice and LGBTIQ issues.

During weekly staff meetings with clerical staff and student ambassadors and monthly staff meetings with campus safety aides, debriefs of student activities and service are conducted. These debriefs include analyzing the effectiveness and the co-curricular intentionality of activities and events. Student and professional staff examine the strengths and the area of growths of all programs to inform steps for improvement. All these processes and trainings help ensure activities host meaningful dialogue and root back to student learning outcomes.

Evidence for this dialogue can be tracked in the ASCOA and ICC agendas, post event evaluations, and the narratives in program reviews.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Action Plan Recommendations for Continuous Improvement APU 2014-2015 Please describe your plan for the continuous improvement of your unit/area	Action Plan Updates and Recommendations for Continuous Improvement APU 2016-2017 Please describe your plan for the continuous improvement of your unit/area
<ol style="list-style-type: none"> 1. The ASCOA is reorganizing structure to improve student accessibility and involvement. The Inter Club Council (ICC) consisting of all campus clubs and organizations is also being reestablished to provide more opportunities for student involvement and collaboration among it members. 2. Update club chartering, expenditure and event planning procedures to be simplified for clubs to be easily navigate process and increase club involvement. 3. Update student activities website to include list of active clubs, club contact information, chartering process and policies and procedures. 4. A calendar of events held in and around the Student Center to be posted weekly on bulletin boards and the Student Activities and Leadership Development Web page. 5. Update financial code, record keeping, and fiscal management procedures 6. Advocate for trust funds to be monitored through campus system as all other funds are monitored. This change will simplify fiscal management and eliminate the \$3,900 yearly expense of contracting a bookkeeper. The 	<ol style="list-style-type: none"> 1. The ASCOA has restructured and improved accessibility through more clearly defined roles and responsibilities that are sustainable within a capacity of a student leader. 2. Many of forms for club chartering, expenditure and event planning procedures have been created, improved and made available online. Creating online forms has effectively streamlining data and increased participations from students and student organizations. 3. The student activities website has been updated with all active club, club contact information, chartering process, policies and procedures. 4. An updated calendar of events has been uploaded to the Student Activities and leadership Development webpage and posted in the Student Center conference room. 5. Outreach has been made to strengthen the participation of club advisors and multiple consultation session have been hosted to support advisors in creating a vibrant student life however events have not been hosted to specific address this issue. A plan for



<p>\$3,900 represents approximately 20% of the ASCOA budget which could then be reallocated to support club involvement and student life.</p> <ol style="list-style-type: none">7. Implement events targeted at increasing and strengthening the club advisor pool that informs potential club advisors of the importance of creating a vibrant student life and active student clubs in overall success of students on campus.8. Develop a Student Leadership course that develop students' critical consciousness, sense of empowerment and leadership skills that continues to produce a team of student leaders on campus.9. Outreach to students on the opportunities for campus involvement in student government, campus activities and share governance. ASCOA will work with other Peralta colleges, student government to establish and implement a District Student leadership Council.10. Implement evaluation plan that measures student learning outcomes for students of Associated Students and the Inter Club Council using both quantitative and qualitative methods.	<p>future improvement is to host advisor luncheon to encourage interaction amongst advisors.</p> <ol style="list-style-type: none">6. A requisition log and an office shadow budget was created to streamline financial transactions and records them into a budget spreadsheet that has the capacity to project out future costs. Previously relying only on prompt was limiting and didn't allow for a proactive approach to budgeting and tracking expenses and income.7. Currently, we do not contract a bookkeeper so we have alleviated those cost however to support the fiscal management of the office, a program specialist was hired through equity funding.8. The office hosted a student leadership retreat for the Associated Students of College of Alameda (ASCOA), and student staff of the office of student activities. The department also a 2 day leadership retreat of Associated Students and Student Ambassadors on topics of equity, social justice, sense of empowerment and LGBTIQ issues. A course covering similar content is being considered for the future.9. There has been increased outreach on the opportunities for campus involvement in student government, campus activities and shared governance. Events such as open mics, film screenings and gaming tournaments helped increase visibility and engagements with the general student body to know more about leadership opportunities. Student ambassadors were hired through work study funding to help promote events and services on campus and they conduct weekly tabling on the quad area and student center. ASCOA has increased participation in district and region wide initiatives. They are present and active in the Peralta Student Leadership Council and the SSSCC state wide conferences.10. An evaluation plan that measures student learning outcomes for students of Associated Students and the Inter Club Council has been created. The pre evaluation would be implemented by September and the Post evaluation would be conducted no later than May.
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The following is based on information from TaskStream: Due to the transition of leadership at the Director and Program Specialist position, focus groups were not conducted to assess the following outcomes. However, through other data collection methods such as the number of events and the level of attendance sheets, the department showed that all associated student senators showed 100% level of participation and club members showed a 50% level of participation. This meant that half of the clubs chartered were attending campus events and activities. However there were not measures to assess if students showed development in their experience and knowledge for creating change.

As of August 2016, the department started collecting student demographic information through event attendance sheets, post event surveys and pre/post student evaluations. The department will continue to do so with more efficiency and effectiveness as forms, structures and processes become more consistent and regular.

Recommendations / Next Steps: This recommendation going forward will continue have all associated student senators show 100% level of participation and have at least 80% of all club members participate in campus activities. We will measure this through tracking attendance from all of activities such as events, workshops and inter-club council meetings. We will also conduct a pre-evaluation during the beginning of the Fall semester to assess student's skills such as note-taking ability, public speaking, critical analysis, leadership, creating campus change, understanding of equity and strategies to overcoming barriers. Another post evaluation would be conducted in the Spring to measure the same outcomes. The pre and post evaluation would be compared to demonstrate progress among student learning.

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			

General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

Due to the transition of leadership at the Director and Program Specialist position, surveys were not conducted to assess student satisfaction. However since the start of the new academic year, August 2016, the department has collected post event student satisfaction surveys for some events and workshops.

Based on post evaluations for 11 events total to 136 submissions, this is data that reflects on the satisfaction of attendees on a scale from 1-5 (1 being the least satisfied; 5 being the most satisfied)

Satisfaction Survey Summary

Rank	Number of Entries	Percentage of Entries
1	11	8%

2	10	7%
3	21	15%
4	23	17%
5	61	44%
	136	100%

Results show that students are generally satisfied to very satisfy with the quality of events and workshops that we host. We will continue to hold events to a high quality through consistent logistics and close attention to detail. The office will continue to collect of feedback. Some of the consistent themes that arose from the written feedback in the evaluation included: Quieter space to host the workshop, not enough time to cover the content and more visual aids. This feedback seems to most apply to the workshop series and will be incorporated into the planning for the next Spring semester series.

Surveys like these will continue help inform the weekly/monthly staff debriefs and annual program reviews. These debriefs and reviews then in turn inform our department planning and goal setting.

- Briefly describe any changes that have impacted the work of your unit.

As explained previously, the department has gone through significant shifts in management and staff. The director is new and has a tenure of 5 months into the position. The department has acquired a full time program specialist that helps in the office’s day to day operation, administrative processes and financial transactions. The office also increased student staffing from three to eleven. Previously, in the academic year of 2015-2016, the office had one student clerical assistant, and two campus safety aides. This academic year of 2016-2017, the office has two student clerical assistant, two student ambassadors and 7 campus safety aides. This dramatically improved the sustainability of the office’s everyday operation and improved services to students through increased events, student engagement and activities.

Under the direction of the new Vice President of Student Services, the department no longer oversee campus student grievance and has allowed the department to focus more on supporting student leadership and involvement.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
<ol style="list-style-type: none"> 1. Continued funding for Program specialist position 2. 3 Student Ambassadors 3. 3 Clerical Student Assistants 	<ol style="list-style-type: none"> 1. Yes, there has been a request for a staff assistant but it's vital the office continues to have this position to remain sustainable and successful 2. Yes, student ambassadors and clerical staff in past program reviews there has been a request for additional student ambassadors and clerical staff in past program reviews 	<p>Our goal is to keep students engaged and connected to campus life; involvement equals success</p>	<p>Support staff will help with assessment collection, input and preliminary reports.</p> <p>Will support in the everyday function of the office and student through activities such as lost and found, keeping posting and signage up to date, copies, printing needs, creating flyers and many other roles that would allow more time for eth Director to work on more critical tasks</p>	<p>Help provide access to technology & internet which is necessary for school, orientation, enrollment and other campus resources.</p>	<p>2.1, 6.3, 6.5, 8.1, 8.2, 9.1, 9.3</p>	<p>A.3, B.2,</p>

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Update computers (8 computers) for cybercafe	Yes, computers are obsolete	Our goal is to keep students engaged and connected to campus life; involvement equals success	Updated computers is related to the SLO of retention and persistence which are being assessed	Access to up to date technology is connected to the SLO of increase persistence and retention of students involved in student Activities.	4.2	A1., A.2, A.3

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
1. New equipment to improve the visual, audio, lighting and control unit for the	1. Under the request of smart room capabilities	Our goal is to keep students engaged and connected to campus life;	Updated computers is related to the SLO of retention and	Having a proper multipurpose space that is dynamic and has up to date technology is	4.2	A1., A.2, A.3

First Floor Pit Area of the F-Building 2. Renovated and updated health services center	in "pitt" area 2. No	involvement equals success	persistence which are being assessed	necessary to host a variety co-curricular activities and programs.		
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- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
There is a need to send the Student Activities and Campus Life Staff to professional development conferences to help develop needed skills to work with the College of Alameda student population	Yes	Student Activities and Student Leadership and Development offers co-curricular opportunities that will help students prepare for personal and civic	This activity would help in developing stronger practices for assessment and planning as professionals would learn best practices and network with other student activities professional in other colleges	This would contribute to student success but improving the skills and planning of the professional in the activities office.	3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 6.4, 6.6, 9.1, 9.3	A.3, B.2, D.1



		responsibility, as well as for the opportunity intellectual, aesthetic, and personal development.				
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Approved by the District Academic Senate,

Endorsed by the Planning and Budgeting Council,