Search Standards By User

Source: SSPR
Cycle: Student Services Program Review 2016-17
User Name: Lead Staff, Student Life and Leadership
Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information may be presented to the Board of Trustees. [200 Word Limit]

Response Detail

No Response Information to Display

Narrative

This year marked a very active year in getting all students engaged on campus. The AS passed a transportation initiative and our center has been able to provide half price rides for over 360 students in two months. The center has also taken the lead on the campus wide iCAN campaign with a photo series, video, and pledge fence—encouraging students to think about what they can do as a Cañadian. We've shown growth in a year by year comparison; showing that students understand more about our services and clubs than before. With more advertising in the classroom and working with professors, we hope to build: the number of student IDs created each semester, the students actively engaged in clubs, and the amount of quality leadership workshops we hold on campus.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Program Context
1	Mission

How does your program align with the college's mission? If your program has a mission statement, include it here.

Response Detail

No Response Information to Display

Narrative

Mission: How does your program align with the college's mission?
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.
Our services 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 Card and Discounts, Transportation Assistance, Vendors, Vending Commission Fund, and Participatory Governance. ?

How does the program align with the college's mission?
Our program helps students think critically and creatively while understanding and appreciating different points of view through our campus-wide events, and communicate effectively through our leadership and self-assessment workshops.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

2   Program Description

Program Description

Response Detail
No Response Information to Display
Narrative
Program Description: Same as mission (includes services).

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3   Community and Labor Needs

Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.

Response Detail
No Response Information to Display
Narrative

Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.
Changes in community needs that affect our Housing Assistance Program: We have continued to see need for more students needing assistance with housing. In the past two years, we have seen an increase in students who have come to our center and letting us know they are homeless. We have made connections with local shelters and agencies like HIP Housing to better help students struggling to find affordable living situations and/or housing assistance. In the past two years we have also benefited from partnering with Sparkpoint to better serve students in our Housing Assistance Program.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3	**Looking Back**

4   Major Accomplishments

Describe major accomplishments.

Search Standards By User

Source: SSPR
Cycle: Student Services Program Review 2016-17
User Name: Lead Staff, Student Life and Leadership
Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

2015-2017
Garnered Campus Impact Grant for $10,000, providing voting registration, election education, Museum of Tolerance training to students, and a providing funding to a full semester of legal aid and workshops (totaling 60 hours of legal service)
Student Senate transportation Initiative was passed in 2015. With advertising and partnering with the Business Office, we have provided 16,565 discounted rides to students from March 2015 to February 2017
Chaired State-Wide Student Leadership Conference for the California Community College Student Affairs Association, with over 515 attendees in Fall 2016
We remain the only college in the district to provide free printing with Student Body Card
Free printing services have also increased significantly:
'13-'14: Service not available
'15-'16: 16,409
'16-'17: 23,884
Fall '16: 17,439
Total Pages '16-'17 (as of February): 6,445
Creation and implementation of new Student Learning Outcomes/Benchmarks for student leaders in clubs
Partnership highlights from '16-'17 thus far: DREAMers Task Force micro-aggressions lessons, Latin American History faculty history lessons, SMCCD Rise Up student partnerships, College for Working Adults Brown Bag Dinners, International Student Center International Day, Professional Development and Innovation Department for December gratefulness event, San Mateo County UpVote for Constitution Day
Added additional leadership workshops and presentations this year from previous Program Review: Classified Senate, District Classified Retreat, CCCSAA, Early Childhood Education, and Middle College at Skyline College
First campus to partnered with district and partner campuses to make special test cards for auxiliary services: saving 41,000 paper receipts in Fall 2016
First and only campus in district to partner with District Sustainability team to create green certified events rubric. 100% of Student Senate events are "Silver" certified.
Student Body Fee Reversal (students not wanting student body card) numbers have gone down significantly:
'13-'14: 23 waived
'14-'15: 13 waived
'15-'16: 7 waived
'16-'17: 5 waived
Presented a workshop at the National Student Affairs Convention in March 2017
Increase student body card income by $2,440 in 1 year
Student Body Card Income
'13-'14: Unknown/Not Provided by CIAG
14-'15: Unknown/Not Provided by CIAG
'15-'16: $12,825
'16-'17: $15,265
Increase in Student Life visitors:
Data collected by clicker
'13-'14: Data not collected
14-'15: 3106
'15-'16: Data not collected
'16-'17: 4513 (As of February, 28, 2017)
100% of Student Senate events in '16-'17 brought in collaboration with a club, organization, or program
With the simple purchase of two $20 barcode scanners in Spring 2016 and training with the devices and our staff, we have been better able to track and assesses our services
Held the largest amount of campus-wide events in the district
Events Held
(Data provided by the College Internal Audit Group: CIAG) in Spring 2017 for Fall 2016
Skyline= 29 events
CSM 41=events
Cañada 42 events

Search Standards By User

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5   Impact of Resource Allocations

Describe the impact to date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program/department/office and measures of student success or client satisfaction.

Search Standards By User

Source: SSPR

Cycle: Student Services Program Review 2016-17

User Name: Lead Staff, Student Life and Leadership

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

Impact of Resource Allocations '16-'17
Student Body Card Machine
History: Over the past seven years, we have seen a steady increase in students getting their Student Body Card (from 687 in 2010 to 3,515 in the '15-'16 term.) This large number increase has taken a great toll on the Student Body Card machine. The machine is also well past it's warranty and life-time, and has begun to act up, causing students a great amount of wait-time for cards or needing to come back when the machine is down. This machine provides thousands of students the ability to get discounts, ride Samtrans at half price, get free printing, access free entrance into campus events, and gives them a sense of being a college student.
Need: We would like to provide students access to their student body card, we can only do this with a new Student Body Card machine.
Cost: $4,500
Table for Clubhouse
History: In Fall 2014, we began to make our Clubhouse available to rent for free by the campus community. We have seen a significant increase in requests for rentals. (Data taken from clubhouse calendar requests).
Clubhouse Rental Data
'13-'14: Data Not Available
14-'15: 28 times
'15-'16: 169 times
'16-'17: 119 times
February 28th, 2017
Need: With the increase in various activities in the Clubhouse and the student demand on equity for a Prayer Space on campus, along with the Student Senate's Initiative for an accessible Meditation Room, this Clubhouse could better serve students' diverse needs if there was not a 15 foot unmovable table in the center of the room. Meeting with the Director of Facilities, she can take the large unmovable table out and switch it with tables that form various shapes or could break down easier.
Cost: $2000
Printer
History: At the end of 2014, Student Senate and Student Life began the free printing and copying initiative to help support students with a Student Body Card. We have seen significant success in this program:
Free Pages Printed
'13-'14: Service not available
'15-'16: 16,409
'16-'17: 23,884
Fall '16: 17,439
Total Pages '16-'17 (as of February): 6,445
Foreseeing Need: With the significant increase in pages printed, our XEROX machine has gone down and become unaccessible 3-4 times a semester for the past year. With a continuous increase in numbers printed, we will soon need a new XEROX machine to be able to provide this free service to students.
Staffing for Multicultural Center
History: Within the past academic year and election cycle, we have seen a growing want from students for a Multicultural Center. Students have begun to visit the Board of Trustees meetings regularly, declaring the need and desperation for a safe space and location to learn about diversity and social justice. This academic year, we have added the invitation for students to rent the Clubhouse for meditation and prayer for inclusivity.
What we provide in Student Life similar to a Multicultural Center:
Leadership Workshops
Microaggression Workshops
Social Justice Programming once per month
A space for students to meet
A social-justice multimedia library
Free computer and printer use
Foreseeing Need: Within the next four years, I foresee an increase in numbers and need for multicultural programming, thus needing a Classified Senate Coordinator to oversee the Multicultural Center Programs such as leading multicultural events, workshops, and advising Multicultural Center Student Assistants

Search Standards By User

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program
6.A.	State of the Program - Observation

Describe the current state of the program (include strengths and challenges).

Response Detail

No Response Information to Display

Narrative

Describe the current state of the program (include strengths and challenges). '15-'17
Strengths
Increases in Service Use:
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 in the past seven years. (I look forward to showing you numbers in the next session).
A Growing Development Program
By taking on the State President role in the California and Community College Student Affairs Association and as a Mid-Level Professional for the National Student Affairs Association, our department has been able to make significant connections and learn best practices for our program. Because of this, we have seen increases in both our monetary income our events compared to the other colleges in our district.
Challenges
Student Body Card Machine Malfunctions:
As seen in the resource allocation section of this Program Review, the Student Body Card machine use has gone up significantly and is past it's lifetime. We have seen a lot of malfunctions and it has in turn denied many students the ability to get their cards when they are on campus.
Staffing:
Although granted the position of a full-time Student Life and Leadership Assistant in Spring 2014, we have not had a full-time in the position. The assistant position also serves as a staff member for all hours of the Food Pantry. When there is a person in the full-time Student Life position who does both Student Life Work (with our 16 services) and the Food Pantry, it sets the staff member up for a very difficult time because they are split between two departments, two different supervisors, and two sets of projects.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

6.B.   State of the Program - Evaluation

What changes could be implemented to improve your program?

Response Detail
No Response Information to Display

Narrative

What changes could be implemented to improve your program? '15-'17
I believe many of the same subjects from the last Program Review can still be improved.
Training Modules for Student Senate: In the past year, a Student Senate syllabus has been created, along with better interactive training modules for members appointed mid-year. I would like to see these modules go deeper and include video tutorials and additional pre-post tests within those modules.
Training Modules for Student Assistants and Department Assistant: Within the past year, department staff have created an extensive training manual for new staff members, Upon use, editing, and continual updates when new issues arrive, this resource manual has provided a great backbone for creating a strong staff. Ideally, I would like to incorporate video modules to this training component.
Strengthen Cooperative Education Partnership Increasing the number from 1 to 5 students per year wishing to receive Cooperative Education credits for ASCC or Clubs has been a challenge. Although syllabi have been created, a goal would be to create a few options for syllabi and assignments/learning outcomes to best fit students' diverse needs.
From Previous Program Review:
Staff Hiring: Train a highly qualified Student Life Assistant to better help develop our services (housing and transportation)
Trainings: We have now created Benchmarks for Clubs, as well as done additional Safe Zone training and increase in workshops (from 0 to 5 workshops for non Student Life groups in the past year).

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

7.A.   Current SAOs and SLOs

State your current year Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).

Search Standards By User

Response Detail
No Response Information to Display

Narrative

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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

7.B. SAO Assessment Plan

Describe your program's SAO Assessment Plan.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

Describe your program's 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. We receive 70-200 responses each year. We also keep multiple excel logs utilizing our scanner system to track our numerous services. Will look into ability to send out digital assessment to all-campus for our '16-'17 assessment.

'15-'17
Increases:
We have seen a significant increase in: income, participation in Flex, event, Clubhouse usage, bus tokens provided, pages printed, and overall students knowing about our services and utilizing them.
Decreases:
We have seen a gradual decrease in housing assistance participation. Although housing continues to be a problem, I am unsure if the decrease is in part due to the demands and feeling helpless, other support programs on campus being able to help students, or a significant change in Housing Assistance staff. A possible goal is to implement a housing assessment to see what the needs of students and housing truly is.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

7.C.   SAO Assessment Results and Impact

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

Response Detail
No Response Information to Display

Narrative

End of the Year Student Survey on Student Life Services
Spring 2016 random students: 67 total (for '15-'16 AY)
Spring 2015 random students: 157 total (for '14-'15 AY)

Could Name a Student Life Service
'14-'15=37.5 %
'15-'16= 59.7%
'16-'17=Data Collection in April 2017
Participated in at Least 1 ASCC Event
'14-'15=28%
'15-'16= 60%
'16-'17=Data Collection in April 2017
Could Name at Least 3 Clubs
'14-'15=26%
'15-'16= 51%
'16-'17=Data Collection in April 2017
Could Name at Least 1 Club

'14-'15= 76%
'15-'16= 79%
'16-'17=Data Collection in April 2017
Could Name What A.S.C.C. Stood For
'14-'15=44%
'15-'16=49.2%
'16-'17=Data Collection in April 2017
Satisfied/Very Satisfied with Student Life Experience
'14-'15= 25%/58%
'15-'16= 40%/60%
'16-'17=Data Collection in April 2017

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 (As of February, 28, 2017)

Student Body Cards Created
'10-'11
Total= 685
(Provided by Victoria Worch's Program Review)
'11-'12
Total= 2225
(Provided by Victoria Worch's Program Review)
'12-'13
Total=2245
(Provided by Victoria Worch's Program Review)
'13-'14:
Total=2405
(Provided by CI Solutions tracker)
14-'15:
Total=2,313
Fall 2014: 1,122
Spring 2015: 1,191
'15-'16:
Total= 3,515
Fall 2015: 2,428
Spring 2016: 1,087
'16-'17:
Total Thus Far=1,987
Fall 2016: 1,320 (New printer malfunction for logging. Known to have more than previous year because of increase in budget from Student Body Cards).
Spring 2017: (as of February 28, 2017) 667

Bus Tokens Provided
Total Bus Tokens Provided
16,565
'15-'16: 7,565
'16-'17: 9,000

Free Pages Printed
'13-'14: Service not available
'15-'16: 16,409
'16-'17: 23,884
Fall '16: 17,439
Total Pages '16-'17 (as of February): 6,445

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

Students Participating in Housing Assistance
'10-'11 (Provided by Victoria Worch's Program Review): 0 (Service not available)
'11-'12 (Provided by Victoria Worch's Program Review): 17
'12-'13 (Provided by Victoria Worch's Program Review): 20
'13-'14: 89
14-'15: 104
'15-'16: 3 (System updated with new Housing Coordinator on board. Tried utilizing Facebook instead of campus site)
'16-'17: 64

Clubhouse Rental Usage
'13-'14: Data Not Available
14-'15: 28 times
'15-'16: 169 times
'16-'17: 119 times
Data until February 28th, 2017
Game Room Usage
'13-'14: 217
14-'15: 293
'15-'16: 518
Fall 2015: 251
Spring 2016: 267
'16-'17: 430
Fall 2016: 335
Spring 2017: 95
Data until February 28th, 2017

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

Active Clubs
'11-'12 (Provided by Victoria Worch's Program Review): 25
'12-'13 (Provided by Victoria Worch's Program Review): 23
'13-'14: 25
14-'15: 25
'15-'16: 27
'16-'17: 26

Events Held Compared to Other Campuses
Provided by CIAG in Spring 2017 for Fall 2016
Skyline= 29 events
CSM 41=events
Cañada 42 events

Students Participating in Flex Day with Faculty, Staff, and Administrators
'13-'14: 0
14-'15: 0
'15-'16: 4
'16-'17: 5

Student Body Card Income
'13-'14: Unknown/Not Provided by CIAG
14-'15: Unknown/Not Provided by CIAG
'15-'16: $12,825
'16-'17: $15,265

'15-'17
Increases:
We have seen a significant increase in: income, participation in Flex, event, Clubhouse usage, bus tokens provided, pages

printed, and overall students knowing about our services and utilizing them.
Decreases:
We have seen a gradual decrease in housing assistance participation. Although housing continues to be a problem, I am unsure if the decrease is in part due to the demands and feeling helpless, other support programs on campus being able to help students, or a significant change in Housing Assistance staff.
Plans:
A goal is to implement a housing assessment to see what the needs of students and housing truly is
We have seen the program successful in 2014. It was very beneficial to have a Student Life and Leadership Assistant familiar with the community, housing in the area, and public transportation options
Continue to outreach with shelters, HIP housing, and other housing resources to garner more housing assistance education

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

7.D.   SLO Assessment Plan

Describe your program's SLO Assessment Plan.

Response Detail

No Response Information to Display

Narrative

Describe your program's SLO Assessment Plan. (SLO Assessment Plan)

Student Senate SLO Assessment:
45 question pre and post test
Test given when first appointed to position and then in the beginning of their second term
Beginning of the year benchmarks presentation within the first three weeks of appointment
End of the year benchmarks presentation in May

Inter-Club Council SLO Assessment:
25 questions pre and post test
Given at first and last Inter Club Council meeting

Student Intern SLO Assessment:
End of the year focus group in May
End of the year benchmarks presentation in May

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

7.E.   SLO Assessment Results and Impact

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?

Response Detail

No Response Information to Display

Narrative

Student Senate SLO Assessment:
Student Senate Overall Results '15-'16
100% passed their leadership exit exam (post test)
Received a score of 90% or higher=11
Received a score of 80%-89%=5
Received a score of 75%=4

Student Senate Results Dis-aggregated

(Results are % out of group who got the answer in that category correct)
Participatory Governance
'13-'14=31%
'14-'15=92%
'15-'16=94.7%
Parliamentary Procedure
'13-'14=25%
'14-'15=92%
'15-'16=94.7%
Brown Act Procedure
'13-'14=25%
'14-'15=100%
'15-'16=100%
Social Justice
'13-'14=62.5%
'14-'15=69%
'15-'16=95%

Student Intern SLO Assessment:
Result:
From qualitative data, we learned that students felt they became more professional and learned work skills they could utilize outside of campus. Where students struggled was best articulating the importance of social justice campus-wide events and the role they played in helping students to better understand difficult social justice issues through their student assistant work at events.
Implementations:
Student Interns received very basic training before social justice events. Once we have a steady Student Life and Leadership Assistant who oversees the Student Interns, the staff can hold weekly meetings to over tasks, issues that have come up, and what the upcoming event is and how it can relate to their life and community. At this time, staff meetings only occur once a month due to staffing shortage.

Inter-Club Council SLO Assessment:
First year of implementation, no data to analyze yet

Implementations
Taken from the qualitative assessment notes from students' end of the year presentations on things they would like to see:
One edition I added this year that I would like to continue to include is the "Family Sculpture" activity. This derives from family therapy and was an incredibly powerful workshop to do with students to learn their motivation factors, struggles, and desires. This helped the group become closer and gave me a framework of who we have on our team and how I can equitably serve each of them.
One major item that came out of the end of the year presentations with Student Senate has been the lack of structure with our in-house student-to-student mentoring program.
Implemented: Created a new mentorship worksheet and a benchmark that bigs and littles meet once a semester to check in on classes, family, transferring, and campus life (retention)
Seeing the need for additional passive programming to bring awareness to issues.
Implemented: Heritage Month Slides with data about different intersections of identity on the TV screens around campus
From student's end of the year presentation, there was a desire to do more than transportation assistance and free printing.
Implemented: Take what you need, bring what you can basket of giving where students and Student Life staff bring items such an non perishable foods to others in the center.
Volunteering with "Cañada in Your Community": Food Pantry/2nd Harvest Food Bank
Learning best practices from other campuses outside of SMCCD. Although Student Senate does a campus visit once a year, we have added a campus visit at Student Senate visit component. We are moving to implement this to twice a year. We visited Student Senate in Louisiana, and Stockton.
There was also a need for additional training, experiential learning opportunities, and education outside of business meetings. I would like to see the continuation of what we did this year that was very beneficial: the addition of a summer training day, winter training day, and spring training day in addition to the Fall and Spring 3 day overnight trainings.
The final implementation is utilizing a social justice focus for an all-Senate training. Pending success of Spring 2017, I hope to continue offering an alternative spring break to students that includes training at the Museum of Tolerance and Habitat for Humanity volunteering.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

5	Looking Ahead

7.F.   SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will you address identified opportunities for improvement.

Response Detail

No Response Information to Display

Narrative

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.
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(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.
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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.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display