STUDENT SERVICES PLANNING COUNCIL
MEETING MINUTES

Wednesday, April 13 2016
2:00pm to 4:00pm
Building 9 – Room 154

Members Present: Ruth Miller, Khoa Nguyen, Diva Ward, Carlos Luna, Supinda Sirihekaphong, Camuel Baldwin, Margie Carrington, Max Hartman, Gloria Darafshi, Sarah Aranyakul, Lizette Bricker, Soraya Sohrabi, Kim Lopez, Debbie Joy, Adolfo Leiva, Lina Mira, Chialin Hsieh

Members Absent: Trish Guevarra, Nicholas Jerrard, Sunny Choi, Jeanne Stalker, Melissa Alforja, Bob Haick, Misha Maggi

Guests: Anniqua Rana

1. **Approval of Minutes – March 23, 2016**
    Unanimously approved

2. **Business**

    I.   **Transition Coordinator / ACCEL)**
        This position will report to the Dean of Academic Support and Learning Technologies and will interact closely with the ACCEL Executive Director, Adult School Transition Specialists and the adult education consortia.
        This grant funded position, which will be working for all three colleges, assists with programs and services to support adult education students' transition to community college. This position will help strengthen pathways and will work closely with the Dreamer's Center.
        See duties and responsibilities at the end of the minutes.

    II.   **Transfer Center Program Review Q&A**
        Soraya Sohrabi presented the Transfer Center Program Review.
        See attached Program Review Feedback Reflection for the recommendations and commendations for the Transfer Center at the end of the minutes.

    III. **Wellness Center: DRC, Psychological Services, Health Center Program Review Q&A**
        Max Hartman presented the Wellness Center Program Review.
        See attached Program Review Feedback Reflection for the recommendations and commendations for the Wellness Center: DRC, Psychological Services, Health Center at the end of the minutes.

        Next SSPC meeting; EOPS, CARE, CalWORKs & FFYSI, Dreamers

IV. Adopting Institutional Effectiveness Goals and Framework

Recently enacted State legislation established a new system of indicators and goals that is intended to encourage improvement in institutional effectiveness at California Community Colleges. The CCCCO Board of Governors (BOG) adopted a goals framework at its March 16, 2015 meeting to measure the ongoing condition of a community college's operational environment. This statute also requires that, as a condition of receipt of Student Success and Support Program funds, each college develop, adopt and post a goals framework that addresses, at a minimum, the following four areas: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines.

This year Cañada is looking the indicators below and agreed on the following goals which will then be discussed and agreed upon at the Planning and Budgeting Council.

Completion Rate – Overall 51%
Remedial Rate – Math 34%
Remedial Rate – English 53%
Remedial Rate – ESL 24%

V. Accreditation 2016 Midterm Report

Chialin Hsieh presented the Midterm Report to SSPC which approved the draft and recommended it be presented to the Planning and Budgeting Council.

The Midterm Report will be presented to the PBC at their May meeting. Once approved the report will be sent to the Chancellor's Council for review and approval. It will then be submitted for Board approval. The final report will be submitted to the Commission prior to their deadline in the fall.

Chialin noted our report is organized to reply to the Commission's recommendations as they were organized in ACCJC's letter of Affirmation of Accreditation. There are two college recommendations and three for the District:

College
- o Review and revise Course Outlines of Record process
- o Provide evidence of robust dialogue among planning councils and governing groups

District
- o Communicate modifications to faculty evaluation processes
- o Develop goals for orientation and professional development of new trustees
- o Establish cycle for evaluation on District services

VI. District Innovation Funds Proposal Process

SSPC discussed the email sent by President Hughes and the ideas that will be submitted by the due date of April 20th at 5:00 pm.
See the email from the President below:

Dear Colleagues,
We've been informed that there is District funding available for 2016/2017 for innovative programs that support the District's strategic goals and strategies. There is $2 million dollars that will be distributed to the colleges and District Office based on the proposals that are approved. This is a great opportunity for us to develop new programs and initiatives, and/or "scale-up" existing effective programs. Thus, I hope you will talk with your colleagues to identify possible projects and submit a proposal. The funding we receive from the approved proposals will be ongoing funding; these are not one-time funds. Please note that this is a competitive process so we need to make sure our requests are

strong to increase the likelihood of their funding.

The instructions and proposal template can be accessed at http://canadacollege.edu/adminservices/innovation.php. I've also attached a PDF of the instructions and template to this email. Proposals should not be for small projects ($20,000 or less), or for one-time projects.

Applications must be received by April 20, 2015 at 5 p.m. I know this is short notice, but I must be ready to present our proposals to the District early the following week. Thus, we need to have the proposals submitted by April 20. I will then review the proposals with Doug Hirzel and Debbie Joy and we'll make a determination regarding those proposals to submit for consideration.

Please contact me or the respective vice president in your area if you have any questions.

I look forward to receiving your proposals!

Thank you!

Jennifer

VII. Update Common Assessment Initiative

The Chancellor's Office is preparing to implement the new assessment instruments (Common Assessment Initiative) for English, math, and English as a Second Language (ESL), beginning Fall 2016 for spring placement. The CAI, under the direction of the Chancellor's Office, has been several years in the making with strong collaboration from the community colleges. This project will transform the assessment process for the system, ensure appropriate placement of students and facilitate increased retention and completion rates for the colleges.

Pilot colleges and their sister institutions will be early adopters of CCCAssess. Due to the sunset of COMPASS tests in November 2016, colleges using these instruments have also been prioritized for implementation. Early adoptions by other colleges may be accommodated based on available capacity. Full implementation of CCCAssess will be completed by Fall 2018.

Title 5, section 55518, requires Student Success and Support Program (SSSP) funding to be contingent on the colleges' use of CCCAssess, if an assessment test is used for placement. It is important for colleges to prepare for implementation of these assessment instruments or they risk losing their SSSP funding. CAI is offering regional professional development workshops to assist colleges in preparation for implementation. To stay abreast of updates and future procession development opportunities, please sign up for the listserv and newsletter on the CCCAssess website.

As a reminder, the approval process for assessment instruments used by the colleges has been temporarily suspended, allowing colleges to transition to the new CCCAssess, as well as to accommodate the sunset of COMPASS. The suspension does not relieve colleges of the responsibility of validating all assessment instruments, including multiple measures, in accordance with title 5, section 55522, as well as addressing any bias and disproportionate impact on particular groups of students.

Currently the District is reviewing an RFP by the Career Ladders Project RP Group to assist all three colleges in implementing the new Common Assessment Initiative by November 2016. In addition, the CLP and RP Group will assist the colleges in expending dual enrollment and the development of guided pathways.

3. Other

4. Adjournment

Upcoming Meetings
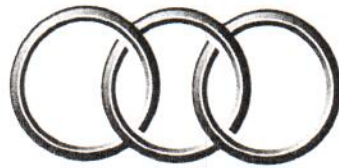August 26
September 9 & 23
October 14 & 28
November 11
December 9

January 27
February 10 & 24
March 9 & 23
April 13 & 27
May 11 & 25

TRANSITION COORDINATOR
Adult-Education College and Career Educational Leadership (ACCEL)
Grant Funded
A Classified Position
Grade 27 – Salary Schedule 60

A. General Statement

Reporting to the Dean of Academic Support and Learning Technologies and interacting closely with the ACCEL Executive Director, Adult School Transition Specialists, and adult education consortia, this position assists with programs and services to support adult education students' transition to community college. Under direction, the Transition Coordinator will work in partnership to implement the requirements outlined in the Adult Education Block Grant for SMCCCD. This position requires extensive interaction with individuals from different cultural and professional backgrounds. The Transition Coordinator will need to maintain robust partnerships with faculty, staff, students, and administrators from both the Adult School and Community Colleges. A close relationship with the Planning Research and Institutional Effectiveness Office, Assessment Center, Counseling Department, Financial Aid, Learning Center, Admissions and Records, Professional Development, and CTE and ESL Departments are critical. The coordinator will work with faculty to develop CTE curricular pathways, as well as perform such services as student recruitment, orientation, special events, tours, individual and specialized programs to support current and potential program participants. Public contact is extensive and can include students, staff, other educational institutions, community and business representatives, governmental agencies and the general public, for the purpose of exchanging program information and services. A high degree of independent judgment and creativity is required to adequately represent the college and program, to serve as a technical resource person for the program, and to design original program components and services. The Transition Coordinator can lead the work of student assistants, proctors, and other staff as assigned.

B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Oversees collaborative, cross department work in support of development, implementation, improvement, and operation of ACCEL regional plans

2. Works closely with adult school and college faculty and staff to enhance existing academic programs in support of providing foundational skills

3. Through the Professional Development Centers on campus offer training for faculty and staff in effective teaching and learning strategies for adult education students including contextualized learning and directed learning activities

4. Exchanges information with students, staff, other educational institutions, community and business representatives, vendors, governmental agencies and the general public regarding the ACCEL regional programs and adult education consortia

5. Travels to adult schools to inform and/or recruit students into the colleges academic programs and work with Adult School Transition Specialists to build bridges across various departments and divisions

6. Attends and participates in meetings with ACCEL partners at local and regional levels

7. Partners and collaborates with other instructional learning communities, career advancement academies, and institutional committees as appropriate

8. Makes presentations to small and large groups as a program and college representative

9. Participates in planning and implementation meetings with college and outside groups and representatives

10. Plans, conducts and participates in tours, job fairs, and program services in conjunction with management, faculty and other staff

11. Coordinates logistics and establishes timelines, required materials, online support services, facilities, publicity and other program and event needs

12. Plans joint events with other college departments and programs, and with outside business and community representatives

13. Serves as liaison between student program participants and various instructional and student services departments

14. Researches and compiles statistical, narrative, financial, demographic and other data for regular and special reports to track program participation, recruitment effectiveness, student follow-up, retention and transfer rates, program evaluation criteria, career resources and job availability, employer profiles, and other information

15. Enters, modifies and retrieves online data

16. Uses a variety of software to compose, format and prepare correspondence, memoranda, publicity materials, surveys, brochures, flyers, bulletins, reports, presentations, and other materials

17. Sets up and maintains confidential and other files

18. Plans and coordinates lay-out, graphics, photography and other artwork, editing, printing, multimedia enhancements, web page information, distribution and other services in conjunction with other staff, students and/or vendors as appropriate.

19. Performs other related duties as assigned

C. Requirements

1. Bachelor's degree in Social Work, Social Services, Counseling, Adult Education, Education, ESL, Communications, or a closely related field.

2. Successful experience of increasing responsibility in an educational, social services, or related area

3. Extensive public contact experience that has demonstrated respectful and sensitive communication with people at various levels within an organization who are diverse in their cultures, language groups and abilities

4. Experience working with community college students from diverse backgrounds

5. Experience with program planning, implementation, and evaluation

6. Experience with training and leading the work of others

7. Experience with research, formatting, assessment and preparation of data for reports and other materials

8. Experience with the use of a variety of computer software to track and monitor data

9. Demonstrated skills in oral and written communication, including public speaking

10. Demonstrated skill in multi-tasking, prioritizing workloads, and working independently

11. Demonstrated skill in working as part of a customer service team

OR

An equivalent combination of education and experience

D. Preferred Qualifications

1. Master's degree in Social Work, Social Services, Counseling, Adult Education, Education, ESL, Communications, or a closely related field.

2. College classroom training and teaching experience

3. Knowledge of the Adult Education Block Grant (AEBG) legislation, purpose, and requirements

4. Knowledge of specific program and related college services available to the campus community, students, and other potential participants

5. Experience in developing CTE pathways and bridge preparation for career academies

6. Experience in developing stackable credentials for health related fields

E. Physical/Other Requirements

This classification requires individual, small and large group interaction; patience, tact and sensitivity; good memory and attention to details; multiple-tasking and prioritization; flexibility and adaptability; data analysis and comparison; oral and written communication; and team work in order to perform the essential functions.

F. Knowledge, Skills & Abilities

1. Knowledge of specific program and related college services available to students and other potential

2. Knowledge of applicable and available community, business, governmental and educational resources

3. Skill in oral communication, including public speaking

4. Skill in written communication

5. Skill in short- and long-range program and event planning, program and event implementation, coordination and evaluation

6. Skill in interviewing, assessment and evaluation

7. Skill in sensitive, respectful and effective communication of people of diverse cultures, language groups and abilities

8. Skill in establishing and maintaining effective and efficient working relationships

9. Skill in research, compiling and formatting a variety of data for reports

10. Skill in use of the Microsoft Office Suite and web-based content management systems

11. Ability to work effectively as part of a customer-service team

(10/2014)

#	Section	Feedback	Response
0	Executive Summary	• To add data such as number and/or percentage of students attended Transfer services • To add number of petitions/applications • Use National Clearing house	• I did not include the data since this is a summary and an overview. We will add it next time. • Students apply to universities a year ahead before enrolling at the university. The information on student enrollment will be available after the program review is completed.
1	Mission (Program Context)		
2	Program Description (Program Context)	• To include the number of students where applicable	• I was focusing on the function of the Transfer Center, and provided the data in the following sections. If it requires us to also add data, we will add the number next time.
3	Community and Labor Needs (Program Context)	There were comments stating that Transfer Center did not report on community and Labor.	• Transfer Center did not need to provide information on this section. However, we could provide the information on the presentation we had for High school students and their parents on campuses and/or at high schools.
4	Major Accomplishment (Looking back)	• How the classroom visits are selected? • How often the Transfer Advisory Board does meet?	We select transferrable level courses that all transfer students take it order to meet the minimum admission requirement such as English 100 or Communication courses to inform them of the transfer and selection process.. We also visits remedial courses one level below transferrable level to inform students of eth transfer options. The Transfer Advisory Board Meets two time a year one in Fall term and one in Spring term.
5	Impact of Resource Allocations (Looking back)		
6 A	State of the Program - Observation	• To hire Retention Specialist or Coordinator for Transfer Center • Collaborate with other departments	• Plan to propose a retention specialist position in Fall 2016 • We collaborate with other departments in student services to

		• Size of staff in the Transfer Center • Can A2B and ESO staff case mange the first and second year students and Transfer Center assist outgoing student. • Can we offer workshops at the time that does not conflict with students' class time? • Can transfer Center use Financial Lit. Lab for the workshops.	bring transfer information to students. We also plan to work with faculty closer. • The size of staff in the Transfer Center was mentioned under the accomplishments, and it can be repeated in this section. Currently, we have Transfer Program Supervisor, a designated Counselor who is shared with Transfer Honors Program, and staff support for 10 hours a week • Any Transfer activities and academic advising is purview of the Transfer Center and Counselors and must be planned and consulted with the Transfer Center and all counselors. The requirements are different for each university and are changing constantly. It is important for students to have correct information and planned correctly • We reviewed all the possible times to ensure we accommodate most students when we could reserve smart classrooms. Having workshops online may help but needs time and staffing to prepare it. Also the Transfer Workshops are hands on and students prefer in person workshops in order to review their transcripts and get answers to their specific questions. • We have used it in the past when there were computers in the Financial Aid Lab or for those workshops that there was no need to use a computer. However, it is a possibility if we purchase computers for this lab as it is time consuming to set up and monitor the laptops with limited or no staffing.
6 B	State of the Program - Evaluation	• Do you see group advisement type of Counseling • The impact changing Program Supervisor to Director position	• The purpose of the case management is to provide group information to students based on their academic level and their transfer goal. This is to create cohorts. • According to the California Community College Transfer Center Recommendation Guidelines, (http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Policy/rec_trans_guidelines_final_2014.pdf), it is recommended a minimum staffing of a full-time faculty or an administrator Director with a Master's degree in counseling or related field, one or two full-time counselor, and one, two, or more full-time

			classified positions in support of transfer Center. This will allow expanding transfer services and Transferring Admission Agreements, and being able to be an equal level to other Transfer Directors in the State.
7 A	Current Service Area Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment	• To add the desire increase	• Last Program Review cycle we listed the desired increase% under the planned SLO and SAO. We will add this information under section 7F.
7 B	SAO Assessment Plan		
7 C	SAO Assessment Results and Impact	• I thought the SAO was to increase the in-reach activities such as classroom visits and this was an area that was mentioned that could not be increased due to other demands	• The number of TAG and ADT has increased that has a great impact on the Transfer Center. Due to this increase, we had to cut back on the classroom visits, but we still plan to meet this goal by filing a hiring justification in fall 2016. We hope it will give us more support. As mentioned in one of the comments, it depends on staffing.
7 D	SLO Assessment Plan	• Is there a question in the Orientation Survey?	It was part of the orientation survey, but it was eliminated. This was due to students being overwhelmed with the number of questions, and the needs to assess the orientation components such as introducing students to "WEBSMART', and my.smccd.edu"
7 E	SLO Assessment Results and Impact	• Very significant increase in knowledge from workshops. Interesting that knowledge in cost of attendance % is still low. Do the University representatives at the booths usually speak on costs or is it harder to talk about due to the case by case nature?	The focus of workshops is on the workshop's topics, we mention the cost briefly but the focus will remain on the Workshop topics. We developed flyers to list the cost of attendance at CSU and UC campuses. Universities usually discuss the programs and the requirements, services, and scholarships they offer, but they may not breakdown the cost for students. Based on my experience, students wait to learn about it after they accept the admission offer. Under the planned SLO, we plan to also focus on the financial resources this includes the cost of attendance.

7 F	SAOs and SLOs for the Next Review Cycle		
8	Equipment, technology, and facilities requests		
9	Strategic Action plans		

Overall Commendations:
Overall Recommendations:
Overall Program Effectiveness:

#	Section	Feedback	Response
0	Executive Summary	1. Needs more outcome data in the summary. 2. Clear and consise. Could use a little data regarding program growth. 3. Great work linking to Ed Master Plan and incredible increase in past years!	1. I think it would make sense to include more data in the summary. But from my perspective all of our programs are really "access" programs, so the data that I would want to high light would be the number of students we are reaching. 2. Yes! 3. NA
1	Mission (Program Context)	1. Great! 2. Clear and consise. 3. Wonderful breakdown of each department within the Wellness Center	1. NA 2. NA 3. NA.
2	Program Description (Program Context)	1. Could add more to Health Ct. description. 2. Clear and consise. Could add the number of students served. 3. Susinct and informative	1. OK 2. Ok. 3. NA
3	Community and Labor Needs (Program Context)	1. "Great connections with the community and region 3 partners" 2. Great connections 3. Great. 4. What happens if you can't get funding from Title V to go to the mandatory conference?	1. Not a required section typically for SS programs, but since we have these connections with the community I thought why not highlight them here. 2. See above. 3. NA 4. We host the mandatory meeting of the advisory board, often we simply reserve a room so no funds are needed.

4	Major Accomplishment (Looking back)	1. "Great department growth which will increase the services to more students. Implementation of better organization tools." 2. "So far, how many students have utilized the Learning Disability Assessment?" 3. "Do we have students on a wait list for assessment?" 4. "When do we plan to use Paperless Management System?" 5. "A lot of great accomplishments. I feel the Wellness Center is much more visible on campus now. 6. No data on numbers of students served by PCC. 7. Good job a number of major accomplishments. 8. Great that you can go paperless and created more time to help studnts. Glad the position went through! Do you collect data on how many you've helped with the Affordable Care Act?	1. NA 2. By the end of the semester 20 students will have completed LD assessment- these are new previously un identified LD students. 3. We currently have a waitlist of 7, 6 of whom already are qualified for DRC services through another diagnosis. 4. Because of our growth and so many numerous changes in our office, SAM has been one project that out of necessity has been on the sidelines for now. The SAM program needs to be updated to accommodate the changes to Title V. There is a group of California Community College SAM users (led by our districts Melissa Matthews at Skyline) that is working on making these changes. At this time I would not want to begin implementation of SAM until these kinks have been worked out. 5. NA 6. 13-14: 152 students 14-15: 165 15-16: 159- current, expected 180 by semester end 7. NA 8.Approximately 40% of students who reported they did not know how to enroll in the ACA enrolled.
5	Impact of Resource Allocations (Looking back)	1. "Good Analysis! I only recommend to add the % increased in the number of students seen by PCC." 2."Good Analysis and follow through. Good flexability" 3. "How many students has PCC served in each academic year?"	1. NA 2. NA 3. See previous
6 A	State of the Program - Observation	1. "Thank you. The info helped me better understand the Wellness Center's challenges. 2. Include # of students served for PCC and Health Ct. 3. 70,000 pages and tons of growth! 4. Are you allowed under your funding/confidentiality to get Student Assistants?	1. NA 2. See attached email. 3. NA 4. Yes! Each year we do have student employees who work, primarily in our alt media office with alt media conversion, we also occasionally have student workers who assist with front office support. 5. We will continue to rely on contracted ASL interpreters and remote captioners, we are fortunate to have the

		5. What do you do if the chancellor's office remote ASL does not benefit the Cañada DRC? 6. For changing the hours, what did your survey look like? 7. Clear, very concise and very informative.	infrastructure now (ipads) to offer more remote captioning at a reduced cost. No matter what we must continue to provide services for our deaf and hard of hearing students. 6. One of the comments in our survey requested that we have evening hours available, we have also received anecdotal feedback that evening hours would be nice. 7. NA
6 B	State of the Program - Evaluation	1. Great 2. How will the DRC simplify test proctoring and scheduling for faculty? 3. Could you state that the additional staffing is needed due to the increase in students being served.	1. NA 2. Skyline has developed a web based system that works with their Student Accommodation Manager to schedule their exams. We hope eventually to develop something similar. In the meantime we are constantly updating our "blue form" based on the feedback we receive from instructors and students to hopefully making the process more smooth. 3. Yes yes yes!
7 A	Current Service Area Outcomes (SAOs) Assessment and Student Learning Outcomes (SLOs) Assessment	1. The SLO under the Health Center may be revised to reflect the Student's Learning Outcome. The current statement reflects the tool used to evaluate the SLO. 2. SLO for Health Center seems a little vague. Perhaps expanding it a bit would make it clearer. 3. Include data on health center questionnaire. 4. Simple and sussinct 1 SLO and 1 SAO per department. 5. Health Center SLO needs to be more detailed.	1. Goal: To improve the Pregnancy Prevention knowledge of our students. Assessment: We adapted the National Teen Pregnancy Prevention Questionnaire Method: We gave this questionnaire to all students seeking birth control in the health center. This represents about 15% of our visits Results: Approximately 80% of the students did not have sound pregnancy prevention knowledge. Many of their beliefs were based on myths. Use: We used the questionnaire to review the questions with the student, explaining the facts of pregnancy prevention. This SLO promotes student retention , success and critical thinking. 2. Goal: To educate students of the Affordable Care Act and promote their enrollment Assessment: Short questionnaire about the Affordable Care program, given in health center

			Method: We reviewed the questionnaire with the student and gave printed information about services and how to enroll. Results: Most students did not have prior knowledge. About 40% proceeded to enroll. Uses: This SLO promotes health care access, which in turn promotes student retention and success. 4. NA 5. Yes!
7 B	SAO Assessment Plan	1. Excellent survey information. Evening personal counseling hours needed. 2. Good questions to address performance perceptions of students and make corrections if needed. 3. For question #1, would suggest adding the description about Wellness Center as we might get a better result. For example do you know where the Wellness Center (Disability Resource Center, Personal Counseling, Health Center)? 4. For SAO, I would like to suggest that we have a paper questionnaire for students who come to use DRC, PCC, and Health Center. Each program will have their own survey for students to complete (just a suggestion). With the paper version, I believe that we will have more student completing the survey. 5. Great tool with both qualitative and quantatiave data through email survey. 6. Well thought out questions.	1. NA 2. NA 3. This is a good suggestion, at the beginning of the survey was a description that said "The Cañada Wellness Center includes the Disability Resource Center, Health Center, and Personal Counseling Center (formerly known as Psychological Services.)" 4. I think this is a great point. The Health Center did have their own paper satisfaction survey that students did complete, however that information was not able to be compiled and put into this program review in time. 5. NA 6. NA
7 C	SAO Assessment Results and Impact	1. Great review, detailed and to the point. 2. For the DRC survey (11 students responded) could we have a paper survey for students to complete when they come to the DRC? 3. It's a little surprising that responses to the	1. NA 2. Yes! 3. Yes, a paper survey, also sending it out earlier and more regularly. 4. NA 5. NA

		DRC survey were so low. Is there a plan to get better feedback from DRC students? 4. Excellent data! 5. Good data, clear and concise. 6. 129 responded to the survey—what percentage is that to the students you serve on campus? What can be done if nearly 40% don't know where it is located? Results in the 70% still pretty good, how did you come up with the 80% goal? Why do you think only 11 out of 200 responded? If it was a hardcopy in the office do you think you would get more?	6. Well, we are available to all students, and due to confidentiality we can't say which students we see that are consumers of all of our three programs. I think its probably best to think of that 129 out of the total # of Cañada students, or a small population. We hoped the survey itself could be a learning/marketing tool to advertise about the Wellness Center. Additionally a guamail was sent out about the services available in the Wellness Center, including location and about our CARES report being open to students. We really just picked 80 as a benchmark for now since some of our measures were below that, as we continue to improve our services and especially if we continue to use the same instrument we can continue to refine what will be an effective benchmark. We released the survey late and only a couple of times, a paper survey could get more. We also need to evaluate whether we want to have an individual SAO instrument for the DRC of if we want to continue the complete Wellness Center Survey
7 D	SLO Assessment Plan	1. For SLO (DRC), 25 students completed the pre/post survey which is about 8% of DRC students, it would be nice if we can get at least 25% of DRC students to complete the survey. I also would like to suggest that the survey is given out to students during their first contact in the semester so that we can better see the impact of the DRC services. 2. Clear. 3. What percentage of pre and post tests were finished compared to how many meetings were had? Will the joint survey be similar if manyof the students are already coming in knowing their three competency areas? That's great you've set goals to assess Personal Counseling and Health Center SLOs.	1. I agree! I want more feedback. I started our SLO survey a little late and it was difficult for myself, Jenna, and To Nhu as well as Stephanie to get in a good rhythm with the pre and post surveys. 2. NA. 3. We switched SARS grids so at this point I don't have accurate data about the total number of student appointments we had, but the 25 surveys were from 25 different students among the 300+ we had during the academic year. In the future we plan on using this same SLO for all NEW students and we are updating our forms and intake procedures to capture this SLO process.
7 E	SLO Assessment Results and Impact	1. SLO's for the PCC will be implemented in the 15-16. 2. I am not sure how the pregnancy	1. Yes! 2. See previous 3. NA

		prevention activities relate to SLO's- more explanation needed. No data provided for Health Center. 3. Clear. 4. Yes! I made that comment earlier too, paper surveys could be impertitive to getting more data. What efforts will be made to bring up the percentage to the goal %? Working with PRIE is great! Is there any way we can help in Student Life?	4. We hoping that the increased staff, increased hours, increased outreach will all contribute to increasing the percentage goal. Since this was the first time we have used this instrument it really is a benchmark. Student life can probably help with our outreach efforts! Already it seems that the Wellness Center and Student Life have partnered this semester, I hope it continues!
7 F	SAOs and SLOs for the Next Review Cycle	1. Totally agreed with the paper version. 2. Great job.	1. NA 2. NA
8	Equipment, technology, and facilities requests	NA	NA
9	Strategic Action plans	1. Excellent plans	1. NA

Overall Commendations:

- The Wellness Center continues to provide great service to our students and they appear to be much more visible on campus with all the outreach that has been done. The name change from Psychological Services to Personal Counseling Center was a good idea. The stigma that still surrounds psychological issues, I could see how reaching out for help may have been a little intimidating. The new name seems much less intimidating and I can see how it will encourage far more students to reach out for help. Nicely done.
- I am very pleased to see many positive changes in Wellness Center. Max has done an excellent job in advocating for students and the program. Thank you!
- Overall the program review provides an excellent overview and data on major accomplishments, student survey responses and specific action plans for next year.

Overall Recommendations:

- Just trying to get better feedback from surveys but it looks like there is already a plan in place for that.
- SLO development needed in the PCC and Health Center
- Excellent information on DRC; more descriptive information and service levels for PCC and Health Center would make the program review more complete.