

Name of Program	Division	Author(s)
Student Life - ASLPC	Student Services	Scott Miner Director of Student Life

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:
Rubric PPU 15_16
e.g., ESL PPU 15_16
4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

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SAO for Student Life focus on effective communication, effective dialogue through meeting attendance, meaningful debate of topics, as well as diversity of clubs on campus. In the area of communication, dialogue and debate about 2/3 of assessments showed success in this area, with the balance needing some level of improvement. The greatest area of success in the assessment process is in diversity of clubs on campus.

- 0.
- 1.
- 2. Discuss changes made in how your program provides services based on assessment data.

We have begun some proactive steps to increase campus committee meeting attendance with the ASLPC Senate group. Follow-up before and after meetings with student officers as well as the Student Life Advisor is providing positive support for meeting attendance

- 0.
- 3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

Student input can only occur if the students are present at campus committee meetings and engage in dialogue and debate over campus issues. As such, the office of student life has created a new list showing student engagement. The list is available in the office for all to see, increasing peer pressure to become engaged. Sometimes a student encouraging another student to attend their meeting can be more meaningful than an adult authority figure telling them they "have to" do something. Supporting the idea that you should be there is better than you must be there. Also, based on input external to the SAO's this past year we implemented Electronic Voting for ASLPC Officers, moving away from paper ballots.

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- 4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

N/A

B. SAO Process

- 1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

This is a one person program X

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Areas of improvement are identified, and outcomes to address those soft spots are developed. Both Clubs and the ASLPC Student Senate are the areas of focus. We produce a year in review report at the end of the academic year, as well as a spring Retreat to reflect on what we have done in the past, what can we do to improve next year.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

This is a one person program

Once an assessment has been developed, student leaders and officers provide input to help refine the assessment, in conjunction with the Student Life Advisor.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe)

Club meetings and the ASLPC and Clubs portion of the college website

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any **changes** in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

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Data has remained fairly consistent. The size of the student senate as well as the amount and diversity of clubs on campus continues to grow as the student population on campus does.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

There has not been an increase in the amount of full-time or part-time faculty associated with Student Life since the last Program Review cycle. What has changed is the person performing the role of Director of Student Life. The previous person with 10+ years of experience retired in the Spring of 2014 and was replaced with someone new in Fall of 2014. The new person was reassigned 40% of the time as the previous person in this role. The new Director has tried to come up to speed with the multiple tasks, programs, assignments, meetings, duties, roles and responsibilities. The most important task being a mentor and role model for our student leaders in ASLPC Student Government. The next most important role is to work cohesively with and support the Student Life Assistant to make sure our office procedures, and financial efforts are sound, as well as the clubs on campus have the support they need. The role of Advisor to Student Life on campus is one that works as a catalyst to interact with students and administration, which takes on many varied roles and responsibilities. The advisor needs to fade into the background to let student leaders make decisions, learn and find their roles as officers. At other times, the advisor needs to take the lead and provide vision, direction or problem solving.

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2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

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There has not been an increase in the amount of full-time or part-time faculty associated with Student Life since the last Program Review cycle. What has changed is the person performing the role of Director of Student Life. The previous person with 10+ years of experience retired in the Spring of 2014 and was replaced with someone new in Fall of 2014. The new person was replaced at a 40% reassigned time as the previous person in this role. The new Director has tried to come up to speed with the multiple tasks, programs, assignments, meetings, duties, roles and responsibilities. The most important task being a mentor and role model for our student leaders in ASLPC Student Government. The next most important role is to work cohesively with and support the Student Life Assistant to make sure our office procedures, and financial efforts are sound, as well as the clubs on campus have the support they need. The role of Advisor to Student Life on campus is one that works as a catalyst to interact with students and administration, which takes on many varied roles and responsibilities. The advisor needs to fade into the background to let student leaders make decisions, learn and find their roles as officers. At other times, the advisor needs to take the lead and provide vision, direction or problem solving. The new person in the role agrees with the statement made in the prior program review:

As the Student Senate has grown, monitoring and guiding the students has become a full-time job. It is difficult for a faculty member who is given 40% reassigned time for Student Life to fulfill all the responsibilities for ensuring that students are dependable, responsible and have effective communication skills. The resource requests for 2014-15 ask for a full-time Director of Student Life, or increased faculty reassigned time, and a full-time Student Life Assistant.

0.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

On one hand, the advisor that retired took many years of experience and goodwill with her, which was a loss to the whole organization. On the other hand, the new advisor has brought in a fresh perspective, and is willing to try some new ideas. The new advisor has to build rapport and confidence from the student leaders if he is truly to become an effective and positive Advisor.

0.

C. Other information pertinent to the program

The office of Student Life continues to be a vibrant and active place of student interaction. With almost 30 student senators, and amount and diversity of clubs increasing, the constant support of these constituent groups is ever increasing.

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A.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

Weekly Student Senate meetings, the most meetings per year of any organized group on campus.
Weekly Executive Officer meetings
BiWeekly Inter Club Council meetings of over 30 organized clubs on campus.
Student representation on 25+ Campus and District Campus Committees
2-4 organized all Campus student activities (Club Days, AS Nights.....)
Text Book Loaner Program
Text Book Assistance Scholarship(s)
ASLPC Department Scholarships
March in March - Advocacy trip to the State Capitol
American Student Government Association national conference in Washington DC
ASLPC President and Student Trustee participation in Board of Trustee meetings
Free Green Books, Scantrons, pencils and pens
Coordination of Employer and Vendor campus visits
Provides campus tours to prospective students and families
Maintains and schedules Club conference room
Provides a information desk for student assistance during open office hours
Workshops and retreats on leadership, communication, civic engagement

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.
 - a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
 - change a website
 - use technology differently
 - update the way an orientation is presented

Increase communication throughout ASLPC and Club support organization
Increase accountability of meeting attendance
Increase awareness of club procedures and processes

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- b. Have your program's assessment results shown a need for new SAOs?
 YES NO
 If yes, for what service areas will your program write new SAOs?

N/A

- c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

100%

- a.
- 2. Curriculum (omitted – not applicable to non-instructional programs).
- 3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

Weekly Student Senate meetings, the most meetings per year of any organized group on campus.

Weekly Executive Officer meetings

BiWeekly Inter Club Council meetings of over 30 organized clubs on campus.

Student representation on 25+ Campus and District Campus Committees

2-4 organized all Campus student activities (Club Days, AS Nights.....)

Text Book Loaner Program

Text Book Assistance Scholarship(s)

ASLPC Department Scholarships

March in March - Advocacy trip to the State Capitol

American Student Government Association national conference in Washington DC

ASLPC President and Student Trustee participation in Board of Trustee meetings

Free Green Books, Scantrons, pencils and pens

Coordination of Employer and Vendor campus visits

Provides campus tours to prospective students and families

Maintains and schedules Club conference room

Provides a information desk for student assistance during open office hours

Workshops and retreats on leadership, communication, civic engagement

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted - not applicable to non-instructional programs).

B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

The new Advisor in the role agrees with the statement made by the previous Student Life Advisor in the prior program review:

As the Student Senate has grown, monitoring and guiding the students has become a full-time job. It is difficult for a faculty member who is given 40% reassigned time for Student Life to fulfill all the responsibilities for ensuring that students are dependable, responsible and have effective communication skills. The resource requests for 2014-15 ask for a full-time Director of Student Life, or increased faculty reassigned time, and a full-time Student Life Assistant.

0.

1.

2. Rationale for faculty position request(s).

As the student population continues to grow, so does the population of clubs. The requests for student input, questions, requests for student volunteers, input to campus committees, time to address information requests and campus issues, as well as the fiscal responsibility of ASLPC and all the clubs comes through the Office of Student Life. The need to attend multiple day off-campus out-of-town retreats and conferences also adds to the load. Significant policy making, administrative roles and fiscal responsibility exists within the office of Student Life. For example, in comparison, the SLO Coordinator is a 70% reassigned position, whereas the Director of Student Life is a 40% role. The scope of work for the Student Life position seems to be significantly greater than that of the SLO coordinator.

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3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

The new Advisor in the role agrees with the statement made by the previous Student Life Advisor in the prior program review:

As the Student Senate has grown, monitoring and guiding the students has become a full-time job. It is difficult for a faculty member who is given 40% reassigned time for Student Life to fulfill all the responsibilities for ensuring that students are dependable, responsible and have effective communication skills. The resource requests for 2014-15 ask for a full-time Director of Student Life, or increased faculty reassigned time, and a full-time Student Life Assistant.

0.

1.

4. Rationale for classified staff position request(s).

As the student population continues to grow, so does the population of clubs. The requests for student input, questions, requests for student volunteers, input to campus committees, time to address information requests and campus issues, as well as the fiscal responsibility of ASLPC and all the clubs comes through the Office of Student Life. Significant policy making, administrative roles and fiscal responsibility exists within the office of Student Life. The Student Life Assistant is tasked with helping the Clubs maintain fiscal balance and processing of club forms and requests. Furthermore, the assistant is the ASLPC and Club bookkeeper and reconciles all the fiscal receipts and invoices. As the volume of clubs grows, so does the volume of work that comes across the desk. The assistant frequently accrues comp time for the volume of extra work she does just trying to maintain what is needed.

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1.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

N/A

0.

1.

2. Rationale for financial request(s).

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N/A

- 0.
- 1.

D. Technology (software only - discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

- 1. Request: upgrade existing software or purchase new software.

Electronic Voting software or support - Class Web was used last time, with limited success

- 0.

2. Rationale for technology request(s).

Modernize our Student Government voting process. Trying to capture populations we do not reach through traditional daytime paper ballots. Increase the accuracy, eliminate double voting and speed the results process. Rapidly roll out a run-off election if needed.

- 0.

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

- 1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

- 0.

2. Rationale for facilities request(s).

N/A

- 0.

- 3. Request: Upgrading of existing equipment or purchase of new equipment.

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N/A

0.

4. Rationale for equipment request(s).

N/A

0.

5. Request: new supplies

N/A

0.

6. Rationale for supplies request(s).

N/A.

0.