Student Activities Annual Unit Plan Template

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The purpose of the Student Activities Program is to provide students with an environment in which to enhance Leadership Development of students; to assist with the delivery of services which will facilitate the completion of educational goals; and to provide students with an organization, the Associated Students of Cerro Coso (A.S.C.C.), through which they may have self-governance, and participate in co-curricular and extra-curricular activities.

b. Program Applicability

This program supports all aspects of college life, creates an environment for students to have a campus voice, develop leadership skills, supports all active clubs, and provide a variety of programming that enhances student life. The Student Activities Office also supports the A.S.C.C. in its function as the Cerro Coso's Student Senate and the participation of the Senators in the participatory governance process at Cerro Coso. Student Activities supports the institutional goal of increasing FTES by making a concerted effort to recruit, train, and retain students for the clubs, student government, and other student activities. In addition this office creates programming or provides finical support though the appropriation of student development funds to support many areas of academics and student services including: Financial Aid(constitution events) Access Program, (Disabilities awareness day),
Veterans Services(planning assistance and volunteering at Veterans events)

c. Partnerships

Houchin (2x per year blood drive)

c. Distance Education

ASCC Meetings are broadcast via ITV to several campus sites in order to allow the opportunity for active participation in ASCC meetings

STEP 2: EXPLAIN YOUR PLANNING

    a. **Review of Past Goals**

        The Student Activities program and the SGCC worked closely together as in years past. Most of the goals for the SG paralleled the Activities program. The main goals we as follows:

            Students who have participated in the Leadership Institute, CCCSA, and Summer Leadership Retreat can recognize their own leadership philosophy.

            Upon completion of one year in the SG students will be able to contribute constructively to conversation, discussion and group activities.

            Create programming that appeals to a wide group of students and community.

        Each of these goals was met. Leadership and leadership philosophy was strongly emphasized through the year. Each student had the opportunity to participate in several retreats, locally, regionally and at the state level. Of those who participated it was reported that they felt an increased sense of efficacy in their roles within the SG. Each student in turn then shared their knowledge of leadership at our own Leadership Institute (6th annual!) This provided them the opportunity to work on our second goal, working in groups and leading group activities.

        The programming for the SA office reflected the goal of creating programming that appeals to a wide group. We had events ranging from concerts, dancers, lectures leadership events and several field trips. The average attendance was 35 individuals with the highest events bringing in over 150 community members and students.

b. Review of Overall Department/Unit

        The Student Activities Program has been increasingly effective at reaching a greater number of students across a greater majority of the college. The number of student clubs has increased and includes the community campus club that serves the community of the Kern River Valley. Additionally, student participation in participatory governance committees, Region IX meetings and State Student Senate has increased. Students' participation in Cerro Coso Student Senate has increased and students are reporting an increased comfort in the use of basic parliamentary procedure.

        The Student Activities Program has affected greater recognition across campus of the SGCC's role in voicing student concerns, serving the students on campus and serving the communities in which Cerro Coso is located. Faculty and staff report increased satisfaction with the level of student representation and the effectiveness of student representation in the various participatory governance committees. The Student Activities Program continues to expand the scope and quality of mentoring for student leaders, to encourage the growth of established clubs and the development of new clubs and expand the activities and diversity programming for students and the community

c. Current Year Goals:

Goal 1 Increase base funding for SGCC

Specific internal* or external** condition(s) the goal is a response to: the SGCC is not funded by the college for events.

Action Plan: Increase sales of Coyote Card, plan at least one fundraiser per year in addition

Measure of Success: Students will: see an increase in funding by 5-10%

Goal 2- Create programming that is diverse, timely and educational.

Specific internal* or external** condition(s) the goal is a response to: the SGCC is not funded by the college for events.

Action Plan: Increase sales of Coyote Card, plan at least one fundraiser per year in addition

Measure of Success: Students/community will: report in post event surveys that the programming is educational, deals with relevant issues and is diverse.

Goal 3 Increase student awareness and participation in S.A and SGCC events.

Specific internal* or external** condition(s) the goal is a response to: In the student experience survey conducted in SP 12 survey it was reported that: Only 20% (137 of 690) students indicated they participated in student activities.
This response may not be as reliable as desired given that students may not distinguish what "student activities" are.
Action Plan: Increase advertisement of events(media outlets such as radio spots for events, use of CC Alert system, use of web and PIO) involve more students in programming
Measure of Success: Increase in awareness and attendance of SGCC and Student Activities events.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)
a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.	**Department Assistant 12 month**	High		This position is currently a 9 month position partially supported by student development funds. It also supports athletics. During the summer months when this position is normally off is a crucial planning time for both of the departments and assistance is needed.		12	40		**G R/Student Development**
a2.									

Classified Staffing: Explain why the work of this position cannot be assigned to current staff

It can be an extension of the current position.

Classified Staffing: Describe impact on the college if the position is not filled

Impact includes a "late start" on many aspects of fundraising, and planning for which that position is crucial to both programs it serves

c. Supplies (per unit cost less than $500). *Enter requests on lines below.*

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requester	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.	Office Supplies	med		Needed to replace basic office equipment, printer ink, pens, ect	1500	On going	G
c2.							
c3.							
c4.							
c5.							

d. Non-Technology Equipment (per unit cost greater than $500). *Enter requests on lines below.*

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requester	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							

Revised: 10/22/12

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requester	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d3.							
d4.							

e. Technology Equipment (computers, data projectors, document readers, etc.). *Enter requests on lines below.*

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requester	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e2.							
e3.							
e4.							

f. Facilities. *Enter requests on lines below.*

Revised: 10/22/12

Resour ce	Describe resource requested	Priorit y	Strategi c Plan goal address ed by this resourc e	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimat ed amount of funding request er	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

g. Travel (inter-campus, intra-district, conferences, etc.). *Enter requests on lines below.*

Resour ce	Describe resource requested	Priorit y	Strategi c Plan goal address ed by this resourc e	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimat ed amount of funding request er	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.	Employee Travel	High		This position requires attendance at several leadership events as well as the travel between campuses.	2000	On going	G
g2.							
g3.							
g4.							
g5.							

Revised: 10/22/12

h. Marketing (brochures, radio spots, promotional travel, etc.). *Enter requests on lines below.*

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requester	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							

STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

SLOs, Assessment tools, Data Collection
Method of Assessment & Evaluation
1) Participants will be selected from current leadership groups such as the Associated Students Executive Board, leadership and cross cultural retreat participants.
2) Assessments will be administered to these groups at the beginning of the semester and prior to attendance at any leadership retreat, seminar or workshop.
3) A post-assessment will be administered to the same students at the end of the spring semester.
4) Additional, assessments will include completion of the Leadership Practices Inventory Self evaluation and Observer evaluation by specific student leadership groups. (Executive board)
5) Retreats will have supplemental assessments and evaluations specific to the goals of each retreat.

Goal 1: Students who have participated in the Leadership Institute, CCCSA, and Summer Leadership Retreat can recognize their own leadership philosophy.
Student Learning Outcome: Through participation in the Leadership Institute and Summer Leadership Retreat, students will be able to identify at least 3 leadership traits and explain how they relate to their personal leadership philosophy. This will be assessed using both observation with a rubric and self assessment.
This SLO targets the goal of:
**Leadership
Development**

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Assessment- 85% of students could identify three personal leadership traits and effectively relate how that relates to their personal leadership philosophy.

Outcome- Students could identify at least 3 leadership traits. The personal leadership philosophy aspect of the SLO was not assessed.

Goal 2: Contribute constructively to conversation, discussion and group activities
   Student Learning Outcome: ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate and discussion. This will be assessed by observation using a rubric.
      Targets the goal of: Effective Communication, Social Responsibility, Collaboration

Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills

Assessment- 80% of students could complete all outcomes as listed above.

Goal 3 Demonstrate social skills in a variety of social situations circumstances and roles.
      Student Learning Outcome: Students will identify supportive resources for creating and initiating students clubs that represent the diversity, social, political and cultural interest of the college community with 80% accuracy. This will be assessed with a rubric.
   Targets goals of:
   Assisting with the delivery of services which will facilitate the completion of educational goals;
   To provide students with an organization, the Student Government of Cerro Coso (S.G.C.C.), through which they may have self-governance, and participate in co-curricular and extra-curricular activities.

Assessment- Students could identify the support resource for clubs with 80% accuracy.

Student	task 1(SLO2)	task 2(SLO2)	task 3(SLO3)	task 4(SLO3)	Task 5(SLo1)
1	5	5	4	5	5
2	4	5	4	5	5
3	5	4	4	4	4
4	5	5	4	4	5
5	4	4	5	4	5
6	4	4	4	5	4
7	5	5	4	4	5

Rubric Scoring Methods

5-Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; can identify leadership traits

4- Completes task with minimal help from advisor, comfortable with basics motions, starting and ending of tasks., able to articulate 1-2 leadership traits

3- Understands basics of task, cannot complete task without significant help, can identify 1 leadership trait

2- Does not understand basics of tasks- unable to identify leadership traits.

1- unable to perform most basic meeting tasks, such as call to order

Task one- Call meeting to order, close meeting

Task 2- make and amend basic motion

Task 3 Working cooperatively with others; Seeking the involvement of others; Seeking feedback from others; Contributes to achievement of a group goal

Task 4 solves group conflict(or leads conflict in appropriate way)

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Task 5- identify