



## 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 financial support through the appropriation of student development funds to support many areas of academics and student services including: Financial Aid (constitution events) DSPS and Special Services, (Disabilities awareness day), and Veterans Services (planning assistance and volunteering at Veterans events, letter writing campaign to soldiers)

#### 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 goals are:

1. To improve student recognition of ASCC as their voice college wide on issues affecting students.
  - Students have become part of the shared governance process, taking a seat at the table with administration, faculty and staff on student issues.
2. To improve student and community recognition of the ASCC and ASCC's credibility as an integral part of shared governance (college-wide, regionally and state wide).
  - Students have participated at state and regional level meetings (3 state, 10 regional.) In addition students have become part of the Shared governance process, taking a seat at the table with Administration, faculty and staff on student issues.
3. To serve and support the clubs, student athletes and student productions and demonstrations at Cerro Coso.
  - The Student activities office supported over 25 on campus events last year.
4. To effectively allocate resources.
  - ASCC has been operating within its budget for the past 2 years.
5. To increase the sales of the ASCC Coyote Card
  - Sales increased slightly, additional 75 cards sold.
6. To raise funds that will enable the ASCC to increase students', staff, faculty and community members' awareness of Cerro Coso's and the ASCC's services and activities.
  - Not met
7. To raise funds that will allow ASCC to participate fully in local, regional and state governance activities
  - Currently use RP362 funds, Student rep fee implemented and will be used from Jan on for this purpose.
8. To increase the level of diversity awareness and celebration of that diversity on campus.
  - Addition of programming such as cross cultural music, diversity day and abilities awareness day
9. To assess the Student Learning Outcomes developed for the students participating in ASCC Student Senate.
  - Goal is met
10. To develop Student Learning Outcomes for students participating in each club.
  - In progress
11. Bring the ASCC accounting practices into Ed Code compliance
  - Goal is met



**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 stayed steady and includes two community campus clubs that serve the communities of the Kern River Valley and the Eastern Sierras. Additionally, student participation in participatory governance committees, Region IX meetings and State Student Senate has increased. Students' participation in 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 ASCC'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.

The 10-11 academic year had a host of events and activities to support our role and goals. A total of 14 ASCC meetings and 15 events or activities per semester helped create the atmosphere of inclusion and excitement the activities office strives for. Each student who participated in student government had 6 opportunities for leadership training, locally and at the state level. In addition we saw the addition on one new club and the reinvigoration of the KRV student club. All told the SA office estimates over 1000 contacts with students and community based on event and activity head count. WE continue to strive to create connection with students, staff faculty and community.

**c. Current Year Goals:**

***Goal 1 Develop Student leaders who understand their role and impact on the campus community***

*Connection to College Strategic Goals: 1D, 4C*

*Specific internal\* or external\*\* condition(s) the goal is a response to:*

*Action Plan:* Provide leadership training to those students participation in the ASCC clubs and executive board. These include attendance at multiple types of conferences (CCSSA, General Assembly, ASGA, Joint leadership training at BC and PC, The Leadership Academy offered at Cerro Coso.

*Measure of Success: Students will:* Understand that leadership is a process rather than a position; Acknowledges that leadership is relational; Understand that everyone has a leadership capacity; Engage in the leadership process in increasing levels of quality and quantity; Analyze contexts that influence the leadership process (i.e., characteristics of self and others, society, organizations); Relate insights to the application of the leadership process; Recognize the ethical components of leadership.



**Goal 2** ASCC students will demonstrate the ability to effectively conduct and participate in productive meetings and will exhibit the ability to engage in meaningful debate, discussion and collaboration.

*Connection to College Strategic Goals: 5A*

*Specific internal\* or external\*\* condition(s) the goal is a response to:*

*Action Plan: Students will have the opportunity to receive training at various in-services and state level meeting that identify how to meet the above mentioned goal. They will receive an assessment of these skills at the end of the spring semester.*

*Measure of Success:*

**Goal Create** programming and events that reach all campus', embrace cultural and educational diversity, and create a climate of inclusion.

*Connection to College Strategic Goals: 1D, 6B,C,D*

*Specific internal\* or external\*\* condition(s) the goal is a response to:* Embracing diversity enhances the performance of all College work. Committing to greater cross-cultural competency must be undertaken by acknowledging that diversity fosters excellence and abundance--offering all a chance for personal growth and students an staff an occasion to pursue increased innovation. A multicultural environment encourages innovation and fosters creativity. Studies make it clear that students who develop in the context of a diverse, multicultural, educational community benefit significantly and are more successful in the workplace.

*Action Plan: Addition of 1 program per site and a minimum of 3 diversity programs.*

*Measure of Success: Programming will occur as state above.*



**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 requested	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 requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
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 requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.	Laptop computer,	high		Director has 4 year old computer	1500	On-time	G
e2.							



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 requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e3.							
e4.							

**f. Facilities. 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 requested	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.**





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 requested	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.							

**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 requested	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.

**Program:**

**Assessment Team:**

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Outcome and Assessment Definitions				Assessment and Data Collection			
Condition of Outcome	Target Performance Level	Student Learning or Admin. Unit Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment	
Students who have participated in the Leadership Institute, CCCSA, and Summer Leadership Retreat can recognize their own leadership philosophy.	80% of students	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	This will be assessed using both observation with a rubric and self assessment.	Description:  Timeline: Spring each year  Sample: student government  Pending Tasks:	85% of students could identify three personal leadership traits and effectively relate how that relates to their personal leadership philosophy.	Continue to assess this on a yearly basis with each new government group that comes in.	



			leadership philosophy.				
	After attending 8 ASCC meetings	85% of students will	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.	<p>Description:</p> <p>Timeline: end of school year</p> <p>Sample: all these meeting minimum requirements</p> <p>Pending Tasks</p>	80% of students could complete all outcomes as listed	Conduct a beginning of the semester workshop on Roberts rules of order to create foundation for meeting/debate understanding.
	After being part of the student government executive board for 1 semester	80% accuracy	Students will identify supportive resources for creating and initiating students clubs that represent the diversity, social, political and cultural interest of the college community	This will be assessed by observation using a rubric.	<p>Description:</p> <p>Timeline: end of school year</p> <p>Sample: student government executive board</p> <p>Pending Tasks:</p>	Students could identify the support resource for clubs with 80% accuracy	Continue to asses this on a yearly basis with each new government group that comes in.

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