

**STUDENT DEVELOPMENT & SERVICES
MASTER PLAN**

2010-2011

CUYAMACA COLLEGE

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Cuyamaca College

STUDENT DEVELOPMENT & SERVICES MASTER PLAN COMMITTEE

2010-2011

Committee Members:

Joseph M. Marron, Athletic Director,

Susan Topham, Dean of Counseling and Enrollment Services

Joseph M. Marron, Vice President of Student Development and
Services - Co-Chair

Nicole Jones, Counselor

Cindy Morrin, Faculty, Student Development and Services – Co-Chair

Rebecca Knapp, Faculty, Instruction

Ray Reyes, Assistant Financial Aid Officer

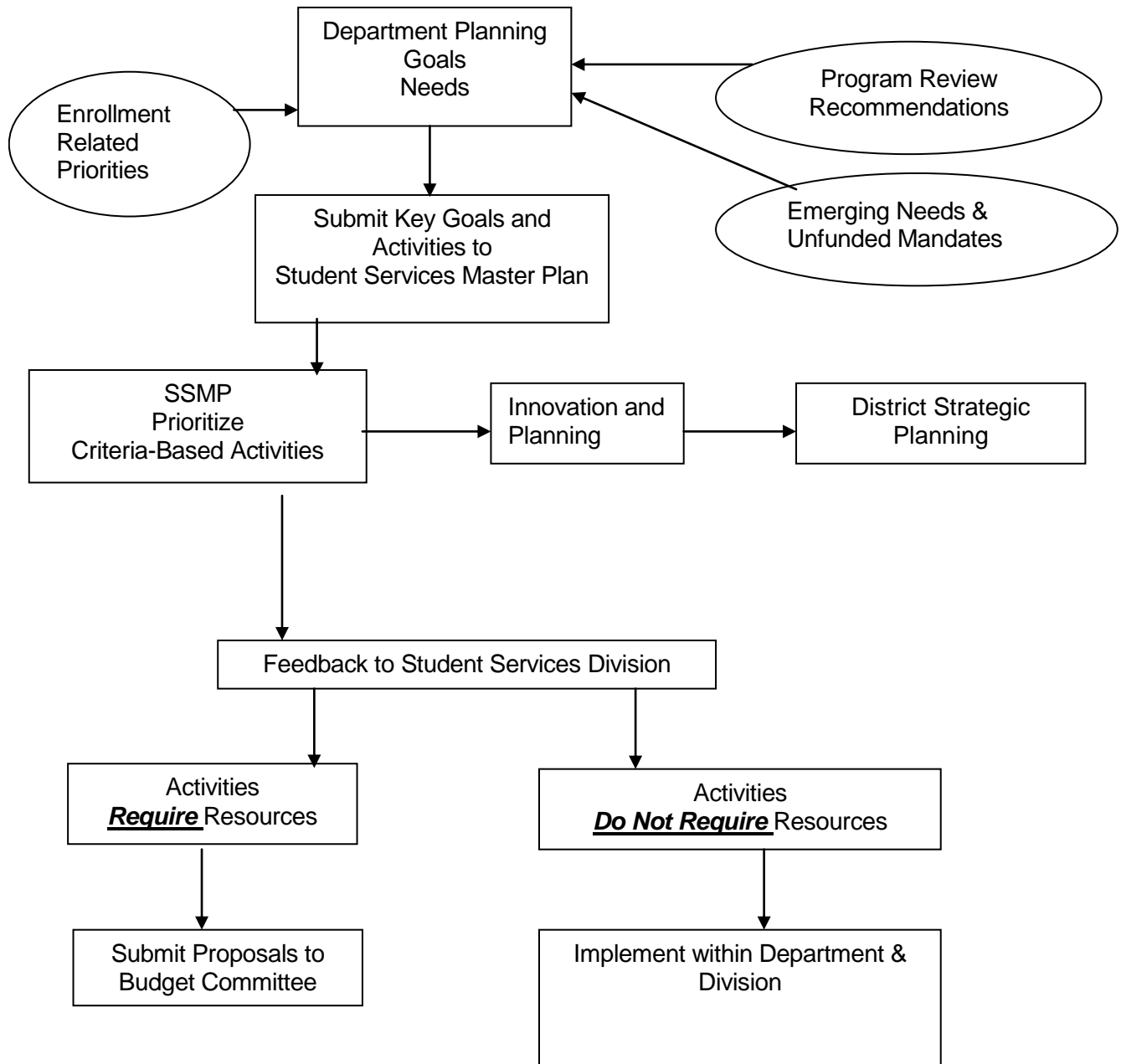
Beth Viersen, DSP&S Coordinator

Elisabeth Wiering, Adjunct Faculty, Communications

Acknowledgements:

Jan Recktenwald, Administrative Secretary Senior

STUDENT DEVELOPMENT AND SERVICES MASTER PLANNING



CUYAMACA COLLEGE

STUDENT DEVELOPMENT AND SERVICES MASTER PLAN

2010-2011

Student Development and Services Mission Statement

The Student Development and Services Division provides equal access, advocacy and services to Cuyamaca College's diverse student population and promotes the achievement of their individual educational, professional, and personal goals.

Philosophy Statement

The Student Development and Services Division designs and delivers programs and services in an integrative and collaborative manner with the Instructional and Administrative Divisions of the college, as well as with parallel programs at Grossmont College, in support of college and district goals. The Student Development and Services Division is committed to working in a purposeful and responsive manner to meet the needs of the communities we serve.

2004-2010 Cuyamaca College Strategic Plan Defining Values

Cuyamaca College is committed to providing opportunities and excellence in higher education to the communities that we serve. Our vision, *Learning for the Future*, is reflected in the six core values which are articulated in our 2004-2010 Strategic Plan. These values help guide priorities within the Student Development and Services Master Plan:

Strategic Plan Values:

- Academic Excellence
- Student Access
- The Natural Environment
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

Student Development and Services Supports Strategic Plan Values

Student Development and Services supports the Cuyamaca College Strategic Plan Values via Programs, Activities and Services. Following are a list of initiatives which support Strategic Plan Values:

- **Academic Excellence:** Counseling Services, Transfer Workshops, Career Workshops, EOPS Counseling and Peer Advising, Disabled Student Program and Services (DSPS) Services and Advocacy, Personal Development and Counseling Courses, Campus Life via Athletics, Health and Wellness Center, College Hour, Associated Student Government, Clubs and Activities, Financial Aid Monitoring of Student Academic Progress, Degree Evaluations.
- **Student Access:** High School and Community Outreach, College Fairs, Community Events, Admissions and Application Services, Web-based Application, Registration and Document Services, Assessment, Counseling, On-line Counseling, Financial Aid, Scholarships, EOPS/CARE Services, CalWORKs Program, Fee Payment Plan, ADA Coordinator to Ensure Compliance, Athletic Recruiting Outreach and Support Services, Matriculation Components (i.e., Assessment, Prerequisite Clearance, Educational Plans, etc.), DSPS Outreach, Memberships in Athletic Conferences.
- **The Natural Environment:** On-line Services, Electronic Communications, Web-Based Services, Transit Service Advocacy, Recycling.
- **Strong Community Relations:** Community Outreach, ESL Outreach, East County Chamber of Commerce, Career Services, Marketing, Community-Based Awareness in Development of Services, Partnership with San Diego Blood Bank for College Blood Drives, Sports Camps, Associated Student Government and Student Affairs-Sponsored Activities, i.e., College Hours, Schedule Debuts, Activities Welcoming Students to Campus, Financial Aid Outreach, College Connection for Foster Youth, etc.
- **Innovation and Creativity:** On-line Courses and Services, Grant Development, Innovative Workshops, College Hours, Scholarships, Fund-raising, Electronic Fund Transfer (Direct Deposit) for Financial Aid Recipients, Web Connect, On-Line Counseling Assistance, Degree Audit System, On-line Board of Governor's Fee Waiver application, Internal Financial Aid reports sent via e-mail, On-line student access to Financial Aid files.

- **Diversity and Social Harmony:** College Hour (Women's History Month, Mexican Cultural Heritage), EOPS, DSPPS, ESL Outreach, Athletics, International Student Admission and Counseling Services, Ethnically Diverse Faculty and Staff, Multi-lingual (Arabic, Aramaic and Spanish) Faculty and Staff, Black History Month, College Hours Highlighting Cultural Diversity, including Chaldean and Native American, Disability Awareness Month, Parent/Student Seminars, Holiday Celebrations for Single-Parent Students and Their Children, Health and Wellness/Job Placement/Career Fairs, Foster Youth Program, Latino Graduation Ceremony, Scholarship Awards Program, EOPS/DSPPS Recognition Ceremony, Transfer Recognition Ceremony.

Student Development and Services Department Planning Student Services Overview

Each department within Student Development and Services has a unique role and specialized services, activities and programs to deliver. Services and targeted audiences vary department to department. All departments work together, as well as in collaboration with the Divisions of Instruction and Administrative Services, to provide excellent services and programs to meet the needs of the students of Cuyamaca College.

Program Review Drives Departmental Planning

The Program Review process is central to planning within Student Development and Services. Each Student Development and Services department participates in the Program Review process on a cyclical basis. Recommendations that emerge from the Program Planning process drive departmental plans.

Annual Department Plans

Departmental Plans are developed based on Program Review recommendations, Strategic Plan Values, as well as emerging needs. 'Emerging needs' include changes to departmental and/or college goals, as well as any other changes which impact departmental program requirements.

Prioritization of Departmental Requests

Departmental requests and recommendation of those requests are based on Strategic Plan Core Values as well as Student Services Evaluation Criteria, which are developed within the Student Development and Services Master Planning Process.

Student Development and Services Master Plan

Criteria for Evaluation of Requests

Criteria for Evaluation of Plans	Operational Definitions of Criteria
<p>1. REQUEST IS DIRECTLY RELATED TO ENROLLMENT GROWTH.</p>	<p>Does this request have a direct impact on increasing enrollment either by increasing the number of new students (specific or general populations) or by increasing the retention and completion rate of students (specific or general populations).</p>
<p>2. DEPARTMENTAL RESTORATION Restoration of previously cut hourly budget, supplies or other funding.</p>	<p>Does this request reflect restoration of previously cut funding? Will restoration increase departmental effectiveness?</p>
<p>3. DEPARTMENTAL STABILITY</p>	<p>Does this request provide for increased departmental stability? Are positions vacant due to retirements or frozen positions? Is a department 'at risk' due to loss of funding?</p>
<p>4. UNFUNDED MANDATES – Provide funds for mandates that are not funded within departmental allocations.</p>	<p>Does request reflect an allocation of funds to support unfunded mandates? Is department currently having to fund mandates via frozen positions or reallocated funds?</p>
<p>5. FUNDING NEEDED TO REPLACE WORN OUT OR BROKEN EQUIPMENT</p>	<p>Does request reflect an allocation of funds to replace worn out or broken equipment? Is replacement needed at this time?</p>
<p>6. HEALTH & SAFETY</p>	<p>Does request reflect a need to provide funds to remedy unsafe conditions for faculty, staff and/or community members?</p>

STUDENT DEVELOPMENT AND SERVICES

**“PROGRAM HIGHLIGHTS FOR
2008-PRESENT”**

**Student Development & Services Division
HIGHLIGHTS
2009-Present**

Admissions & Records	Disabled Students Programs & Services
Assessment	Extended Opportunity Programs & Services/Cooperative Agencies Resources for Education (CARE)
Athletics	Financial Aid & Scholarships
CaWORKS	Health and Wellness Center
	High School and Community Outreach
Career & Student Employment Center	Student Affairs
Counseling and Personal Development	University Transfer Center

The Student Development and Services Division is committed to effective, quality services that will enhance students' access and success at Cuyamaca College. Services and activities are consistently being developed, strengthened, and implemented to ensure this commitment.

Division Highlights

- Admissions and Records and Outreach
 - Implementation of the on-line roster system
 - Implementation of district-wide transcripts and grading
 - Implementation of DARS and Colleague systems
 - Development and implementation of Cuyamaca College's virtual web-based campus tour and student testimonial project
 - The 25th Annual High School Counselors' Luncheon
 - 2nd Annual Got Plans? Grossmont Union High School District College Fair, held at Cuyamaca College
 - Implementation of Cuyamaca Link Program
 - Implementation of Districtwide disqualification
 - Assisted in the conversion Continuing Education to Colleague
 - Implemented a more streamlined veteran's intake process
 - Assisted PDC with the promotion of program at the high schools
 - Participated in the Basic Skills Initiative activities
 - Provided a comprehensive outreach to local area high school and community

- Assessment
 - Assessed a total of 1,065 students for ESL placement in 2008-2009, up from 268 in 2007-2008
 - Assessed a total of 3,695 students for Math, English and ESL in 2008-2009, up from 2,073 in 2007-2008

- Currently on track in 2009-2010 to surpass prior year's assessment numbers
- Athletics
 - Cuyamaca College Foundation funded beautiful new track and field surfaces.
 - Eleven student athletes received Conference Academic Awards for 3.0 or better GPA's in full time studies during fall 2008.
 - Men's Soccer won 2008-2009 Pacific Coast Conference Championship Team goes to play-offs!
 - Women's Soccer won 2008-2009 Pacific Coast Conference Championship. Team goes to 2nd round play-offs!!
 - Men's Track and Field won 2008-2009 Foothills Conference Championship, many athletes qualify for State Championships.
 - Cuyamaca has a State Champion in Women's Track and Field (Leslie Noiseaux – High Jump.)
 - Three coaches win Conference Coach of the Year: Men's Soccer, Women's Soccer, and Men's Track and Field.
- CalWORKs
 - Enrollment increased by more than 200% over 2008-2009, which is a direct result of the influx of Iraqi refugees to the region. The increase was also due to serving non-credit CalWORKs students for the first time. These students take ESL classes through the Continuing Education Department until they reach residency and/or enough English proficiency to qualify for credit courses. Refugees now comprise about 82% of students served.
 - During 2008-2009, 35 work study students were placed resulting in almost 10,000 hours worked. FY 2009-2010, 36 students have been placed who have worked over 5,000 hours to date. Additional Federal work study money from the State Chancellor's Office will result in additional placements. CalWORKs work study students are placed in many Student Service departments that do not have the budget to hire hourly workers.
 - Partnering with the Personal Development Department, a one unit PDC 101 college introductory course was developed for new CalWORKs students who are Arabic speakers. This course is offered on two consecutive days that serves as the required CalWORKs Program orientation. Arabic translators and lunch for participants are provided.
 - The CDC WORKs grant program (formerly TANF-CDC) has grown to almost 30 students from an average of 10 participants in the past. This results in an increased budget that allowed placing students in work study positions at the Cuyamaca College Child Development Center. This unique program for child development majors offers supportive services to current and former CalWORKs recipients. During the current academic year, we partnered with Grossmont College's CDC WORKs staff to include Grossmont students in monthly cohort meetings in an effort to help

that program grow. They have more than doubled their student participation.

- San Diego County community college CalWORKs programs now have access to the County of San Diego's Internet database (CalWIN) due to a county-wide collaboration. This access streamlines eligibility documentation, which is a requirement of the CalWORKs program.

- Career and Student Employment
 - Hosted the 14th Annual Cuyamaca College Career Fair with over 50 employers and 500 students and members of the public in attendance. Marketed the event to 1,000 businesses, community agencies as well as local high schools, libraries and non-profit organizations.
 - Recruited employers to participate in our first College and Career Fair in cooperation with the Grossmont Union High School District and the University Transfer Center.
 - Participated in a Diversity Fair sponsored by Diversity Solutions to recruit diverse students to the college.
 - Attended the 25th Annual San Diego County Economic Roundtable.
 - Attended workshop on Career counseling students to their personality type sponsored by Consulting Psychologist Press.
 - Participated in the Southern California Tribal Chairman Association Graduation.

- Counseling
 - Provided Academic and Career Advising for New and Continuing Students
 - Assisted Students with Admissions, Assessment, Orientation & Scheduling of Classes
 - Assisted Students with Short and Long Term Educational Planning
 - Worked collaboratively with Financial Aid Assisting Students developing Education Plans and Petitions.
 - Referrals to Appropriate Support Services and Academic Departments
 - Assisted Probationary and Disqualified students
 - Follow up on Student Academic Progress
 - Participated in the Basic Skills Initiative activities
 - Provided online Counseling Services Through "Ask A Counselor" and Web Resources
 - Provided Counseling Services to Special Populations including Athletes, International Students, Veterans and Basic Skills Students.
 - Counselors Provided Crisis and Personal Counseling as needed
 - Counselors Assisted with Outreach in High School and the Community
 - Counselors Served on Shared Governance Committees and Councils
 - Provided Classroom Presentations to Basic Skills classes
 - Provided Transfer Advising
 - Provided a comprehensive Outreach to Local Area High School and Community

- Worked Collaboratively with Instructional Departments by Continuing to Offer Counselor Liaisons to each Division.
 - Served as Key Resource for Ongoing Training to Counseling Faculty including those in Special Funded programs
 - Provide all Articulation Services with four-year colleges and universities
 - Taught Personal Development Courses and Collaborated with instructional faculty regarding Personal Development Curriculum
 - Participated in Staff Development Opportunities including CSU, UC and other counseling-related conferences
- Disabled Students Programs and Services
 - New department website
 - New online student orientation
 - Community advisory committee
 - Basic Skills student workshops (monthly)
 - English
 - Math
 - Secured CTE funding to hire three student hourly Tutors/Specialized Assistants to provide specialized one-on-one instruction for Basic Skills/Vocational classes
 - Offered Personal Development Special Services (PDSS) courses to support Basic Skills
 - Developed and participated in Professional Development workshops
 - Club ABLED: active campus club that supports students with disabilities
 - Developed and participated in Disability Awareness workshops
 - Annual Disability Awareness Week activities:
 - 12th Annual Wheelchair Basketball Game
 - Library display
 - High Tech Center open house
 - Campus movie highlighting disability awareness
 - DSP&S specialist crossed trained
 - Submitted TRIO/SS Grant to augment funding due to budget cuts
 - Expansion of High Tech Center and Test Proctoring facilities
- EOPS/CARE
 - Provided \$177,000.00 in direct aid to EOPS students in the form of grants, book service, and work study.
 - Placed 35 EOPS students in work study program.
 - Continued regional participation in Region X EOPS Directors, Cal SOAP Outreach Consortium, and El Cajon Coordinating Council.
 - Participated in EOPS outreach activities in conjunction with the Cuyamaca College Outreach Department, targeting high school with high enrollments of traditionally underrepresented students.
 - EOPS Club- supported goals of this active campus club which promotes diversity awareness

- Provided orientation to approximately 300 new students, often with translation into Arabic.
 - Continued collaboration with Financial Aid Office for outreach, counseling mentoring and referral services through Up! Program- former foster youth now enrolled at Cuyamaca.
 - Continued counseling, orientation, financial aid and retention services to Single Parents through CARE Program.
- Financial Aid & Scholarships
 - Exceeded \$5.3 million in aid disbursed for 2007-08.
 - Successfully moved away from 100% verification of files which resulted in a 10% increase in files processed.
 - Improved website for easier comprehension and navigation.
- Health & Wellness Center
 - Increased collaborative efforts with the Instruction Division by inviting Health and Wellness staff professionals to serve as guest speakers during class lectures.
 - Worked with District Public Safety to ensure medical emergencies are handled appropriately and proper level of care is initiated.
 - Planned a successful Health and Wellness Fair.
 - Held 5 Wellness Center Blood Drives in support of the San Diego Blood Bank.
 - Ensured ongoing Health and Wellness Center services screenings, i.e. blood pressure, body fat composition, etc.
 - Increased staff knowledge of Americans With Disabilities Act (ADA), Sexual Harassment, and Discrimination issues through workshops.
 - Facilitated on-campus smoking cessation programs for students and staff.
 - Continued mid-day, on campus Alcoholic Anonymous (AA) meetings for students and community.
 - Worked with the Department of Public Health to conduct annual low-cost influenza clinics on campus for students, staff and community members.
- High School and Community Outreach
 - The 25th Annual High School Counselors Luncheon
 - Collaborating with the Grossmont Union High School District to plan, market, and execute the 2nd annual Got Plans event
 - Successful implementation of the Cuyamaca Link Program within Cuyamaca's top-four feeder high schools
 - Successfully matriculated a total of 305 students through the Cuyamaca Link program
 - Development and implementation of Cuyamaca Link Spring Registration Workshops and Priority Counseling Appointments
 - Successful transition of 130 Cuyamaca Link students into the Spring 2010 Semester

- 18 large scale campus tours with a total of 645 prospective student visitors
 - 33 high school and community presentation days reaching a total of 1,948 high school students and community members
 - Representation at a total of 48 community, college, and career fairs
 - Conducted a total of 24 PDC Application and Registration Workshop days throughout the Grossmont Union High School District
 - Made a total of 13,184 student and community contacts
 - Received a total of 2,267 applications for admission
- Personal Development-Counseling
 - Provide personal, career, and academic counseling through Personal Development-Counseling courses
 - Provide a variety of course options to meet student needs on campus; late start courses, Friday/Saturday course options, online courses, and hybrid courses.
 - Provide a transferable level course that meets CSU general education for students interested in transfer (PDC 124)
 - Assist students with academic planning, goal setting, time-money management, financial aid-scholarships, study skills, career development, and choosing a major through group counseling and Personal Development-Counseling.
 - Teach and assist Basic Skills students through counselor-instructor teams by linking Personal Development Counseling courses with English, math, and ESL.
 - Provide a comprehensive outreach program to local high school students by offering Personal Development Counseling courses at nearly every high school in the Grossmont Unified High School District (GUHSD) and area charter and alternative schools.
 - Recruit, market, and retain students in outreach programs developed by Personal Development Counseling.
 - Provide an outreach program by assisting Juvenile Hall students in enrolling them into online Personal Development Counseling courses.
 - Provide an outreach program by assisting students on the Native-American reservations by enrolling them into online Personal Development Counseling courses.
 - Participate and bring outreach functions onto Cuyamaca College's campus such as the annual Got Plans? from the Grossmont Unified High School District (GUHSD).
 - Assist in the recruitment, marketing and development the First Year Success Program at Cuyamaca College.
 - Developed the comprehensive orientation/assessment program, PDC 101, Introduction to College.
 - Provide professional development and training to PDC instructors; OnCourse conference, technology training, Blackboard training, teaching strategies.

- Student Affairs
 - Assisted in the dissemination of non-smoking policy materials, effective January 1, 2009.
 - Coordinated and hosted campus-wide Commencement Ceremony.
 - Continued to play a vital and critical role in enrollment management by overseeing the “Calling Campaign.”
 - Organized the “*Greeter Program*” that welcomes new and returning students to the campus each semester.
 - Updated “*Cuyamaca College New Student Survival Guide.*”
 - Updated ASGCC brochures and flyers.
 - Organized and facilitated yearly Associated Student Government and Student Trustee elections.
 - Prepared monthly College Hours featuring food and entertainment that are designed to focus on selected themes of diversity, global issues, and other items of general interest designed to facilitate students’ transition to the college.
 - Held monthly in-service workshops for the Associated Student Government.
 - Increased the hours of operation for the Associated Student Government Snack Bar to increase revenue.
 - Reached out to community financial institutions to facilitate college hours.
 - Continued excellence has been maintained during the District audit findings.
 - Maintained monthly Petty Cash audits for the College Cashier to continue the best practice guidelines.
 - Continued measures for College audits for Club Trust Accounts by adding the signature of the Vice President of Student Development and Services on the Club Trust Account Form.
 - Approve usage of the Student Representation Fee.
 - Assisted Health Center with H1N1 information and health services documentation.

- University Transfer Center
 - Hosted fifth annual Transfer Achievement Ceremony
 - Integrated UTC website with new Counseling & PDC Department web site.
 - Linked "Counselor Corner" web resource to Grossmont College Counseling & PDC Department
 - Sponsored University Transfer Fair in fall 2009
 - Restructured CSU & UC application workshops to incorporate laptop computers in the UTC
 - Designed a University Transfer Center Blog to reach out to transfer students in a timely fashion.

- Designed a new Supplemental Application Workshop to assist SDSU transfer students with supplemental application.
- Hosted a fall 2009 "Got Plans?" college and career fair for Cuyamaca and East County high school students
- Redesigned UTC newsletter as the "UTC E-NEWS" which is disseminated to all Cuyamaca high school students.
- Implemented Steps To Transfer Application Workshops
- Implemented Steps to Transfer Application Workshop Surveys

STUDENT DEVELOPMENT AND SERVICES
“DEPARTMENTAL PROGRAM SNAPSHOTS”

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Admissions and Records

Funding Source: General Fund

Departmental Goals: To provide 'customer centered' quality, accessible programs, information and services to the Cuyamaca College community, in support of college and district goals, and in accordance with local, state and federal policy.

- Provide student-centered services which promote access to all students.
- Provide excellent, prompt and professional service to students, faculty, staff and the surrounding community.
- Work collaboratively across the college and district community to develop information and services which assist students in the achievement of their educational goals.
- Continually upgrade and enhance technology to better serve students and to assist them in achieving their educational goals.
- Remain current and serve as a resource regarding Admissions and Records' policies pertaining to students and academic programs.
- Work collaboratively with other members of the Grossmont-Cuyamaca Community College District to insure student-centered services and alignment with Grossmont College Admissions and Records procedures and practices.

Services/Programs Provided:

Cuyamaca College's Office of Admissions and Records is responsible for providing quality, accessible services to the college community, in support of College and District goals, and in accordance with local, state and federal policy. The primary areas of responsibility of the office include: admissions, including international student and high school student admissions, residency determination, enrollment services, registration, grading, transcripts, enrollment verification, student file maintenance, class roster distribution, attendance and grade data collection, records services, international student tracking and reporting, transfer credit evaluation, degree and certificate tracking and conferral as well as Veteran's Affairs program administration. Admissions and Records is also responsible for marketing of Cuyamaca College.

Targeted Population/s:

Populations served by Admissions and Records include: currently enrolled students, prospective students, applicants, former students (for transcripts and enrollment verifications), faculty and staff. Within the groups served there are many special populations, which could potentially require and/or benefit from special handling, including International students, EOPS students, ESL students, DSPS students, Financial Aid students, and Veterans.

Relevant Statistics:

Attachments Below: Fall 2009 and Spring 2010 Enrollment Comparisons

Regulations Impacting Planning:

Almost all of the services provided by Admissions and Records are governed by local Governing Board, State or Federal policy. Some of the policies which impact services are Governing Board Policies, Title V, Ed. Code, FERPA, Homeland Security and SEVIS, and Veteran's Affairs.

Other Relevant Factors:

Admissions and Records staff is currently involved in the conversion to two new student information systems that were launched in Summer 2008. We continue to transition from a legacy system to Datatel's Colleague Student Information System and we are concurrently improving our degree audit legacy system to DARS. Both of these initiatives have required, and will continue to require, a huge dedication of staff time. It will ultimately provide the capability to provide improved services for our students. In addition, the Admissions and Records staff are serving an increased number of Refugee and Veteran students with reduced human resources.

CUYAMACA COLLEGE

Admissions & Records

MEMORANDUM

TO: Ron Manzoni, Joe Marron, Henri Migala, Arleen Satele, Tim O'Hare and Michael Wangler

FROM: Ken Grimes

DATE: September 9, 2009

SUBJECT: Fall 2009 Comparative Enrollment Report – **Census Day Report**

The following is an analysis of the Fall 2009 enrollment compared with Fall 2008 enrollment as of the same day of registration:

	Fall 2009	Fall 2008	Difference by #	Percentage +/-
Date	09/08/09	09/09/08		
Headcount	9230	8813	+417	+4.7
Units	67654.5	64220.5	+3434.0	+5.3

CUYAMACA COLLEGE

Admissions & Records

MEMORANDUM

TO: Ron Manzoni, Joe Marron, Henri Migala, Arleen Satele, Tim O'Hare and Michael Wangler

FROM: Ken Grimes

DATE: February 9, 2010

SUBJECT: Spring 2010 Comparative Enrollment Report – **Census Day (February 8th.)**

The following is an analysis of the Spring 2010 enrollment compared with Spring 2009 enrollment as of the same day of registration: Please keep in mind that Spring 2010 registration started one day before Spring 2009 due to the Veterans Day holiday on a Monday. Numbers will adjust.

	Spring 2010	Spring 2009	Difference by #	Percentage +/-
Date	2/08/10	2/09/09		
Headcount	9940	9847	+93	+0.9
Units	69760.5	68983.0	+777.5	+1.1

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Assessment Center

Funding Source: General Fund

Departmental Goals: Goals of the Assessment Center for 2010-2011 are to increase the number of students that are assessed in English, Mathematics and English as a Second Language (ESL), improve Assessment services to students through web registration, to work closely with counterparts at Grossmont College, and to establish a partial contract position.

Services/Programs Provided: The Assessment Center provides individual and group testing of English, mathematics, ESL, and prerequisite challenges. Assessment tests are typically offered in conjunction with new student orientations given by full-time counselors; tests are also provided on an individual basis as needed throughout the year. Accommodations are made for students with disabilities. The Assessment Office also provides Ability to Benefit (ATB) tests for financial aid purposes. Cuyamaca College instructors can also arrange with Assessment Center staff for test proctoring for students who have missed an exam.

Targeted Population/s: The Assessment Center serves all current and prospective students.

Regulations Impacting Planning: Matriculation services are mandated by the Chancellor's Office; Assessment is part of matriculation services.

Other Relevant Factors: The numbers of students taking the CELSA increased dramatically in 2009-2010, and is expected to remain high for the next few years due to the influx of Chaldean refugees in the East County.

MATH/ENGLISH/ESL ASSESSMENTS

Month	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10				
July	321	401	364	442	654	566				
August	434	545	611	539	772	533				
September	30	84	17	59	58	41				
October	32	33	13	31	20	18				
November	83	81	59	112	116	428				
December	215	215	151	169	310	308				
January	177	249	294	343	379	290				
February	8	13	20	40	50					
March	17	12	14	10	110					
April	102	51	60	9	275					
May	198	109	260	169	424					
June	231	163	213	150	527					
TOTAL	1848	1956	2076	2073	3695	2184				

ESL ASSESSMENTS

Month	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10				
July	47	59	35	30	89	168				
August	84	83	86	71	170	89				
September	10	3	2	10	6	9				
October	10	7	1	0	0	3				
November	17	25	4	7	35	257				
December	67	34	43	28	164	113				
January	70	61	65	83	98	70				
February	4	5	3	12	9					
March	6	18	3	0	0					
April	19	12	7	1	104					
May	39	6	14	2	171					
June	37	36	23	24	219					
TOTAL	410	349	286	268	1065	709				

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Athletics

Funding Source: General Fund and Fundraising by Coaches

Departmental Goals:

- To provide student athletes quality intercollegiate sports that will complement the college's instructional program
- To facilitate institutional goals toward more full-time students and higher rates of four-year transfers
- To enhance student life on campus and to foster community interest and support
- To increase social diversity and good citizenship among all participants

Services/Programs Provided:

- Opportunities for students to join intercollegiate teams: men's and women's basketball, cross country, soccer, track and field, men's golf, women's tennis, and women's volleyball
- Expert coaching for competitive skill and team development
- Special counseling for academic eligibility, four-year transfers, and meeting NCAA requirements
- Trainers' sports medicine services and health insurance

Targeted Populations:

- Graduating high school seniors who want to continue sports participation at the community college level
- 17-25 year-old students who desire sports participation

Relevant Statistics:

- GPA data, graduation, and transfer rates need to be tracked – student athletes in other institutional studies rate higher than average in all these areas
- Program FTES needs to be accounted

Regulations Impacting Planning:

- Title 9/Gender Equity
- Full-time faculty provisions and facility maintenance and development

Other Relevant Factors:

Chain of Command

- Commission of Athletics (State governing body for CCC Athletics)
- Pacific Coast Conference - Commissioner
- GCCCD
- Cuyamaca College - President
- Student Development and Services Division – SDS Vice President
- Athletic Director – 8 Coaches (3 FT & 5 PT) (11 teams)
- Support Staff – Counselor, Secretary, Trainers
- Facilities Technician, Grounds staff member

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: CalWORKs

Funding Source: Categorical funding from State and matching funds from College General Fund

Departmental Goals:

- Provide comprehensive services for CalWORKs (Welfare-to-Work Program) students to achieve educational goals and learn employable skills with the goal of increasing their wage earning power to become economically self-sufficient.
- Establish partnerships with County administrators, Maximus Employment Case Managers, community agencies, refugee organizations, and businesses.
- Promote services to reach those not currently being served.
- Research potential programs to provide additional services and support to students.

Services/Programs Provided:

- Academic, vocational, and personal counseling
- Assist students with developing a long-term plan for self-sufficiency
- Verification of required Welfare-to-Work hours
- Assist with paperwork to request payment for required books
- Provide on-campus CalWORKs work-study placements
- Assist with on-campus childcare
- Provide referrals to tutoring
- Assist students with EOPS, CARE, Financial Aid, and DSPS forms
- Provide referrals to other on-campus or off-campus services
- Provide school supplies such as notebooks, pens, pencils, scantrons, paper, and backpacks at no cost
- Free faxing and copying
- Support from staff that are familiar with welfare regulations
- CDC WORKs (formerly TANF-CDC) grant program for child development majors
- Partner with Maximus Employment Case Managers and/or County of San Diego staff to advocate on students' behalf
- Provide gas cards to qualified students

Targeted Population/s:

- CalWORKs recipients who are current and potential students.

Relevant Statistics:

- There has been an over 200% increase in CalWORKs students over the last academic year to 413 as of this writing (164 continuing students and 249 new students). With new students still being seen and late-start enrollment, we expect to add 10-20 more students. The increase is largely due to the growing Iraqi refugee population in the community.
- Continuing Education CalWORKs students were not being served in the past. We saw a need and starting enrolling students during the summer 2009. We expect serve about 400 non-credit students this year.
- In total, the CalWORKs program has seen a 379% increase in students since the 2006-2007 academic year. About 82% of current students are Iraqi refugees.
- Staff members include two adjunct counselors for 28 hours per week, a part-time clerical assistant for 19 hours per week, two student hourly workers for a total of 37 hours per week, and one work study student for 9 hours per week. Unexpected Federal dollars received this year will go toward hiring an additional adjunct Arabic-speaking counselor. Additional staff is sorely needed to serve all students effectively.

Regulations Impacting Planning:

- Funding by the State was decreased about 30% during academic year 2009-2010 due to State budget issues. However, Federal ARRA funds helped to soften the decrease to 22%. Childcare payments to the Child Development Center (CDC) were reduced 84% as a result. Last year, thirteen students received CalWORKs paid childcare at the CDC over two semesters and this year only five will receive paid childcare in the spring semester. Recently allocated one-time Federal dollars, that have to be spent by June 30, will go toward hiring additional work study students and an Arabic-speaking adjunct counselor. 2010-2011 funding is expected to be less. This will necessitate strategic planning on how to adequately serve our students with the same or less staff. Certain services may have to be eliminated.

Other Relevant Factors:

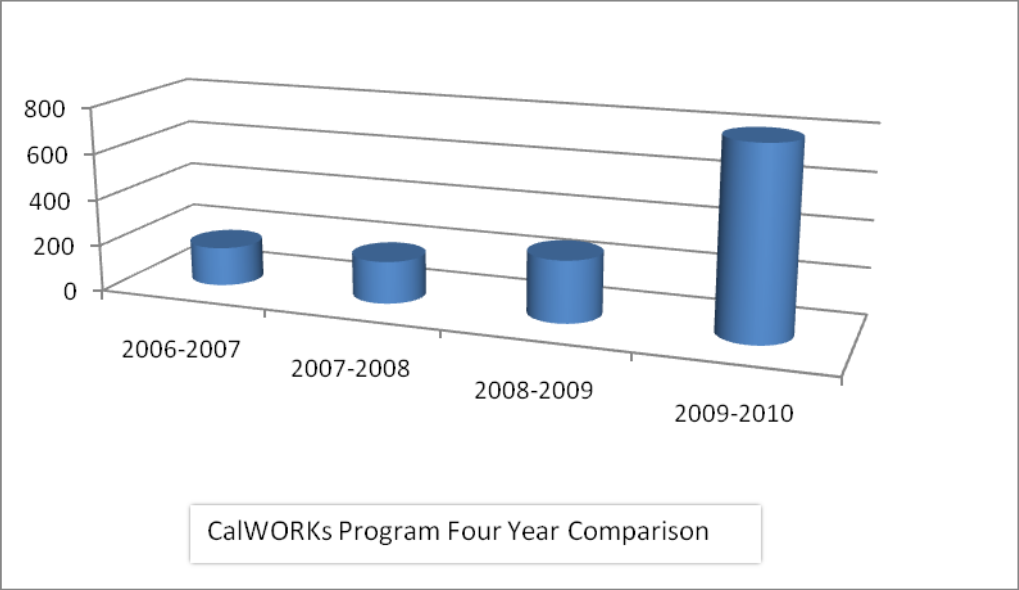
- Over 5,000 Iraqi refugees settled in East County from October 1, 2008 to September 30, 2009. This influx of refugees is expected to continue at the same pace for several years. The majority of these refugees qualify for CalWORKs. They have completely overwhelmed credit and non-credit ESL classes in the District and the community for the last year.
- Communication is an issue with so many Iraqis enrolled in our program. One student worker and the work study student help to provide Arabic translation in our department and others. More Arabic-speaking staff is needed.
- Unexpected, but fortunately, additional Federal TANF funds were allocated. This will allow the opportunity to hire an additional adjunct counselor who speaks Arabic for a few hours per week. This will help tremendously; however, even more counseling hours are needed to meet the needs of our students.

- Additional work study allocations were received by the State that will cover additional work study placements and supplement the program specialist salary (for job development). This Federal money does not require a college match so it can free up program dollars for purchases to use during the next fiscal year, which is expected to be less again.
- Thirty percent of program dollars are required to be used for work study and 25% is to be matched by the college. The allotted match of \$10,000 has been the same for several years and is insufficient to meet the 30% requirement. The amount needs to be increased to at least \$16,000 plus \$1252 for 2% benefits that cannot be paid by program dollars (total \$17,252).
- The demands of serving such a dramatic increase in students have overwhelmed the support staff and the program specialist. At minimum, the part-time classified assistant needs to be increased to full time. An additional part-time clerical assistant is needed for continuity of services. With so many student workers, consistency and accuracy is sometimes a problem. Currently, the part-time assistant and program specialist work many extra hours but not enough to keep organized, current on files, produce required college and program reports, and data entry.
- Serving non-credit student students has increased the workload of student workers and the program specialist. They do not meet with counselors but it has become problematic in giving them the needed help to complete required paperwork to meet County CalWORKs regulations. Reporting monthly attendance is a new aspect of serving these students that is time consuming for the program specialist. Providing this service saves confusion for students with little English to fill out County forms and from overwhelming teachers with signing off on forms for so many CalWORKs students. However, if the 2010-2011 budget is less than current levels, we may have to stop serving non-credit students. This will be unfortunate for the affected students and teachers.
- The CalWORKs Department is responsible for taking student IDs for the campus student body. At the beginning of a semester, long lines often form of students wanting IDs along with our CalWORKs students waiting for appointments or needing help with paperwork. The student ID budget helps to supplement the CalWORKs budget. However, the spring 2010 semester has proven to be very difficult logistically in a busy small office that is adjacent to a very busy counseling department. If enrollment continues to grow at the same pace, we will have to ask that the ID machine (and accompanying budget) be removed from our office. It is very disruptive for the CalWORKs office and staff.
- New State CalWORKs regulations that were effective July 1, 2009, but not enforced locally until November 2009, have created confusion for students and staff that has required meeting with other CalWORKs program counterparts, County of San Diego staff, and Legal Aid to receive explanation and guidance on how to implement and comply. This has also resulted in delays of county-provided supportive services for some students that are

handled on an individual basis. This has complicated our normal service delivery.

- We are still working with the homegrown system (ProTeam) for entering State required MIS data. Duplicative data entry could be minimized if the Colleague CalWORKs MIS module were made available. We keep a separate Access database that allows more ease for specific statistical reports than is available with ProTeam.
- Strategic planning is needed for how to manage program and student requirements with less money and staff. The way students are served will have to change in order to manage the large numbers of students more efficiently and effectively.

CalWORKs Students Served					
2009-2010 (thru 3/10/10) vs. 2008-2009 Actual					
Credit	2008-2009	2009-2010	SEPs Written	2008-2009	2009-2010
County Referred	210	342	Summer	71	118
Self-Referred	19	16	Fall	148	285
SIP	23	36	Spring	214	*313
Exempt	11	19			
Total	263	*413	Total	433	716
Non-Credit ITPs Written					
Summer		353			
Fall		143			
Spring		34			
Total		530			
Unduplicated Total - estimate		350			
Work study placements			35	Current	+6-7
				Planned	
SIP = Self-Initiated Program SEP = Student Educational Plan ITP = Individual Training Plan * students are still being seen for SEPs; expect to add about 10-20 more students					



STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Career and Student Employment Center

Funding Source: General Fund

Departmental Goals:

1. Assist vocational and transfer students' retention and success rates through improved career assessment services and career decision-making activities.
2. Develop partnerships with community businesses to increase job opportunities for students and provide career development training for business.
3. Improve career and employment services to current students and graduates through on-line services.

Services/Programs Provided:

1. Provide career planning and development assistance for all students.
2. Offer career assessment for all first-year and continuing students.
3. Provide employment services and job skills training for current students and graduates.
4. Provide career development services for community businesses.

Targeted Populations:

Current students, graduates, business and community members.

Relevant Statistics:

Attachments Below: Career Center/Student Employment, Number of Students Served.

Other Relevant Factors:

The Career Center provides a valuable bridge to local business and training programs through workshops and outreach activities.

CUYAMACA COLLEGE

Career Center/Student Employment
Number of Students Served
2009-10 (7/19/10-2/17/10)

Career Research Sign-Ins	Workshop Attendance	Career Advising Appts. (1 hr.)	Career Testing 8/07-7/30/08	Job Assist.	Resume Appts	Computer Lab Usage (Career/Employment)	PDC	Reg.	Total
24	350	30	10	60	20	607	128	385	1564

Workshops/Events:

- Aug Career Planning Presentation for PDC faculty
Retirement of Laurie Brown
- Sept One on one CHOICES assessment for DSP&S student
Region X Career Director's Meeting at MiraCosta
- Oct PDC Presentation, Got Plans?
Career Presentation, Got Plans?
HS Counselor Luncheon for PDC and Career presentation updates
- Nov Career Planning Workshop for PDC 124 (2)
Conducted PDC and Career Center Orientations to off-campus and on campus students
- Jan Resume Workshop
- Feb How to Apply for a Scholarship – Ornamental Horticulture Dept. (daytime)
How to Apply for a Scholarship – Ornamental Horticulture Dept. (evening)
Meetings with Community Learning on partnerships
Meetings with East County Career and Workforce Development on partnerships
Biotech Career Counselor Conference
Region X Career Directors meeting- applying for a regional grant
- March Resume workshop in preparation for Career Fair
- April Resume Workshop in preparation for Career Fair
Region X Career Counseling Workshop
- May 16th Annual Cuyamaca Career Fair
- June Meyers Briggs Training-Vocational Assessment for all counselors and PDC faculty
National Career Development conference
Presenter at 2010 Online Teaching Conference on Career Development courses online

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Counseling

Funding Source: General Fund and Matriculation

Departmental Goals: Goals of the Counseling Center for 2010-2011 are:

- Increase student access to programs and counseling services
- Increase student success and retention
- Support and participate in outreach activities including the Cuyamaca Link program, and PDC
- Participate in Basic Skills Initiative activities
- Promote innovation and as it relates to use of technology as a means to more effectively deliver services to students
- Increase counseling services to special populations including Iraqi immigrant/refugees, veterans, student athletes and international students
- Increase access to personal counseling services
- Participate in various budget related committees including Innovation & Planning Council, Budget Committee, Basic Skills Initiative and Academic Senate
- Comply with all appropriate federal, state and local regulations.

Services/Programs Provided: The counselors provide academic advising for new and continuing students. Counselors assist students with admission, assessment, orientation, scheduling of classes, referrals to appropriate support services, and follow-up on academic progress. In addition to general counseling, the department provides on-line counseling through "Ask a Counselor," develops web resources for students as well as specialized counseling for athletes, veterans, international (F-1) and basic skills students. Counselors provide crisis and personal counseling as needed. Counselors participate in outreach activities in high schools and the community. Counselors serve on shared governance committees and councils, make classroom presentations, and provide comprehensive transfer guidance and academic planning.

Targeted Population/s: The counselors serve all prospective, new and continuing students, staff and faculty.

Relevant Statistics: See attachments below “Program Status Report”

Regulations Impacting Planning: Matriculation services are mandated by the Chancellor’s Office; the counselors are involved in the planning and implementation of matriculation services.

Other Relevant Factors: The Counseling Department has several frozen positions including 1.4 FTE Student Services Specialists. In addition, the following reassigned duties have been added to the Counseling Department: .50 Outreach Counselor; additional .25 Articulation Officer (now .75 reassigned time); .50 Online Counselor (no longer grant funded as of September 2008). The counselor to student ratio is well below the 1:370 recommended by the Consultation Council Task Force on Counseling, <http://www.asccc.org>. The College has experienced a significant surge in Iraqi refugee/immigrants who desire to learn English and pursue various vocational, degree and transfer goals. Thus, the demand for counseling services has overwhelmed the Counseling Department, (and other Student Services areas as a whole). During the period between 2000 – 2009, the Counseling Department has experienced over 100% increase in student contact. Staffing in the Counseling Department is well below minimum.

**THE CURRENT STATUS OF COUNSELING SERVICES
AT CUYAMACA COLLEGE
COMPARATIVE ANALYSIS**

<u>2000-2001</u>		<u>CURRENT STATUS</u> <u>2009-2010</u>	
Hours of operation:		Hours of operation:	
Open to public 57 1/2 hrs/wk		Open to public 38 hrs/wk	
8:00 a.m. - 7:00 p.m. Mon -Thu		8:00 a.m. - 7:00 p.m. Mon	
		8:00 a.m. – 5:00 p.m. T/W/TH	
8:00 a.m. - 4:30 p.m. Friday		8:00 a.m. - 4:30 p.m. Fri. closed to public	
8:00 a.m. - 1:00 p.m. Saturday		No Saturday Coverage	
Walk-in hours during all hours of operation.		No Walk-in Hours during regular semester. Walk-in available July/Aug/January, or as budget permits.	
Counseling Staff:		Counseling Staff:	
8.0 FTE Full-time Regular Counselors		7.0 FTE Full-time Regular Counselors	
1.0 FTE Full-time Transfer Center Coordinator		1.0 FTE Full-time Transfer Center Coordinators	
1.5 FTE Adjunct Counselors(Approx.)		1.0 FTE Adjunct Counselors (Approx.) Depends on budget	
Released time assignments: .50 Articulation .6235 Counseling/PDC Dept. Chair .50 International Students.		Released time assignments: .75 Articulation 1.0 Department Chair-Coordinator .50 Outreach Counselor .50 Online Counselor Assignments with no release time: Veterans Services Athletes International Students	
SUMMARY			
<i>Full-Time General Counselor</i>	<i>8.0</i>	<i>Full-Time General Counselor</i>	<i>8.0</i>
<i>Total Release Time</i>	<i>-2.62</i>	<i>Total Release Time</i>	<i>-3.75</i>
<i>FTE Adjunct Counselors</i>	<i>1.0</i>	<i>FTE Adjunct Counselors</i>	<i>0.5*</i>
<i>Net Counselor FTE</i>	<i>6.38</i>	<i>Net Counselor FTE</i>	<i>4.75</i>
		*Basic Skills Adjunct Spring 2010 will see additoinal adjunct as a result funds given to the Counseling Dept January 2010.	

**COMPARATIVE STATISTICS OF STUDENT CONTACTS
WITH A COUNSELOR
2000-2001 TO 2008-2009**

**SCHEDULING AND REPORTING SYSTEM – SARS
STATISTICAL REPORT**

Month	2000-01	2008-2009	% Increase
July	1,477	3272	121%
August	2,088	4164	99%
September	619	1316	78%
October	585	1000	71%
November	1,130	1716	52%
December	742	1754	136%
January	1,526	2426	115.9%
February	595	1102	85%
March	609	1412	131%
April	549	1760	220%
May	919	2193	138%
June	799	2116	164%
YR TOTAL	11,641	24,363	109%

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Disabled Students Programs and Services

Funding Source: Dedicated Funds, General Funds, Grant Funds

Departmental Goals:

Support and Promote Academic Excellence
Increase Student Access
Advance Diversity and Social Harmony
Maintain and Increase Persistence, Retention, and Success

Services/Programs Provided:

1. Disability-Related Advocacy
2. Counseling
3. Application/Registration Assistance
4. Short-term Special Parking
5. On-campus Transportation Assistance
6. Adaptive Equipment
7. Alternate Media
8. Assistive Technology
9. Web Accessibility
10. Interpreters for the Deaf
11. Readers for the Blind
12. Note-takers
13. Learning Disability Assessment
14. Speech-Language
15. Test Proctoring
16. Classroom Accommodations

Targeted Population/s:

Disabled Students

Regulations Impacting Planning:

1. Americans With Disabilities Act (ADA)
2. Federal and State Regulations
3. Title 5, Sections 504 and 508

Other Relevant Factors:

- Department Program Review with new CAS Standards was completed 2007-2008
- Critical need to hire a full-time DSP&S Specialist-Counselor

- Ongoing need to address the increasing costs of the mandated provision for Sign Language Interpreter Services

Disabled Students Programs and Services Statistics

Category		Spring 2008	Fall 2008	Spring 2009	Fall 2009
Academic & Disability Counseling	Services Provided (Reason code summary add Academic,&Disability,&Personal,&Other appts.)	754	699	1070	1458
	Student Contact (appts.)	321	521	602	600
	Contact Hours (Appts. x 2hrs, SCA & RDU)	590	1168	1464	1768
High Tech Lab	# of Students	70	75	82	95
	Hours	1012	941	1005	1111
Access to Print	# of Students	45	60	35	38
	Hours	152	505	449	558
Interpreting	# of Students	4	5	4	2
	Hours	720	814	338	201
Test Proctoring	# of Students Contact	963	1163	1327	1152
	# of Tests	330	368	457	331
Speech/Language	New Students (SL Intake)	88	30	36	21
	Student contact	269	277	240	292
	Contact Hours	594	560	516	604
LD Services	New Students (LD intake)	113	104	63	44
	Student contact	267	208	278	201
	Contact Hours	751	574	716	469.5
Cart	# of Students	5	17	63	7
	Hours of Transportation	336	407	278	289

**Cuyamaca College
 Disabled Students Programs & Services(DSPS)
 California Community Colleges Chancellor's Office MIS Reports**

Academic Year 2007-2008	
Primary Disability	Headcount
Acquired Brain Injury	10
Developmentally Delayed Learner	49
Hearing Impaired	16
Learning Disabled	203
Mobility Impaired	45
Other Disability	98
Psychological Disability	96
Speech/Language Impaired	23
Visually Impaired	11
Grand Total	551

Academic Year 2008-2009	
Primary Disability	Headcount
Acquired Brain Injury	24
Developmentally Delayed Learner	48
Hearing Impaired	24
Learning Disabled	247
Mobility Impaired	70
Other Disability	245
Psychological Disability	131
Speech/Language Impaired	34
Visually Impaired	13
Grand Total	836

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Extended Opportunity Program & Services (EOPS)/
Cooperative Agencies Resources for Education (CARE)

Funding Source: Categorical funding from the State and matching District funds.

Departmental Goals:

To enable students to fully develop their educational potential by promoting persistence and retention. EOPS has a goal to increase the number of under-represented students on campus. CARE's goals are to support the EOPS students who are single parents on CalWORKs assistance, work more closely with campus and county CalWORKs programs to increase retention and completion of student goals, and to expand outreach activities on the campus and in the community. The Foster Youth program goal is to increase the number of emancipated foster youth students on campus and assist in their retention by stabilizing staff and resources.

Services/Programs Provided:

EOPS counselors provide academic, career and personal counseling to new and continuing students. Counselors serve as advocates, make referrals and monitor academic progress. EOPS peer advisors assist with financial aid, and admission applications, progress monitoring, translation, outreach, classroom/panel presentations and serve as Peer mentors. The program provides book vouchers, priority registration; student progress report monitoring, retention seminars and new and continuing student orientations. CARE provides all of the above services plus childcare grants, transportation assistance, seminars, events and a fall clothing closet and food pantry geared towards the needs of this population. Foster Youth (FY) provides all of the above services plus Child Abuse Prevention/Guardian Scholar grants, individualized case management for housing Medi-Cal and other needs, Independent Living Skills, mentoring, and events specific to this population.

Targeted Population/s:

Low income and educationally disadvantaged students, including under-represented students. CARE – single parent EOPS students receiving CalWORKs assistance. Foster Youth – former foster youth or youth who were/are wards/dependents of the court.

Relevant Statistics: EOPS/CARE served 852 full-time students in 2008-2009.

Regulations Impacting Planning:

Funding by State for 2010-2011

Title 5 regulations.

Flexibility of mandates

Legislature – EOPS programs to assume foster youth population. No funding provided.

Other Relevant Factors:

- In 2009-10 EOPS experienced a 40% cut in our allocation, effectively reducing funding by \$228,000.
- There was one time back-fill funds of EOPS carryover and ARRA funds, but unless we receive additional backfill funds in 2010-11, we will experience the full effect of the 40% cuts, including additional costs for permanent staff.
- There was also a cap reduction to 292 students. We are currently serving over 500 students, but will almost certainly not receive funds for serving them next year.
- Depending upon our goal for students served, (and the number of students returning for 10-11), we may not accept any new students to EOPS for the Summer or Fall 2010 semesters. We would continue to accept target populations however, ie-foster youth, single parents, and underrepresented groups as indicated in our previous planning documents.
- Meanwhile, our college has continued to grow and is experiencing record enrollments. This growth has impacted the EOPS and CARE program staff. EOPS has only 1.5 contract counselors to serve students. Our greatest staffing need is the CARE Student Services Specialist position- it was never refilled when it became vacant and has been part-time since 2007. The program is in dire need for the position to be replaced.

<u>APPOINTMENT STATUS</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Appointments – Attended	3,100	0
Drop-ins	137	0
Appointments – Unmarked	128	0
Appointments – Not Attended	764	0
Appointments – Cancelled	363	

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Financial Aid and Scholarships

Funding Source: (General Fund, BFAP, & DFAFS)

Departmental Goals:

1. Ensure compliance with College policies and procedures and Federal, State, and District regulations.
2. Focus on continued improvement of customer service.
3. Regularly re-evaluate and streamline the financial aid application process to ensure the best possible access and delivery of services to students.
4. Provide outreach to current and prospective students and their families, staff, faculty, and the local community to educate them regarding financial aid.
5. Coordinate with other departments within Cuyamaca College, Grossmont College, and the District, as well as other higher educational institutions and Federal and State agencies.
6. Ensure that the latest technology is utilized to improve services, as mandated by Federal and State agencies.
7. Increase the number of applicants for financial aid and scholarships and increase the number of scholarships available.

Services/Programs Provided:

The Financial Aid and Scholarships department administers federal, state, institutional, and private student aid programs in accordance with College policies and procedures as well as federal, state, and district regulations. The department provides financial aid information to prospective/current students and their parents; assistance with financial aid and scholarship applications and processes; financial aid and academic advising; financial aid outreach presentations; and orientation to financial aid, student services, and academic planning. All scholarships are coordinated through the department.

Targeted Population/s:

All potential and current students

Relevant Statistics:

Financial Aid awarded by year and source 2007-2009

Regulations Impacting Planning:

Federal legislation that has already passed and will likely be passed affect the Pell Grant and Student Loan programs. Year Round Pell (YRP) is a new process that will allow students to receive more Pell grant aid throughout the year. There is growing concern about YRP processes and requirements from the financial aid community as guidance from the Department of Education has been limited. The Student Loan Program is moving from the Federal Family Education Loan Program to Direct Lending. Although services may be easier for students to conduct business in regards to their student loans, colleges must take on 100% of the loan processing. YRP and Direct Loans will have a tremendous impact on financial aid staff due to implementation of the programs and the requirements needed to maintain the programs.

Due to the economic state of California, the Governor's state budget proposal proposed elimination of new competitive Cal Grants. This would negatively impact some of our neediest students at a time when college affordability is a major concern state-wide.

Other Relevant Factors:

The number of financial aid applicants continues to increase significantly. At the time of writing (Feb 2010), FAFSA applications for 2009-10 is already 32% more than all of last year's record growth. The number of Pell grants awarded for 2009-10 is 32% more than what was awarded all of 2008-09 as well.

The new Financial Aid Director was hired in May 2009. Filling this position was critical as the Director is needed to address new regulations and challenges such as those brought on by the increase in applicants and the increase in the immigrants attending Cuyamaca College. However, staffing is still a concern for the department. The filling of the Director position created a vacancy for the Supervisor position. In total, the department has four positions frozen at this time. File processing time hovered 6-8 weeks through most of 2008-09 and 2009-10. With workloads continuing to increase and changes in financial aid programs already in effect, staffing is needed to process financial aid in a timely manner and to maintain a viable financial aid program for the college.

Funding continues to be a concern as the department budgets have minimal funds for operating expenses other than salaries and benefits. Due to cuts in funding, the Financial Aid and Academic Planning course offered through Continuing Education was cut and financial aid outreach and inreach activities were reduced significantly.

Cuyamaca College
Fall 2009 Transfers to Four-Year Universities

Comparison of Financial Aid: 2008-2009 & YTD 2009-2010 (as of 02/19/10)

	2009-10	2008-09	% Increase
Pell (# of awards)	1989	1509	32%
Pell (\$ disbursed)	\$4,332,049	\$4,487,679	
Subsidized Loans (# awarded)	137	137	
Subsidized Loans (\$)	\$474,187	\$424,863	
Unsubsidized Loans (# awarded)	83	77	
USSL (\$ borrowed)	\$295,827	\$227,367	
Total Loans Borrowed	\$770,014	\$652,230	
FAFSA's processed	7701	5850	32%

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Health and Wellness Center

Funding Source: General Fund – Restricted and Student Health Fees

Departmental Goals:

- Provide access to and quality health care for all students seeking assistance
- Build a strong network of health agencies in the community that will provide affordable accessible health care that will complement and enhance existing services
- Sponsor and facilitate health programs on campus provided by health professionals and agencies from the community
- Actively seek fiscal resources through private, community, federal and state resources to supplement Student Health Fee funding.

Services/Programs Provided:

- Emergency response: Automated External Defibrillator (AED)
- First Aid
- Health screening through glucose, cholesterol, vision, hearing, blood pressure, body composition, height, weight, body mass index, and blood pressure testing
- Immunizations (influenza and tetanus)
- Campus and community referrals
- College Hour events
- Student insurance
- Video library
- Health education presentations
- Contraception education kits
- On-site lab tests: pregnancy, rapid strep A, rapid influenza A & B
- Annual Health and Wellness Fair
- Blood drives
- Provide educational workshops regarding health and wellness
- Provide smoking cessation kits
- Promote current health topics through bulletin boards
- Participate in various committees, such as the Emergency Preparedness Committee
- Maintain department website
- Dispense OTC meds

Targeted Population/s:

All current and incoming College and District students, staff, faculty, administration, and community members.

Regulations Impacting Planning:

Title 5, California Education Code, California Penal Code, Governing Board policies and procedures, College and department regulations, American Medical Association recommended practices.

Other Relevant Factors:

The Health and Wellness Center is currently seeking a replacement Supervisor to oversee day-to-day operations.

Date:
Time: 8:40 AM

Reason Code Summary Report

2/22/2009 - 2/22/2010

Page: 2
Location: HEALTH

Includes Attendance Status: Attended Not Attended Not Marked Cancelled

Name	Reason Code	Number of Student Contacts
PRIS	<18 YRS	180
	18-29 YRS	1152
	30-49 YRS	616
	50-69 YRS	299
	70+ YRS	17
	ACCIDENT RPT	2
	B/P	1412
	BODY COMP	1646
	COMMUNITY	11
	CONSULT	646
	CRISIS INTER	4
	FEMALE	1239
	FOLLOW UP	4
	GLUCOSE	5
	HEARING	1
	HT./WT.	1406
	ILL/ASSES	106
	INJRY/FRST AID/ER	67
	INS. CLAIM AST	1
	IZ	181
	MALE	842
	MNTL HEALTH	1
	OTC MEDS	127
	OTHER	99
	REF CAMPUS	5
	REF COMM	16
	SELF CARE AST.	1
	STAFF	178
	STUDENT	1988
	SUPPLIES	40
	TB ADMIN	127
	TB READ	125
	VISION	1
	Total: 12545	

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: High School and Community Outreach

Funding Source: Outreach General Fund, Bookstore Fund, Career Pathways, and Foundation Funding

Departmental Goals:

- Increase enrollment by promoting and marketing Cuyamaca College to high school students, community members, and current students
- Educating and exciting said populations on Cuyamaca College's vocational programs, transfer options, college departments, and support services
- Continue to establish consistent, convenient, and friendly working partnerships with all high school staff and administration in the Grossmont Union High School District and beyond
- Establish new partnerships with underrepresented high school and community groups outside of the Grossmont Union High School District
- Serve as a liaison between high school counselors, teachers, administrators and Cuyamaca College programs, services, and departments
- Build strong working relationships and promote access to Cuyamaca College with local community groups, businesses, college, career, and job placement organizations
- Assist with activities that will facilitate an increase of student retention
- Create a welcoming environment and a seamless transition to Cuyamaca College for new students
- Act as a resource to all high school students, community members, and current students to obtain up-to-date college information
- Continue to establish Cuyamaca Link at Steele Canyon, Mt Miguel, Monte Vista, Granite Hills, and Valhalla High School
- Continue to build Cuyamaca Link as a retention program geared towards student success in the first year
- Incorporate PDC 101 courses with the Cuyamaca Link program
- Continue to develop and maintain department website
- Partner with the Grossmont Union High School District in hosting the 3rd annual Got Plans? Event

Services/Programs Provided:

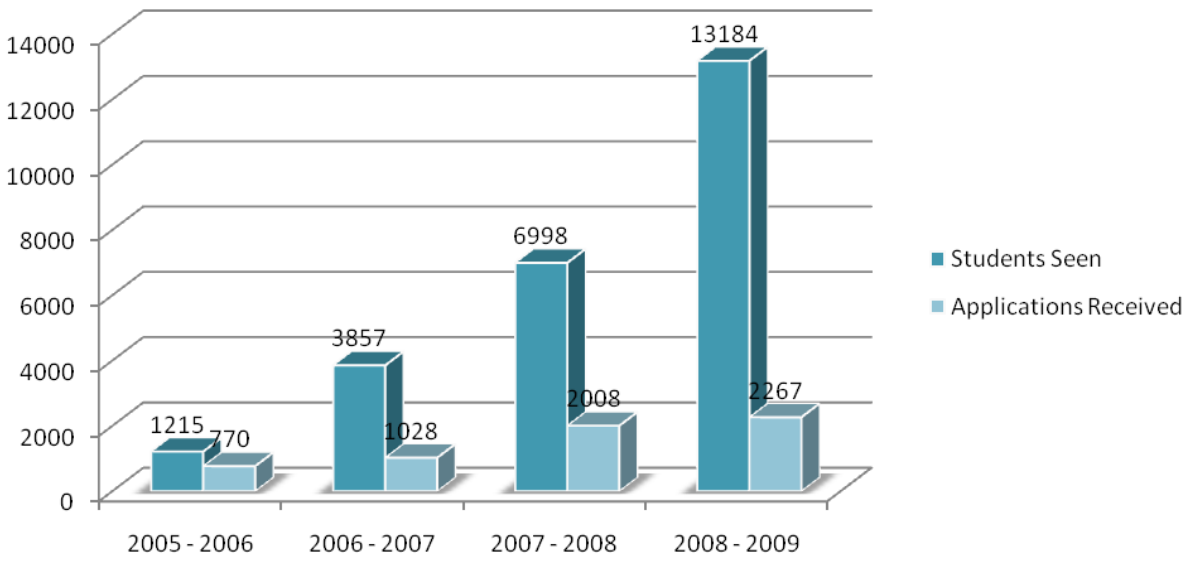
Outreach provides the following programs and services:

- Scheduled student advising sessions at all schools in the Grossmont Union High School District, as well as Chaparral, Helix Charter, and Steele Canyon Charter
- Large-scale high school campus tours
- Small-scale campus tours for individual students and their families, as well as small groups of students
- 50-minute interactive classroom presentations
- Representation at all major career and college fairs
- End-of-year Joint Application Workshops at all Grossmont Union High Schools in conjunction with Grossmont College
- PDC (Personal Development Counseling Course) Application and Registration workshops, tours, and classroom presentations
- On-campus Information tables during the first week of the fall, winter, spring and summer sessions
- Mailing and calling campaigns
- Tri-Annual community business' schedule distribution
- Career Pathway/Tech Prep Events
- High School Counselor's Luncheon
- Marketing campaigns and publications
- Calling Campaigns
- Cuyamaca Link Matriculation and Retention Program

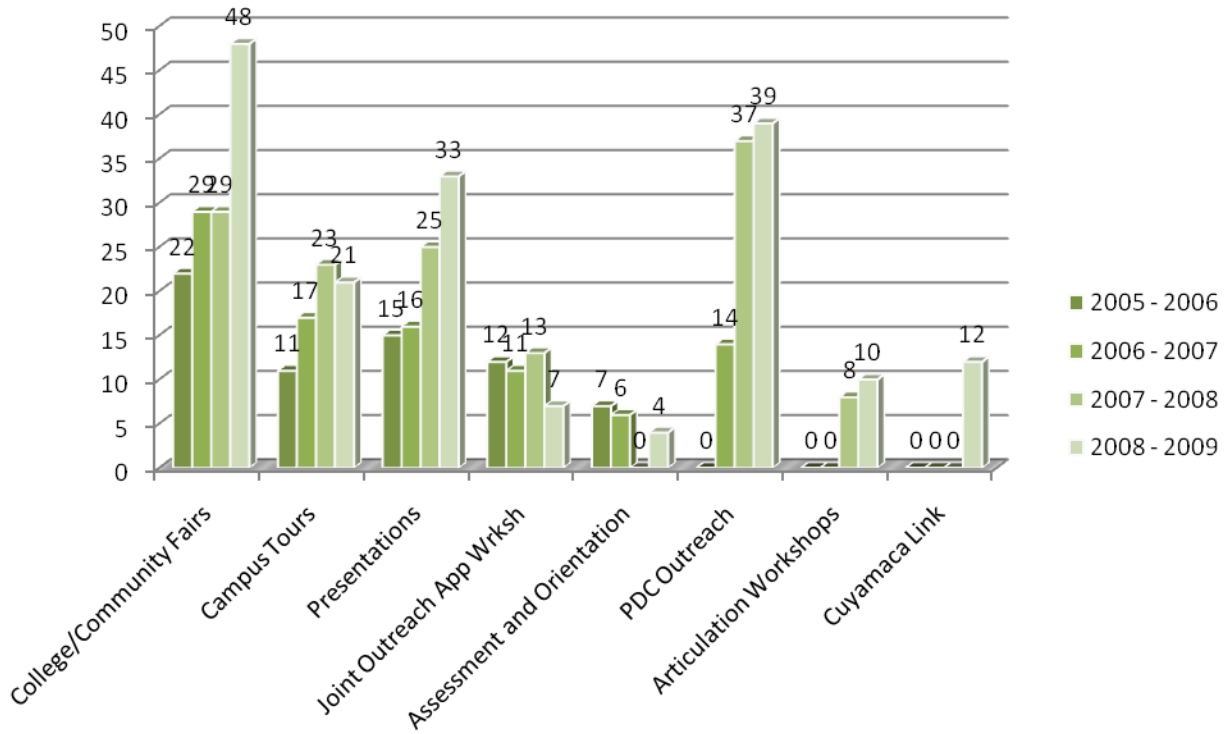
Targeted Population/s:

High school students and their families, community members, with special focus on low-income, first-generation, and ESL populations.

Contact & Application Comparison for The High School and Community Relations Department



Annual Event Comparison for High School & Community Relations Department



Event Totals

Overall Events Summary	Students Seen	Applications Received
Student Advising	1086	748
Large Scale Campus Tours	645	304
Small Scale Campus Tours	42	0
High School/Community Presentations	1948	0
High School/Community Fairs & Conventions	2976	0
On-Campus Info Tables	3336	0
On-Campus Events	40	0
End of the Year Application Workshops	146	119
PDC Application Workshops	520	344
PDC Campus Tours	360	0
Articulation Workshops	1048	359
Cuyamaca Link	1037	393
Total	13184	2267

Advising Summary By High School	Students Seen	Applications Received
Chaparral	41	22
El Cajon Valley	73	50
El Capitan	29	12
Granite Hills	259	195
Grossmont	82	67
Helix Charter School	69	63
Monte Vista	68	49
Mount Miguel	116	54
Santana	51	22
Steele Canyon	103	81
Valhalla	82	30
West Hills	123	109
Total	1096	754

By Student Ambassador	Advising students	Advising Applications	EYAW Apps	Tour Apps	Link Apps	Total Apps
Katrina Ludwig	29	12	26	24		62
Chris Nasshan	133	52	32	25	191	300
Cameron Stone	189	104	8	74	27	213
Akil Weber	212	152	4	27	102	285
Peter Cohan	205	176	32	29		237
Jennifer Magoffin	328	258	17	26	73	374

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Personal Development Counseling/Personal Development Special Services

Funding Source: General Fund, Counseling, DSP&S

Departmental Goals:

- ♪ Increase student access to programs and services at Cuyamaca College through high school outreach; *PDC for HS* program and Basic Skills (First Year Success Program (Summer Bridge Success) and PDC 101 (Comprehensive Orientation program)
- ♪ Participate in enrollment management activities to assist students taking courses at the high schools
- ♪ Increase student success and retention at Cuyamaca College through PDC 124, Lifelong Success and Basic Skills PDC course programs (Linked classes with PDC
- ♪ Enhance college and community relations through off-campus programs such as the *PDC for HS* program and working with incarcerated youth and students from remote areas through online PDC courses
- ♪ Assist Basic Skills and first year students through Bridges for Success, Basic Skills and Summer Bridge Success Program (First Year Success Program)
- ♪ Provide Bridges for Success program with linked classes for Basic Skills students
- ♪ Continue collaborating with librarians
- ♪ Provide Career Development and Career Exploration guidance curriculum to counsel students on choosing a major and career
- ♪ Provide courses for students with disabilities through PDSS program linked with DSP&S

Services/Programs Provided:

PDC provides the following programs and services:

- ♪ On campus traditional program; face-to-face, blended, online courses
- ♪ “PDC for HS” – courses taught off campus at the local high schools
- ♪ Basic Skills program through PDC 130, Study Skills and Time Management
- ♪ Bridge for Success – linked courses with Math and English
- ♪ Coordination with Library Instruction
- ♪ Outreach to the community – PDC for HS, courses for incarcerated youth and students who live in remote areas taking online classes
- ♪ Academic, Career and Personal guidance
- ♪ Comprehensive orientation program for all new students
- ♪ Partnership with “Cuyamaca Link”
- ♪ Summer Bridge Success Program
- ♪ Learning Community (coordinated monthly luncheons)

♪ Program for students with disabilities

Targeted Population/s:

Basic Skills students, first year college students, at-risk students, probationary students, students undecided about their major and career, students who need to confirm their major and career, high school juniors and senior for post-secondary college planning, re-entry adult students, students with disabilities, ESL students, CalWORKs students, first-generation college students, low-income students

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: Student Affairs

Funding Source: General Fund

Departmental Goals:

- Ensure appropriate level of funding for all Student Affairs departments, including Student Affairs, Health and Wellness Center, Associated Student Government of Cuyamaca College (ASGCC), and Commencement budgets.
- Provide accurate and timely information regarding student grievances, due process, and discipline to all Cuyamaca College students, faculty, administrators and staff.
- Increase visibility and student awareness of the ASGCC.
- Recruit students to participate in student government.
- Provide accurate excel data to track students assisted by the Student Affairs Office.

Services/Programs Provided: Student Affairs provides the following services:

- Student Representation Fee maintenance and usage
- Coordinate college wide events for students, staff and community members
- Student grievances
- Student disciplinary actions
- Student due process
- Student complaints
- Student concerns
- ASGCC Government and leadership training
- Coordination of annual Commencement ceremony
- Monthly theme-based College Hours
- ASGCC and Student Trustee elections
- Student Advisor to ASGCC
- Oversee all college-wide club trust fund accounts
- Facilitate appointment of student representatives to shared governance committees
- Coordination of loan program for ASGCC and Student Affairs items
- Coordination of on-site vendors program
- Responsibility for maintaining updated campus bulletin boards listing college and community information
- Maintenance of free speech bulletin boards
- Responsibility for processing paperwork for ASGCC stipends

- Responsibility for ensuring appropriate and accurate Governing Board presentations by ASGCC and Student Trustee
- Coordination of all college clubs
- Coordinate and distribute Student Benefit Coyote Cards
- Maintain department website
- Supervises Health Center

Targeted Population/s: All current and incoming College and District students, staff, faculty, administration, community members.

Regulations Impacting Planning: Title 5, California Education Code, California Penal Code, Governing Board policies and procedures, College and department regulations, American Medical Association recommended practices.

STUDENT SERVICES MASTER PLAN

DEPARTMENTAL SNAPSHOT

Department Name: University Transfer Center

Funding Source: General Fund

Departmental Goals:

- Provide accurate and timely transfer information to students, counselors, faculty, staff, and the community.
- Provide Academic Counseling to Cuyamaca College (CC) and prospective students.
- Recognize Cuyamaca College transfer student achievements.
- Advertise and promote UTC events to students, faculty, staff, and the community.
- Provide access to transfer services on campus, the World Wide Web and via online counseling.
- Provide CC students/PDC/Athlete students Application and Steps to Transfer Informational Workshops.
- Provide accurate information to CC students regarding SDSU and UCSD Transfer Admissions Guarantee (TAG) program.

Services/Programs Provided: The University Transfer Center assists students with the process of transferring to four-year colleges and universities by providing the most current information available to ensure a smooth transition. This is achieved by providing quality programs and services that support student success through transfer resources that are accessible to students. These resources include counseling, academic and career advising, and access to online information specific to Cuyamaca College's transfer programs.

Targeted Population/s: General Student Population and Outside Community.

Relevant Statistics: Fall 2009 Transfers to Four-Year Universities.

**Number of Students Served
2009-2010 (7/01/10-3/30/2010)**

Computer Lab Usage	Appl. Workshop Attendance	E-mail Contacts	Phone Contacts	Classroom Visits	College Fair	Other
535	156	578	543	182	7001	393

The following tables present information on students who attended Cuyamaca College and subsequently transferred to a four-year university during Fall 2009. They could have attended Cuyamaca College at any point before that within six years (i.e., since Fall 2003). Students who completed fewer than three units have been excluded from this study.

Transfer data for this report were provided by the National Student Clearinghouse. Please note that, while all efforts were made to ensure the accuracy of the data, the actual numbers may vary slightly due to differences in transfer data collection methods.

	Fall 2009 Transfer
Completed 3 to 29.5 units	684
Completed 30+ units	246
Total Transfers	930

The following table shows the universities attended by Fall 2009 transfers who completed at least three units but less than 30 units at Cuyamaca College.

Transfer Universities	#	Transfer Universities	#
San Diego State University	274	California State University - Monterey	3
University of California - San Diego	43	Northern Arizona University	3
California State University - San Marcos	39	University of Maryland - University Coll	3
University of Phoenix	27	William Penn University	3
National University	16	Boise State University	2
Humboldt State University	15	California Baptist University - Undergrad	2
Ashford University	12	California State University - Bakersfield	2
California State University - Fullerton	12	California State University - East Bay	2
University of California - Berkeley	12	California State University - Fresno	2
California State University - Sacramento	10	Colorado Christian University	2
University of California - Irvine	10	Devry University - Pomona	2
Point Loma Nazarene University	9	San Jose State University	2
San Francisco State University	9	Texas State University - San Marcos	2
University of California - Los Angeles	9	University of Arkansas at Little Rock	2
University of San Diego	8	University of California - Davis	2
California State Polytechnic	7	University of California - Merced	2
California State University - San Bernar	6	University of California - Riverside	2
University of California-Santa Cruz	6	University of Montana	2
California Polytechnic State University	5	University of Oklahoma Health Sciences	2
California State University - Northridge	5	University of Portland	2
ITT Technical Institute	5	University of Southern California	2
University of California-Santa Barbara	5	Utah Valley University	2
Azusa Pacific University	4	Abilene Christian University	1
California State University - Chico	4	American University	1
Alliant International University	3	Augusta State University	1
Arizona State University	3	Brigham Young University	1
California State University - Dominguez	3	Bryant & Stratton College - Richmond	1
California State University - Los Angeles	3	California Lutheran University	1

Transfer Universities	#	Transfer Universities	#
California State Univ Channel Islands	1	Savannah State University	1
California State University - Long Beach	1	Sierra Nevada College	1
Capella University	1	Sonoma State University	1
Chapman University - Ac 1	1	South Dakota School of Mines	1
Cleveland Chiropractic College	1	South Dakota State University	1
College of Southern Nevada	1	Springfield College	1
Columbia College Chicago	1	St Cloud State University	1
CUNY Queens College	1	Stanford University	1
Delta State University	1	SUNY Stony Brook University	1
Depaul University	1	Texas A&M Health Science Center	1
Devry University - Dupage	1	Texas Christian University	1
Dominican University of California	1	Thomas M Cooley Law School	1
Eastern New Mexico University	1	Troy University - Montgomery	1
Embry-Riddle Aeronautical Univ.-Worldwid	1	Tui University	1
Evangel University	1	Tulane University	1
Excelsior College	1	Tuskegee University	1
Franciscan University of Steubenville	1	University of Alaska - Anchorage	1
Grand Canyon University - Traditional	1	University of Arizona	1
Iona College	1	University of Arkansas at Monticello	1
Letourneau University	1	University of California - Extension	1
Loyola Marymount University	1	University of Hawaii at Manoa	1
Missouri Southern State University	1	University of Iowa	1
Multnomah Bible College And Biblical Sem	1	University of Massachusetts at Amherst	1
New Jersey City University	1	University of Nebraska at Omaha	1
New Mexico State University - Main	1	University of Northern Iowa	1
Northwestern University	1	University of Rhode Island	1
Oregon State University	1	University of San Francisco	1
Ottawa University - Ottawa	1	University of St. Francis	1
Pennsylvania State University	1	University of Utah	1
Portland State University	1	Utah State University	1
Purdue University - West Lafayette	1	Wartburg College	1
Rensselaer Polytechnic Institute	1	William Jewell College	1
Roanoke College	1	Total	684
Rutgers - The State University of NJ	1		

The following table shows the universities attended by Fall 2009 transfers who completed 30 units or more at Cuyamaca College.

Transfer Universities	#
San Diego State University	128
California State University - San Marcos	21
University of California - San Diego	12
National University	8
University of San Diego	8
California State University - Fullerton	6
University of Phoenix	5
California State Polytechnic	3
California State University - Long Beach	3
Humboldt State University	3
Ashford University	2
California State University - Sacramento	2
Point Loma Nazarene University	2
San Francisco State University	2
University of California - Davis	2
University of California - Santa Barbara	2
University of Nevada Las Vegas	2
Woodbury University	2
Arizona State University	1
Azusa Pacific University	1
Biola University	1
Boise State University	1
Brigham Young University - Idaho Spring	1
California Maritime Academy	1
California Polytechnic State University	1
California State University - Chico	1
California State University - Los Angeles	1
California State University - San Bernardino	1
Colorado School of Mines	1
Embry-Riddle Aeronautical Univ.-Worldwide	1
Florida International University	1
Fort Lewis College	1
Grand Canyon University - Traditional	1
ITT Technical Institute	1
Lynchburg College	1
New York University	1
North Central University	1
Northwest Florida State College	1
Ottawa University-Ottawa	1
Portland State University	1
Purdue University - North Central	1
Purdue University - West Lafayette	1
Sul Ross State University	1
University of California - Santa Cruz	1
University of California - Merced	1
University of California - Riverside	1
University of Colorado at Boulder	1

Transfer Universities	#
University of Hawaii at Manoa	1
University of Illinois @ Urbana	1
University of Northern Iowa	1
University of Oregon, Main Campus	1
Total	246

MEMORANDUM

DATE: April 22, 2010

TO: Cuyamaca College Community

FROM: Student Development and Services Master Plan Committee and Student Development and Services Managers (Joseph Marron, Susan Topham, Nicole Jones, Cindy Morrin, Rebecca Knapp, Ray Reyes, Beth Viersen, Liesbeth Wiering)

SUBJECT: Student Development and Services Master Plan **Staffing** Recommendations

The Student Development and Services Master Plan Committee has completed its review and analysis of all Student Development and Services Department Plans and Requests for Resources. Requests have been ranked and prioritized based on Strategic Plan Values, as well as Criteria for Evaluation of Plans (*2010-2011 Student Development and Services Master Plan*).

Based on the prioritization of the Master Plan Committee members and the concurrence of the Student Development and Services Managers, our critical staffing recommendations for 2010-2011, in ranked order, include:

1. Admissions and Records – 1.0 FTE A&R Specialist, Veterans
1. Student Affairs – 1.0 FTE Student Services Specialist
3. Admissions and Records – 1.0 FTE A&R Specialist, Residency
4. H.S. & Comm. Relations – 1.0 FTE Student Services Specialist (.5 PDC and .5 H.S. & Comm. Relations)
5. Financial Aid – 1.0 FTE Financial Aid Supervisor **
6. University Transfer Center – 1.0 FTE Student Services Specialist
7. Athletics - .75 FTE Academic/Eligibility Advisor
8. DSP&S – 1.0 FTE DSP&S Specialist
9. Counseling – 1.0 FTE Student Services Specialist
10. Assessment - .40 Clerical Assistant, Sr.

** = Position currently listed on District's Staffing Sustainability Plan

JM:jr

MEMORANDUM

DATE: April 22, 2010

TO: Cuyamaca College Community

FROM: Student Development and Services Master Plan Committee and Student Development and Services Managers (Joseph Marron, Susan Topham, Nicole Jones, Cindy Morrin, Rebecca Knapp, Ray Reyes, Beth Viersen, Liesbeth Wiering)

SUBJECT: Student Development and Services Master Plan **Categorical Staffing** Recommendations

The Student Development and Services Master Plan Committee has completed its review and analysis of all Student Development and Services Department Plans and Requests for Resources. Requests have been ranked and prioritized based on Strategic Plan Values, as well as Criteria for Evaluation of Plans (*2010-2011 Student Development and Services Master Plan*).

Based on the prioritization of the Master Plan Committee members and the concurrence of the Student Development and Services Managers, our critical staffing recommendations for 2010-2011, in ranked order, include:

1. CalWORKs – Increase .475 FTE Clerical Assistant to a 1.0 FTE - \$17,420 plus benefits

JM:jr

MEMORANDUM

DATE: April 22, 2010

TO: Cuyamaca College Community

FROM: Student Development and Services Master Plan Committee and Student Development and Services Managers (Joseph Marron, Susan Topham, Nicole Jones, Cindy Morrin, Rebecca Knapp, Ray Reyes, Beth Viersen, Liesbeth Wiering)

SUBJECT: Student Development and Services Master Plan **Faculty** Recommendations

The Student Development and Services Master Plan Committee has completed its review and analysis of all Student Development and Services Department Plans and Requests for Resources. Requests have been ranked and prioritized based on Strategic Plan Values, as well as Criteria for Evaluation of Plans (*2010-2011 Student Development and Services Master Plan*).

Based on the prioritization of the Master Plan Committee members and the concurrence of the Student Development and Services Managers, our critical staffing recommendations for 2010-2011, in ranked order, include:

1. DSP&S – 1.0 FTE DSP&S Specialist
2. Career & Student Employment – 1.0 FTE Career Counselor
3. Pers. Dev. Counseling (PDC) – 1.0 FTE PDC Counselor
4. Counseling – 1.0 FTE Counselor - Basic Skills/ESL
5. DSP&S – 1.0 FTE DSP&S Specialist
6. Counseling – 1.0 FTE General Counselor
7. EOPS/CARE - .50 FTE Counselor - .25 EOPS and .25 Foster Youth

JM:jr

MEMORANDUM

DATE: April 22, 2010

TO: Cuyamaca College Community

FROM: Student Development and Services Master Plan Committee and Student Development and Services Managers (Joseph Marron, Susan Topham, Nicole Jones, Cindy Morrin, Rebecca Knapp, Ray Reyes, Beth Viersen, Liesbeth Wiering)

SUBJECT: Student Development and Services Master Plan **Resource** Recommendations

The Student Development and Services Master Plan Committee has completed its review and analysis of all Student Development and Services Department Plans and Requests for Resources. Requests have been ranked and prioritized based on Strategic Plan Values, as well as Criteria for Evaluation of Plans (*2010-2011 Student Development and Services Master Plan*).

Based on the prioritization of the Master Plan Committee members and the concurrence of the Student Development and Services Managers, our critical staffing recommendations for 2010-2011, in ranked order, include:

1. Admissions and Records – Classified Hourly Funds - \$50,000
1. University Transfer Center – Adjunct Counseling Funds - \$10,000
3. Pers. Dev. Counseling (PDC) – Adjunct Counseling Funds (career, academic and matriculation services) - \$10,000
4. Athletics – Fund augmentation for gasoline, transportation, travel and officials - \$25,000
5. DSP&S – Adjunct Counseling Funds - \$60,000
6. CalWORKs – Adjunct Counseling Funds - \$13,107
7. Athletics – Funds for emergency electric cart - \$6,000
8. Student Affairs – Classified Hourly Funds - \$6,000
9. Career and Student Employment – Adjunct Career Counseling Funds - \$10,000
10. Health & Wellness – Augmented Supply Funds for Educational Materials - \$10,000

JM:jr

STUDENT DEVELOPMENT AND SERVICES
“DEPARTMENTAL RESOURCE REQUESTS”

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Admissions & Records

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
Fill vacant 1.0 A&R Specialist Positions Veterans	A,S,I	X		X				\$38,500 (no benefits included)	
Fill vacant 1.0 A&R Specialist Positions Veterans	A,S,I	X		X				\$38,500 (no benefits included)	1
Hourly Cls, Student	A,S,I	X		X				\$50,000 (no benefits included)	1

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Admissions and Records - Marketing Foreign Students

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
Student Hourlyl	A,S,I	X		X				\$30,000 (no benefits included)	2

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Assessment Center

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1 Part time classified staff .40 - CL-25 (new position)	A,S,D,C	X	X	X				\$15,000	1
New printer for Hp Program	A,S,D,C	X	X	X				\$200	1
Scanner	A,S,D,C	X	X	X				\$1,300	1
Furniture – Replace broken chair	A,S,D		X	X		X	X	\$500	1

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Athletics

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
Augmentation for gasoline/transportation, travel and officials due to increasing costs.	A,S,C	X		X	X		X	\$25,000	1
75% - 100% Academic/Eligibility Advisor	A,S,D		X	X	X	X		\$40,000	1
New Cart for Emergency Services – Present cart is 20 years old, bought used.	A,S,C	X				X	X	\$ 6,000	1

Criteria:

1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:

- A = Academic Excellence
- S = Student Access
- D = Diversity and Social Harmony
- E = Natural Environment
- I = Innovation & Creativity
- C = Community Relations

Ranking Scale:

High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2009-2010**

Department/Program: CalWORKs

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
Increase part-time classified office assistant to 100%	A,S,I,C	X		X				\$17,420 additional salary and \$10,696 benefits (\$28,116)	1
Adjunct counselor	A,S,I,C	X		X				6 hours per week for about 48 weeks; 288 hours at \$41 per hour = \$11,808 plus \$1,299 for benefits (\$13,107)	1
.475 part-time classified office assistant (19 hours per week)	A,S,I,C	X		X				\$14,553 plus \$8,802 in benefits (\$23,355)	3
Work Study Augmentation	A,S,D,I	X			X			\$8000 increase (must come from unrestricted funds)	1

Criteria:
1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:
A = Academic Excellence
S = Student Access
D = Diversity and Social Harmony
E = Natural Environment
I = Innovation & Creativity
C = Community Relations

Ranking Scale:
High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Career & Student Employment

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1 FTE Career Counselor	A, B, I, C	X	X	X			X	\$70,000 – this would replace the Supervisor management position	1
Adjunct Career Counseling Budget	A, B, I, C	X	X	X			X	\$10,000 – more campus workshops, partnerships, newsletters, curriculum	1
College Central Network License	A,S,C	X		X				\$1,200	1
1 FTE Staff	A,S	X		X				CL-28 Student Svcs. Spec.	2
7 replacement computers for student use	A,S						X	\$7,000	2

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

Cuyamaca College
Student Services Master Plan - Departmental Resource Requests
2010-2011

Department/Program: Counseling Department

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1 FTE general counselor	A, S, I, C	X	X	X		X		\$68,750 (includes benefits)	1
1 FTE general counselor – Basic Skills/ESL Arabic speaker preferred	A, S, I, C	X	X	X		X		\$68,750 (includes benefits)	1
5 Peer Advisors – student hourly	A, S, I, C	X	X	X		X		\$30,000	2
1 FTE Student Services Specialist	A, S, C, I	X	X	X		X		\$37,000 (includes benefits)	1
.40 FTE Clerical Support	A, S, C, I	X	X	X		X		\$15,000	1
1 FTE general counselor - veterans	A, S, I, C	X	X	X		X		\$68,750 (includes benefits)	2
.50 FTE counselor – athletes	A, S, I, C	X	X	X		X		35,500 (includes benefits)	2
.50 counselor – international students	A, S, I, C	X	X	X		X		\$35,500 (includes benefits)	3
.40 FTE clerical support for Articulation	A, S, I, C	X	X	X		X		25,000 (includes benefits)	3
Computer lab (equipment and furniture)	A, S, D, I							\$60,000	3
Technical Assistant for Computer Lab	A, S, D, I							\$14,000	3

Criteria:
1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:
A = Academic Excellence
S = Student Access
D = Diversity and Social Harmony
E = Natural Environment
I = Innovation & Creativity
C = Community Relations

Ranking Scale:
High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Disabled Student Program & Services (DSP&S)

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1.0 FTE DSP&S Specialist	A,S,D,I,C	X	X	X			X	\$75,000 (from general funds)	1
1.0 FTE DSP&S Specialist	A,S,D,I,C	X	X	X			X	\$75,000 (from general funds)	1
(1) Full time DSPS Student Services Assistant	A,S,D,I,C	X	X	X			X	\$40,000	1
Interpreter Services for the Deaf/Hard of Hearing	A,S,D,I,C			X	X		X	\$80,000	2
Adjunct DSP&S Counselor	A,S,D,I,C	X		X			X	\$60,000	1
Borrow/share DSPS Counselors (Temporary basis)	A,S,D,I,C	X	X	X			X	\$00.00	1

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

**Department/Program: Extended Opportunity Program & Services (EOPS)
Cooperative Agencies Resources For Education (CARE)**

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1. .5 FTE EOPS/Foster Youth Counselor (50% EOPS, 50% Foster Youth)	A,S,D,I,C	X	X	X	X		X	\$35,000 (From general funds)	1
2. .5 FTE CARE Student Services Specialist	A,S,D,I,C	X	X	X			X	\$19,000 (From general funds)	1
3. Technological assistance – computers/website, repairs, replacements	A,S,D,I,C	X	X	X			X	N/A	2

Criteria:

1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:

- A = Academic Excellence
- S = Student Access
- D = Diversity and Social Harmony
- E = Natural Environment
- I = Innovation & Creativity
- C = Community Relations

Ranking Scale:

High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Financial Aid & Scholarships

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1.0 FA Supervisor position	A,S,D,I,C	X		X				\$61,037 plus benefits	1
1.0 FTE FA Asst. Sr position	A,S,D,I,C	X		X				\$36,480 plus benefits	1
1.0 FTE FA Advisor: Designated for Foster Youth (remove from frozen list)	A,S,D,I,C	X		X				\$43,704 plus benefits	1
Increase .5 FTE FA Advisor position to 1.0	A,S,D,I,C	X		X				\$27,324 plus benefits	1
Add .5 FTE Programmer Analyst	A,S,I	X		X				\$27,588 plus benefits	2
Add .40 FTE Web Support Specialist	A,S, I	X		X				\$16,915 plus benefits	3
Upgrade/New Computers and Scanner	A,S,I	X		X		X		\$7,500	1
Outreach	A,S,D,I,C	X		X		X		\$1,000	3
Travel/Training	A,S,D,I,C	X		X				\$1,000	1
Replacement Furniture	A,S,D		X	X		X	X	\$5,000	2

Criteria:
1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:
A = Academic Excellence
S = Student Access
D = Diversity and Social Harmony
E = Natural Environment
I = Innovation & Creativity
C = Community Relations

Ranking Scale:
High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Health and Wellness Center

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
Educational Materials	A,S,I,D, C	X		X		X	X	\$5,000	1
1.0 Health Services Nurse	A,S,D,C	X	X	X		X	X	\$54,816	1
1.0 FTE Health Services Specialist	A,S,D,C	X	X	X		X	X	\$38,590 plus benefits	1
Health Fairs	A,S,D,EI ,C	X		X			X	\$5,000	2
Upgrade office equipment/Copier	A,S,D,C	X		X		X		\$4,000	4
Hourly, Registered Nurses	A,S,C	X		X			X	\$60,000	1
Supplies	A,S,D,C	X		X		X	X	\$5,000	1
Membership and Dues	A,D			X		X	X	\$500.00	N/R
Insurance, Student	A,S,D,C	X		X	X		X	\$10,000	N/R

Criteria:

1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:

- A = Academic Excellence
- S = Student Access
- D = Diversity and Social Harmony
- E = Natural Environment
- I = Innovation & Creativity
- C = Community Relations

Ranking Scale:

High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010 - 2011**

Department/Program: High School and Community Relations Department

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1.0 FTE Student Services Specialist (.5 PDC and .5 H.S. and Community Relations)	A,S,D,C	X		X				\$30,000	1
Office Equipment Copy Machine	S,C		X	X				\$4,663.25	1

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Personal Development Counseling

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1.0 FTE PDC Counselor Counselor needs to be allowed to teach	A, S, I, C	X	X	X		X	X	\$60,000 plus benefits	1
1.0 FTE Student Services Specialist (.5 PDC and .5 H.S. and Community Relations)	A, S, C, I	X	X	X		X		\$40,000 plus benefits	1
10 laptops	A,S,I,C	X	X	X				\$12,000	2
Adjunct budget for counseling, career, academic and matriculation services	A, S, C, I	X	X	X		X		\$10,000 per academic cycle	1

Criteria:

1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:

- A = Academic Excellence
- S = Student Access
- D = Diversity and Social Harmony
- E = Natural Environment
- I = Innovation & Creativity
- C = Community Relations

Ranking Scale:

High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: Student Affairs

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
1.0 FTE Student Services Specialist position (CL-28)	A,S,I,D,C	X	X	X		X	X	\$34,000	1
Cls. Hourly	A,S,D,C	X		X		X	X	\$6,000	1
Fax Machine	A,S,C	X	X	X	X		X	\$150	1

Criteria:

1. Enrollment Growth
2. Department Restoration
3. Department Stability
4. Unfunded Mandates
5. Replacement
6. Health & Safety

Core Values:

- A = Academic Excellence
- S = Student Access
- D = Diversity and Social Harmony
- E = Natural Environment
- I = Innovation & Creativity
- C = Community Relations

Ranking Scale:

High 1 2 3 4 Low

**Cuyamaca College
Student Services Master Plan
Departmental Resource Requests
2010-2011**

Department/Program: University Transfer Center

Request	Core Value	Criteria						Resources Requested	Ranking 1 - 4
		1	2	3	4	5	6		
Adjunct Counseling	A, S	X			X			\$10,000	1
1.0 SS Specialist assigned to UTC	A,S, C	X		X		X		\$33,000 plus benefits	1
Transfer Achievement Celebration	I, C			X				\$ 500	2
Supplies to Increase Transfer Awareness	S, I, C	X			X			\$1,500	1

Criteria:
 1. Enrollment Growth
 2. Department Restoration
 3. Department Stability
 4. Unfunded Mandates
 5. Replacement
 6. Health & Safety

Core Values:
 A = Academic Excellence
 S = Student Access
 D = Diversity and Social Harmony
 E = Natural Environment
 I = Innovation & Creativity
 C = Community Relations

Ranking Scale:
 High 1 2 3 4 Low

STUDENT DEVELOPMENT AND SERVICES

“DEPARTMENTAL PLANS”

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Admissions & Records

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. Continue development and implementation of web application, registration & other functions.
2. Review policies and practices to improve student enrollment and retention.
3. Administer Customer Service survey to determine student satisfaction with WebAdvisor
4. Increase budget commensurate with enrollment growth.
5. Provide resources to recruit and retain international students.
6. Upgrade computer equipment.
7. Continue implementation and development of Student Record system.
8. Security and confidentiality of records via microfilm.
9. Continue implementation document imaging.
10. Increase diversity of office staff.

Program Goals:

1. Provide student-centered services which promote access to all students.
2. Provide excellent, prompt and professional service to students, faculty, staff and the surrounding community.
3. Work collaboratively across the college and district community to develop information and services which assist students in the achievement of their goals.
4. Continually upgrade technology to better serve students and to assist them in achieving their educational goals.
5. Remain current and serve as a resource regarding Admissions and Records policies pertaining to students and academic programs.
6. Work collaboratively with other members of the Grossmont-Cuyamaca Community College District to ensure student-centered services and alignment with Grossmont College Admissions and Records procedures and practices.

Objective(s):	<ol style="list-style-type: none"> 1. Increase number and diversity of Staff 2. Improve Access 3. Budget % = Enrollment % Increase 4. Increase Computer Equipment – Student Access – One Stop Center Computer Center 5. Refine implementation issues of new Student Record & Degree Audit Systems
Activities	<ol style="list-style-type: none"> 1. Improve Web Services to Students and Faculty 2. Continue participation of Colleague and DARS implementation 3. Seek to increase diversity of staff when filling vacancies
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. Funding increase to provide needed staffing support 2. Staff augmentation for SRS and DARS implementation 3. Computer acquisition
Emerging Need/s:	<ol style="list-style-type: none"> 1. The 'frozen' A&R Specialist should be filled to allow the Supervisor to focus on supervision and coordination of A&R functions. On-line roster development for faculty will require additional resources 2. SRS systems, Colleague and DARS, was launched Summer 2008 and it requires extra staffing support to refine and develop & implement new policies/procedure for A&R functions. 3. There is a need for staffing support for the Evaluations/DARS function. This will allow prerequisites and prior coursework to be articulated and will improve degree audit information for students and Counselors. 4. A computer lab at the One Stop Center, this will provide access to students for application and registration

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Assessment Center

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. Implement a computerized assessment process that will address the needs of our diverse student population.
2. Increase the number of students by 10% who participate in the assessment process.
3. Provide increased assessment and proactive services for students whose primary language is other than English.
4. Advocate and collaborate to address alignment issues related to assessment needs between both District colleges.
5. Ensure adequate staffing and funding for optimal program performance.
6. Continue to survey students and evaluate assessment processes to ensure that adequate assessment and placement services are maintained and that the Assessment process complies with CCC Chancellor's Office standards.

Program Goals:

1. Explore possibilities for partial contract position
2. Scheduling of online and phone registration assessment sessions

Objective(s):	<ol style="list-style-type: none">1. Increase number of new students assessed by 5%.2. Establish partial classified contract position.3. Ensure alignment between both colleges.4. Provide adequate staff and funding to meet demands.5. Ensure regular evaluations are conducted.
Activities	<ol style="list-style-type: none">1. Provide data and rationale for staffing needs.2. Continue joint meetings with Assessment Center staff at Grossmont College.3. Explore possibilities for partial contract position.4. Work towards implementing program review recommendations.
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none">1. Funding and scheduling of more assessment sessions.2. Funding and administrative support.3. Time and coordination between both campuses.4. Funding assistance from Research and Development staff.
Emerging Needs:	<ol style="list-style-type: none">1. Provide data and rationale for staffing needs in light of the increase in ESL assessment sessions.

Submit One Form For Each Activity that Requires Technology

Department:	Assessment
Discipline:	
Contact Person:	Marcella Brown
I. Student Services Master Plan Activity that requires Technology	
Brief statement of activity	
Update technology for faster service and keep up with student demand.	

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Athletics

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

Title 9 requirements should be met with a FT hire in women's sport.

An Academic Athletic Advisor/Eligibility Technician should be identified and trained to deliver the following functions: guidance for NCAA transfer requirements; monitoring of COA 12 and 24 unit regulation; provide orientation programs centered on IEP development, graduation, and transfer; establish academic assessment, tutoring referral and follow up. Work closely with counseling services to develop and update IEP's for all athletes each semester.

Outline an institutional system for dealing with matters regarding COA Decorum Policy, Code of Conduct, and community issues. Establish a procedure for how matters will be handled based on circumstances and levels of personnel involvement (Athletic Director, Associate Dean of Student Affairs, Student Development and Services Vice President, President, District Officials, Public Safety Officers, Coaching Staff, Athletes, Faculty, and others.)

Program budgets need to provide for increases in seasons and contests recommended by COA and for support staff for daily operations and event coverage.

Individual team trust funds and expense accounts should be monitored by the Athletic Director's office to ensure equity among all teams and to prevent COA violations in recruiting and subsidizing of athletes.

Program Goals:

- 1. To provide student athletes quality intercollegiate sports that will complement the college's instructional programs**
- 2. To facilitate institutional goals towards more full-time students and higher rates of four-year transfers**
- 3. To enhance student life on campus and to foster community interest and support**
- 4. To increase social diversity and good citizenship among all participants**

Objective(s): 1. Increase and secure appropriate operational funding for teams 2. Improve organizational structure to increase communication and effectiveness 3. Increase enrollment by adding sports in district plan 4. Add staffing to ensure academic and transfer needs 5. Add faculty to meet Title 9 law and to grow program 6. Refurbish & renovate facilities	<ol style="list-style-type: none"> 1. Recover funding from major cutbacks over the last two years. Allow for increases for essential needs: transportation, travel, officiating, and uniforms. 2. Add institutional system with cooperation from SDSVP, Student Affairs Dean, and President for advisement and cooperatively shared procedures and policies involving COA compliance and institutional discipline matters regarding coaches and athletes. 3. Add NCAA specialist training to athletic services based in Athletics. 4. Add Men's Tennis and Men's Volleyball – 2 teams from Athletic District Plan that is 6 years past due. 5. Increase staffing costs for new programs. 6. Hire FT coach/ES instructor for women's team.
Activities:	<ol style="list-style-type: none"> 1. Work in budgeting process to increase funding for programs. 2. Work with counseling department to increase academic services for athletes. 3. Coordinate athletic conduct/decorum/discipline policies and procedures with Student Affairs. 4. Find funding for new support positions and sports. 5. Develop new budgets for additional sports and coaches.
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. Upgrade secretarial position to level 30 to achieve parity with athletic secretary positions in other Region X colleges. 2. Purchase 4 new computers to replace worn and slow office computers.
Emerging Need/s:	<ol style="list-style-type: none"> 1. Increased service from Athletic academic advisor and counseling to meet essential retention and transfer goals. 2. Add more faculty and facilities to meet district plan and timeline for adding more sports. 3. Hire Administrative Dean position to manage Athletic department to replace faculty on special assignment.

Submit One Form For Each Activity that Requires Technology

Department:	Athletics 10-11
Discipline:	SS
Contact Person:	Joseph M. Marron, AD, Pat Bailey, Athletic Secretary
I. Student Services Master Plan Activity that requires Technology	
Brief statement of activity	
Resubmit: Replacement of old, slow, worn out department computers used for budgeting, accounting, student records, transfer, tutoring, recruiting, eligibility, state documents, reports, communication, web page, COA information, PCC information, publicity, scholarships....and more.	

II. Technology requirements	(Please be specific)		
Item Description	QTY	Price	Extended Price
Computer Equipment & Hardware	4	4,800.00	4,800.00
Trainer - Volleyball Coach - WBB Coach			0.00
			0.00
			0.00
			0.00
Software			0.00
Windows 2007 & Front Page			200.00
			0.00
			0.00
			0.00
Other (Computer furniture, materials, etc.)			0.00
Printer			250.00
			0.00
<i>insert more rows as needed</i>			0.00
Subtotal for Project			\$5,250.00
Tax			\$406.88
Total for Project			\$5,656.88

IV. Institutional Issues	
Support or Installation needs	In house services
Training required	none
Number of students impacted	4-500 contacts ...we have 200 athletes
Resources that will be available for other uses	

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: CalWORKs

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations (from 2008-2009):

- Student worker job description and evaluation process needed.
- Ethical and fair treatment statement needs to be added to procedure manual and reviewed with staff. (accomplished 2008-2009)
- Designate a portion of student worker salaries to the Student ID budget. (accomplished 2008-2009)
- Upgrade the program specialist position to supervisor or coordinator. Duties differ greatly from Grossmont College counterpart who is at the same pay grade.

Program Goals:

- Provide comprehensive services for CalWORKs (Welfare-to-Work Program) students to achieve educational goals and learn employable skills with the goal of increasing their wage earning power to become economically self-sufficient.
- Establish partnerships with County administrators, Maximus Employment Case Managers, community agencies, refugee organizations, and businesses.
- Promote services to reach those not currently being served.
- Research potential programs to provide additional services and support to students.

Objective(s):

1. Help students maximize effective use of campus and community resources (Student Access, Student Success and Retention, College and Community Relations).
2. Expand CalWORKs student participation in Cuyamaca College's CDC WORKs (formerly TANF-CDC) Child Development Careers Program (Student Access, Student Success and Retention, College and Community Relations, Academic Excellence).
3. Foster a more effective working relationship with County

	<p>CalWORKs and CalWORKs Employment Case Management organizations (Student Access, Student Success and Retention, Enrollment and Growth Management).</p> <ol style="list-style-type: none"> 4. Implement effective outreach strategies that will promote Cuyamaca College's education programs and help CalWORKs-eligible students succeed in school (Student Success and Retention, Diversity and Harmony, College and Community Relations). 5. Meet student growth and diversity needs by exploring additional funding sources, through Community Partnerships and grant opportunities (Academic Excellence, Student Access, Student Success and Retention, Diversity and Harmony, College and Community Relations). 6. Establish a CalWORKs Advisory Committee for input and advice on current programs and suggestions for additional ways of serving our students (Student Access, Student Success and Retention, Diversity and Harmony, College and Community Relations).
Activities:	<ol style="list-style-type: none"> 1. Help students maximize effective use of campus and community resources. <ol style="list-style-type: none"> a. Collaborate with campus support services such as Career Center, Financial Aid, EOPS, CARE, and DSPS, in maintaining a campus referral process for students who may be eligible for each of these campus support services. b. Work with campus support services to coordinate student receipt of campus support service programs. c. Orient CalWORKs students to campus support services and resources. d. Share current County CalWORKs program policy and procedures information with campus support services staff. e. Work with East Region Community Collaboratives to

exchange information and share resources.

- f. Train Cuyamaca CalWORKs staff on community information and referral resources for needy students.

2. Expand CalWORKs student participation in Cuyamaca College's CDC WORKs (formerly TANF-CDC) Child Development Careers Program.

- a. Promote the Child Development Program as being a One-Stop education and training site.
- b. Include the Child Development Program information in CalWORKs student orientations.
- c. Help the campus Child Development Center recruit potential Child Development majors from Cuyamaca College's student body.
- d. Publicize Cuyamaca College's CDC WORKs Child Development Program throughout the East County Welfare-to-Work sites and East Region Collaboratives.
- e. Expand the CDC WORKs workshop content to include career planning in child development and time management.
- f. Collaborate with campus Child Development administration in coordinating support services for program participants.

3. Foster a more effective working relationship with County CalWORKs and CalWORKs Employment Case Management organizations.

- a. Work with County CalWORKs policy administration and CalWORKs site operations to remain current on County CalWORKs policies and procedures.
- b. Promote Cuyamaca College's academic programs and campus services, along with campus CalWORKs support, to County CalWORKs and CalWORKs Welfare-to-Work agency staff.
- c. Collaborate with CalWORKs Welfare-to-Work agency staff to develop procedural strategies for student success.

- | | |
|--|---|
| | <ul style="list-style-type: none">d. Collaborate with Welfare-to-Work agency staff to place one or two employment case managers on site due to the large increase of students. This would streamline and expedite County-provided supportive services for our students. <p>4. Implement effective outreach strategies that will promote Cuyamaca College's education programs and encourage CalWORKs-eligible students to use campus CalWORKs as a resource.</p> <ul style="list-style-type: none">a. Consistently communicate with County CalWORKs administration and staff.b. Promote CalWORKs services on the Cuyamaca College campus, through written publications and campus activities.c. Participate in community fairs and events.d. Expand working relationships with East County companies, agencies, and organizations through East Region Community Collaborative organizations. <p>5. Meet student growth and diversity needs by exploring additional funding sources through Community Partnerships and grant opportunities.</p> <ul style="list-style-type: none">a. Work with campus support service programs and community partners to identify student needs that could be met through additional funding sources.b. Participate in East County Collaborative meetings, such as the El Cajon Collaborative and East County Career Center, to learn funding sources and meet potential grant-writing partners.c. Enroll in Distribution Lists for grant-writing opportunities. <p>6. Establish a CalWORKs Advisory Committee for input and advice on current programs and suggestions for additional ways of serving students.</p> <ul style="list-style-type: none">a. Invite key community and campus partners to participate in yearly meetings. |
|--|---|

	<p>b. Solicit feedback of committee members between meetings as issues surface.</p>
<p>Resources Needed (facility, equipment or staffing)</p>	<ul style="list-style-type: none"> • Additional counseling hours needed to meet the needs of a 200% increase in students served. The hiring of another adjunct counselor would accomplish this. • With the increase of students, administrative duties have increased severely for the program specialist. Would like to investigate the possibility of moving the part-time classified office assistant to a 100% position and add an additional part-time classified office assistant. This would allow the delegation of some administrative duties and improve consistency and accuracy. We have been overly dependent on hourly workers.
<p>Emerging Need/s:</p>	<ul style="list-style-type: none"> • Balancing the program needs in 2009-2010 with uncertainty of a potential decrease in funding from the State due to the State's financial difficulties. The governor has for a second time threatened to eliminate the statewide CalWORKs program altogether. This would be an unfortunate circumstance for low income parents and refugees trying to improve their lives with a hand-up from the State. • East San Diego County is will continue to see a significant increase in Iraqi refugees. Families and single parents will eventually be on cash aid and in need of ESL classes. Many are referred to the colleges for these classes and the CalWORKs program for coordination of their supportive services. This impacts our ability to provide timely counseling and other services due to the staffing needs as outlined above. • It has become increasingly apparent that the program specialist position needs to be upgraded to the supervisor or coordinator level. The program responsibilities are far above what is outlined in the program specialist job description. The program review was conducted two years ago where this was written about as quoted here: "As part of this review it was realized that

	<p>the program specialist position as implemented at Cuyamaca differs greatly from that of the counterpart at Grossmont College. The Cuyamaca CalWORKs Program Specialist is considered a department head and is treated as such. She is included on the Student Services Advisory Council, in trainings geared toward department heads, supervises and schedules staff (student workers, part-time classified, and adjunct counselors; although only has authority to sign student worker timesheets), and has responsibility for the program budget in compilation, execution, and balancing. It is recommended that this position be reviewed for a possible re-class to a higher level commensurate with the responsibilities.”</p>
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**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Career and Student Employment

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. Hire 1.0 FTE classified Student Services Specialist to assist in Student Employment services (2000 & 07).
2. Increase student hourly budget to assist with Student Employment Office responsibilities.
3. Provide funds to replace outdated computer equipment for staff and student computer lab
4. Encourage faculty to integrate Career Center activities into class assignments.
5. Increase Career Center visibility on campus through improved marketing strategies
(build display kiosks on campus to advertize events)
6. Hire full time Career Counselor Coordinator/Director
7. \$10,000 adjunct budget needed to do more thorough career counseling, workshops and activities
8. Train all current counselors and PDC instructors on vocational assessment and career exploration/counseling services

Program Goals:

1. Assist vocational and transfer students' retention and success rates through improved career services.
2. Continue to improve student access to career and employment information.
3. Continue to develop partnerships with community businesses.
4. Explore meaningful career and employment activities to support Instructional Services.
5. Increase general funding sources to provide Career/Employment services for students and alumni.
6. Develop technology plan to replace old equipment.

Objective(s):	<ol style="list-style-type: none"> 1. Provide career assessment for first-year students to improve success and retention rates. 2. Improve the retention rates of at-risk students through improved employment services. 3. Increase visibility of career and employment services for students. 4. Promote college's training programs to industry/business. 5. Purchase equipment used in career and employment activities.
Activities:	<ol style="list-style-type: none"> 1. Invite faculty to partner with the Career Center to integrate career assessment as part of course curriculum for first-year students. 2. Present justification to administration to add one full-time staff position in Student Employment. 3. Meet with college web developer to enhance student access to career and employment information. 4. Provide career development workshops for local business and community members in conjunction with Community Learning to increase awareness of college training programs. 5. Increase community participation in annual Career Fair through partnerships with business, training providers and community agencies.
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. 1.0 FTE Student Services Specialist assigned to Student Employment, or increase student hourly budget to provide 40/hrs week coverage. 2. Funds to increase the awareness of Career/Employment services (print materials, postage). 3. Build an information display kiosk to be located in Student Services One Stop quad. 4. Build information display kiosk in central location on campus to promote events/services. 5. Purchase additional tents, tables, chairs for campus events. 6. Hire full time Career Counselor Coordinator/Director 7. \$10,000 adjunct budget needed to do more thorough career counseling, workshops and activities 8. Train all current counselors and PDC instructors on vocational assessment and career exploration/counseling services
Emerging Need/s:	<ol style="list-style-type: none"> 1. Increase resources to meet student demand in career and employment services. 2. 1.0 FTE Student Services Specialist. 3. 1.0 FTE full time career counselor/director 4. Adjunct budget to provide more services 5. Career Counseling and vocational assessment professional development <p>Note: A high proportion of minority and economically challenged students continue to come to the Student Employment Office seeking employment services. As indicated in our last Program Review, this proportion is higher in relation to the minority population on campus. Statistics indicate that student retention rates are directly</p>

related to their being able to afford to attend college. As the nation continues to experience inflation and rising costs, it is very difficult for many low-income students to even consider school as an alternative. The students we see in our office need to work. While they may receive Financial Aid, it generally is not enough money to live on. Many of the students we see have marginal skills and language barriers. Assisting these students requires one-on-one time to find employment and to discuss career planning. Due to limited staff time, the Career Center is currently unable to provide adequate employment services for students with language barriers or other special needs. These students are not able to do a good job of presenting their skills to employers under these conditions and often are not hired. These are our "at-risk" students who often drop out. As student employment services are expanded to help students, a position is needed which would oversee the Student Employment function. This position would monitor the web-based employment system, develop an employer database, and assist students with job seeking. It is in the college's interest to provide more assistance to students seeking employment, thereby improving retention. Another area that needs to be explored is to expand the Work Experience 110 course and offer more sections, or create an Internship/Work Experience Coordinator position. While cooperative work experiences are available through the vocational programs, there is a large segment of general education, non-vocational program students who would benefit from internships. There is a lot of data to support the value of work experience in helping students with career decisions, retention rates, and finding employment during and after graduation. Most employers when hiring consider whether students have related work experience. A large number of community colleges in California do employ an Internship Coordinator at their campus. It would even be wise to put Work Experience under Personal Development Counseling.

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Counseling Department

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access and Success**
- **Environmental Stewardship**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations: (Status provided in italics)

The Program Review self study revealed that the Counseling Department has been committed to supporting the College and District mission and enrollment goals. However, the budget and staffing levels have remained stagnant, or decreased over that same period of time while student contact with a counselor has increased over 100%. The Counseling Department has coped with the demand for services with increased efficiency including reduced student appointment times, group counseling for new and returning students, lobby counseling, group financial aid petitions, web advising/counseling, and classroom presentations. An emerging need has surfaced with the surge of Iraqi immigrants and refugees in East County. These people have chosen Cuyamaca College as their primary place to learn English. The Counseling Department is to be commended for developing new and innovative ways to serve this population.

The recommendations derived from the self-study fall into five primary areas:

- Stabilize Counseling Department budget in order to facilitate adjunct counselors and student hourly throughout the academic year
- Improve delivery of services by increasing the number of full time counseling faculty and classified staff, including the filling of frozen positions
 - Provide additional counseling resources to veterans, athletes and international students.
 - Provide additional counseling resources to Iraqi immigrant/refugee population
 - Provide additional counseling resources to basic skills students
 - Hire a counselor to coordinate the Career Center and to provide a more comprehensive career counseling component to the Department
- Improve the delivery of services by upgrading and/or replacing computer hardware/software
 - Provide One-Stop computer lab for student use
 - New/upgrade computers for counselors and staff
- Improve the method by which psychological services are delivered to students
- Staff Development for counselors

Program Goals:

As taken directly from the above-mentioned college values, the Counseling Department has the following five overarching, long-term goals:

- I. Increase student access to programs and counseling services
- II. Increase student success and retention
- III. Support and participate in outreach activities including the Cuyamaca Link program, and PDC
- IV. Participate in Basic Skills Initiative activities
- V. Promote innovation and as it relates to use of technology as a means to more effectively deliver services to students
- VI. Increase counseling services to special populations including Iraqi immigrant/refugees, veterans, student athletes and international students
- VII. Increase access to personal counseling services
- VIII. Participate in various budget related committees including Innovation & Planning Council, Budget Committee, Basic Skills Initiative and Academic Senate
- IX. Comply with all appropriate federal, state and local regulations.

<p>Objective(s) for 2010/2011:</p>	<p><u>Objective 1.0</u> Increase student access to counseling services</p> <p><u>Objective 2.0</u> Integrate new technologies into counseling and matriculation processes</p> <p><u>Objective 3.0</u> Increase counseling resources for high school outreach as it relates to Cuyamaca Link and PDC</p> <p><u>Objective 4.0</u> Increase access to personal counseling services</p> <p><u>Objective 5.0</u> Integrate Basic Skills Initiative strategies into counseling activities.</p> <p><u>Objective 6.0</u> Increase counselor participation in staff development and training activities</p> <p><u>Objective 7.0</u> Increase counselor participation in activities related to budget planning</p>
<p>Activities:</p> <p>For Objective #1: Increase student access to counseling services.</p> <p>For Objective #2: Integrate new technologies into counseling and matriculation processes.</p>	<p>1.1 Add new counseling faculty 1.2 Budget funding stability for adjunct counselors 1.3 Continue new group advising sessions 1.4 Continue counselor participation in institutional governance 1.5 Bring institution closer to guidelines for counselor/student ratio recommendations 1:370* 1.6 Increase number of available student appointments, walk-in and web counselor hours *Consultation Council Task Force on Counseling, a statewide Academic Senate council commissioned by the Office of the Chancellor.</p> <p>2.1 Continue to utilize technology to provide counseling and transfer information on the web. 2.2 Replace/upgrade counselor computer hardware 2.3 Provide software to counselors such as Snag It, Camtasia, and Adobe Acrobat Pro for development of innovative delivery of counseling services. 2.4 Utilize technology to enhance orientation presentations and workshops, including those for athletes, transfer and ESL students 2.5 Explore new delivery methods such as Instant Messaging and Skype 2.6 Explore ways to promote online advising using "Ask A Counselor" 2.7 Explore technology to develop e-forms that all students can access online</p>

<p>For Objective #3: Increase counseling resources for high school outreach as it relates to Cuyamaca Link and PDC</p>	<p>2.8 Increase student participation in online probation/disqualification workshops by requiring student participation after first disqualification 2.9 Participate in STAMATS and web design of College website 2.1.1 Promote student access to English/ESL math placement scores on WebAdvisor 2.1.2 Promote student access to DARS 2.1.3 Develop bilingual WebAdvisor tutorials</p> <p>3.1 Collaborate with current outreach counselor to provide counselor support for each of the participating high schools in the Cuyamaca Link program. 3.2 Request additional funding for the Cuyamaca Link program 3.3 Encourage student services support to PDC 124 courses at the local area high schools. 3.4 Participate and support the Outreach Department with Got Plans? and high school counselor annual workshop 3.5 Explore participation in the Early Assessment Program (EAP), and how it can be used for placement purposes</p>
<p>For Objective #4: Increase access to personal counseling services</p>	<p>4.1 Put together a task force that includes counselors from general, EOPS, DSPS and Health Services 4.2 Explore model districts who offer psychological services to students 4.3 Develop a written proposal with budget to begin a psychological services program. 4.4 Present proposal to various shared governance groups during 2010-2011 for feedback</p>
<p>For Objective #5: Integrate Basic Skills Initiative strategies into counseling activities.</p>	<p>5.1 Continue to participate in the joint learning communities' activity by linking PDC 130 to math and English courses 5.2 Continue to provide counseling presentations in basic skills language arts and math classes 5.3 Participate in the joint Instruction/Student Services bi-monthly meetings of the Academic Senate 5.4 Continue to provide counselor liaisons to Instructional departments 5.5 Participate in planning and implementing activities included in Basic Skills Plan 5.6 Participate in evaluating and planning future activities 5.7 Continue to support the Cuyamaca Link program's connection to basic skills activities</p>
<p>For Objective #6: Increase counselor participation in staff development and training activities</p>	<p>6.1 Request travel funds for counselors to attend CSU & UC counselor workshops 6.2 Request travel funds for counselors to attend private/independent counselor workshops 6.3 Request travel/conference funds for counselors to attend training workshops to enhance personal counseling skills such as ICISF conferences 6.4 Request funds for training in Myers-/Briggs Type Indicator, CHOICES and Do What You are 6.5 Request funds for counselors to participate in technology conferences 6.6 Support travel activities for counselors by writing justifications for all staff development activities</p>

<p>For Objective #7 Increase counselor participation in activities related to budget planning</p>	<p>7.1 Continue participation on committees including Innovation & Planning Council, Academic Senate, Basic Skills Initiative 7.2 Encourage participation on Budget Committee when faculty position is available 7.3 Department Chair continue to work with Vice President of Student Services and Dean of Counseling & Enrollment Services to plan and implement budget</p>
<p>Resources Needed (facility, equipment or staffing)</p>	<p>A. 1 FTE general counselor B. 1 FTE basic skills counselor (Arabic speaking preferred) C. 1 FTE counselor (Career counselor preferred) D. 1FTE counselor Veterans E. .50 FTE counselor Athletes F. Increase Articulation Officer to 1.0 FTE G. .40 clerical support for Articulation H. .50 FTE counselor International students I. Hire new 1.0 FTE Supervisor for Counseling Department J. Hire 1.0 FTE Student Services Specialist (currently frozen position) K. Hire .40 FTE Student Services Specialist (Assessment/Counseling) L. Support efforts to hire 1.0 FTE Student Services Specialist Career/Transfer M. Reinstate secretary to the Dean of Counseling & Enrollment Services</p>
<p>Emerging Need/s:</p>	<p>A. Create a peer advisor program to assist the Iraqi refugee population a. .50 FTE Arabic speaking counselor b. 5 peer advisors – student hourly c. Clerical support B. Create a psychological support service Cuyamaca College has welcomed students from special populations who are in need of additional psychological services. These populations include, but are not limited to, veterans, active duty military and Iraqi refugees who have experienced various levels of psychological trauma. When trauma goes untreated, behavioral issues occur that can inhibit student success. The number of students requesting personal counseling has grown dramatically over the past 3 years. There are many California Community Colleges offering students psychological services using various models. In each model, the college employs a licensed Psychologist, MFT, or LCSW who is able to supervise and run the center. Counseling and/or social work interns are hired to provide psychological services. These interns are not paid, but are working toward the 3,000 hours of supervised counseling to meet licensure requirements put forth by the Board of Behavioral Science Examiners. Such a program would need the following:</p> <ul style="list-style-type: none"> • Licensed clinical supervisor – part time or full time • 3 – 5 clinical interns

- | | |
|--|---|
| | <ul style="list-style-type: none">• Clerical support• Office space for private counseling sessions |
|--|---|

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Service Area: Disabled Student Programs and Services

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

- 1. Address the need for hiring 2 full-time DSPS Specialists and 1 full-time Student Services Specialist Assistant**
- 2. DSP&S Coordinator and College Administration work together to ensure compliance with the Title V regulations as specified in the last Chancellor's Office Operational Program Review**
- 3. Monitor and reduce physical and educational barriers to college success for students with disabilities**
- 4. DSP&S Coordinator and College Administration work together to secure funding for interpreter services, and appropriate support to Deaf/Hard of Hearing student population**

Program Goals:

- 1. Support and promote academic excellence**
- 2. Increase student access**
- 3. Advance diversity and social harmony**

Objective(s):

1. Maintain program integrity
2. Maintain and improve campus accessibility
3. Promote the use of alternate instructional technology to promote student success and retention
4. Work with the college to ensure that all educational facilities on campus are compliant with ADA Sections 504 and 508
5. Encourage and support faculty/staff to participate in professional opportunities to accommodate the needs of students with disabilities
6. Increase student success and retention

Activities:	<ol style="list-style-type: none"> 1. Monitor student academic progress 2. Provide students with retention and success strategies 3. Ensure training opportunities for current and emerging assistive technology for the disabled 4. Educate the campus community regarding disability awareness 5. Conduct professional development workshops on campus 6. Explore alternate funding sources, such as Basic Skills Initiative 7. Provide outreach to high schools and community
Resources Needed (facility, equipment or staffing):	<ol style="list-style-type: none"> 1. Hire 2 Full time DSPS Specialists 2. Hire 1 Full time Student Services Specialist Assistant 3. Funding for interpreter services, appropriate support to Deaf/Hard of Hearing student population 4. Develop hardware and software needs for HTC and Test Proctoring facilities expansion 5. Increase Adjunct Counseling Hours 6. Critical need for counselors: borrow/share counselors from either Grossmont or Cuyamaca College until able to hire 2 full time DSPS Specialists
Emerging Needs:	<ol style="list-style-type: none"> 1. Hire 1 Full-time Alternate Media Specialist for the HTC to meet the increased access to print needs 2. Increase Test Proctoring to 1.0 twelve month position

Submit One Form For Each Room that Requires Technology

Department:	Disabled Students Programs and Services
Discipline:	DSPS/High Tech Center Open lab Usage
Contact Person:	Beth Viersen, Brian Josephson, Margaret Jones, and Mary Asher-Fitzpatrick
I. Student Services Master Plan Activity that requires Technology	
Activity # and description of Technology Need	Room or location where activity will take place

Activity One: Replace older Computer Monitors and add new computers

C - 102

Brief Statement : New computers and monitors are needed to:

1. provide Cuyamaca College PDSS classes and open lab students the ability to adjust text size and application magnification
2. allow greater accessibility to course content to all students
3. allow students to view multiple applications and documents at the same time
4. meet the usage and growth of the High Tech Center and expansion project

Activity Two: Update assistive technology software for all PDSS Classes and Open Lab Usage (High Tech Center and College).

Brief Statement:

1. Disabled Student Program and Services HTC are required by law to be in compliance per Title V - ADA sections 504 and 508.
2. Update and increase Assistive Technology Software licenses:
 - a. required to level the playing field for all disabled students
 - b. allow increased access, accessibility and universal design for all students and faculty
 - c. enable/enhance disabled students' opportunity to succeed. Student success promotes increased retention
 - d. ability to network assistive technology software campus wide
3. PDSS classes and Open Lab create FTE's for the College.
4. Increase student enrollment in PDSS courses, support retention and success in general education classes. Increased ability to create and access alternate media formats (accessible PDF's, MP3's, Kurzweil, Daisy, Braille, etc...)

II. Technology requirements	(Please be specific)		
Item Description	QTY	Price	Extended Price
Computer Equipment & Hardware			0.00
Base Computer	6	650.00	3,900.00
Upgrade Memory	6	50.00	300.00
Upgrade video card	6	83.00	498.00
24 inch wide screen monitors	2	519.00	1,038.00
22 inch wide screen monitors	11	329.00	3,619.00
Recycling fees	13	16.00	208.00
Software			0.00
Kurzweil Prof	3	1,495.00	4,485.00
Kurzweil Prof ESP	10	200.00	2,000.00
Kurzweil learn station	5	395.00	1,975.00
Kurzweil learn station ESP	15	200.00	3,000.00
Jaws	5	1,095.00	5,475.00
Jaws SMA	10	200.00	2,000.00
Dragon NaturallySpeaking	5	280.00	1,400.00
Dragon NaturallySpeaking SMA	10	55.00	550.00
ZoomText	5	595.00	2,975.00
ZoomText SMA	10	200.00	2,000.00
Read and Write Gold Site License ESP	1	1,000.00	1,000.00
Read and Write Gold Mobil	5	395.00	1,975.00
Read and Write Gold Mobil ESP	8	55.00	440.00
Inspiration (20 Licenses)	1	895.00	895.00
Camtasia/Snagit bundle	20	199.00	3,980.00
Accessibility Software	1	2,500.00	2,500.00
Other (Computer furniture, materials, etc.)			0.00
			0.00
			0.00
			0.00
<i>insert more rows as needed</i>			0.00
Subtotal for Project			\$46,213.00
Tax			\$3,581.51
Total for Project			\$49,794.51

IV. Institutional Issues	
Support or Installation needs	Provided by Informational Systems and HTC personnel, and HTCTU
Training required	Minimal, Alternate Media/HTC Specialist
Number of students impacted	PDSS Classes, 80-100 students HTC 200 students (expected to grow over the next two years)
Resources that will be available for other uses	Possible CTE funding in the future (if available)

Is this an upgrade to existing equipment/software? Yes. Not only is it an upgrade, but will provide the ability to network much of the assistive technology software campus-wide, thus lessening the financial burden for each department to purchase software.

Restrictions on funding:

Technology Plan requests are generally funded from block grant funds that are Instructional Equipment/ Library Material/Technology Funds. These funds are for equipment, related infrastructure and installation necessary for the delivery and preparation of instruction or direct assistance to students.	
Approved uses for these funds include:	Items not approved for these funds:
<ul style="list-style-type: none"> • Computers (new and upgrades) • Smart Classroom equipment • New furniture for computer workstations or smart classrooms (not replacements) • Computer software • Materials and supplies for installation 	<ul style="list-style-type: none"> • Supply items • Zip disks • Blank CDs • Floppy disks • Non computer-related equipment

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: EOPS/CARE

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. CAS Standard Internal Program Review completed 2007:

- **Review and revise the following EOPS positions: Associate Dean of Special Funded Programs – timely replacement of leadership; Revise the title and description for the Financial Aid Assistant**
- **Ensure sufficient EOPS counseling hours to meet Title V regulations**

Program Goals:

- 1. Maintain program integrity as the Department moves toward reorganization during 10-11.**
- 2. Provide students with Life Skills/Time Management/Writing and Math skills – an ongoing series presented during both College Hour and on a twice-monthly basis for EOPS students who are on program probation, and for CARE students. (Response: In process of refining for tracking purposes)**
- 3. Provide outreach to the community and campus through Foster Youth Service involvement, CalSOAP involvement and East County Community involvement, and promote visibility on campus.**
- 4. Provide targeted outreach to three local high schools (Mount Miguel, Monte Vista, and El Cajon Valley).**
- 5. Promote student retention and persistence through progress monitoring, counseling, and peer advisement.**
- 6. Obtain half-time, Foster Youth/EOPS counselor.**

Objective(s):	<ol style="list-style-type: none"> 1. Maintain program compliance as EOPS funded is reduced. 2. Fill .5 EOPS/Foster Youth, tenure track position. 3. Fill .5 CARE Student Services Specialist position. 4. Promote visibility of EOPS and CARE on the campus, with faculty, in the community, and at the three targeted high schools, Mount Miguel, Monte Vista, and El Cajon Valley. 5. Increase availability of on-line services (orientations, counseling and retention services).
Activities:	<ol style="list-style-type: none"> 1. Monthly seminars dealing with life skills, time management, math skills, etc., for EOPS probation students and CARE students. 2. EOPS staff teaches “Academic Planning” portion of the Academic Planning/Financial Aid eight-hour requirement class. 3. EOPS Club, Foster Youth, and EOPS peer advisors provide refreshment sales and recruitment tables on campus at key times for visibility and campus outreach. 4. Annual CARE Holiday Workshop and Toys for Tots children’s toy disbursement. 5. Annual Student Recognition Ceremony to celebrate the completion of the year, and the accomplishment of EOPS, CARE and Foster Youth graduates receiving certificates, AA/AS degrees and transferring to 4 year universities. 6. Work with the County Office of Education Foster Youth Program and other Region X EOPS programs to outreach to the community. Provide College Connection Day, in collaboration with Financial Aid. 7. Provide EOPS, CARE and Foster Youth students with a minimum of two counselor and two peer appointments each semester, and petition or personal appointments as needed. Provide academic counseling for IEP’s, and six-semester plans, career, transfer and vocational counseling. 8. Staff meetings to ensure regular communication and planning for EOPS, CARE, and Foster Youth. 9. Convene the EOPS/CARE Advisory Committee each semester (annually). 10. EOPS Coordinator will attend monthly meetings with Region X EOPS/CARE. 11. Maintain and increase visibility for EOPS/CARE and Cuyamaca College by Coordinator’s participation in The El Cajon Collaborative, local Headstart Fairs, CalSOAP Board and other local agencies as invited. 12. Participate with EOPS/CARE students in the Region X Leadership Conference yearly. 13. Provide interested students with college visitations to SDSU, UCSD, and CSUSM. 14. Orientations for students: New students – Fall and Spring semesters; Continuing students – will be offered on-line.
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. Funding to maintain College contributions to program per Title V regulations. 2. .5 EOPS Counselor – 50% EOPS and 50% Foster Youth 3. Replacement of CARE Student Services Specialist position 4. Technological assistance, updates, repairs and replacements.

	5. Replacement of broken furniture
Emerging Need/s:	<ol style="list-style-type: none"> 1. Hire a half-time, 50% EOPS, 50% Foster Youth counselor. 2. Replacement of CARE Student Services Specialist position. 3. Support and training from Information Technology Department to go to paperless record keeping.

Submit One Form For Each Activity that Requires Technology

Department:	EOPS/CARE	
Discipline:		
Contact Person:	Frank Gonzales	
I. Student Services Master Plan Activity that requires Technology		
Brief statement of activity		
Update and maintain repair of all computers within the EOPS program. EOPS helps any EOPS student/applicant who requests assistance with college registration, FAFSA or transfer applications via computers within the program. This service contributes to the retention and success of students on the campus. EOPS also uses all computers for counseling, SARS scheduling and program service needs.	A300	
Support or Installation needs	Program Website support.	
Training required	N/A	
Number of students impacted	All EOPS current students and applicants.	
Resources that will be available for other uses	N/A	

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Financial Aid and
Scholarships

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. Work with college administration to identify resources that address: adequate front office staff, secretarial support, minimum standards for computer hardware and software, unstable federal and state administrative funding.
2. Continue to aggressively seek outside aid that includes endowment scholarships to reduce the unmet need of Cuyamaca College students.
3. Continue to coordinate and collaborate with other student services and instructional services programs.
4. Expansion of outreach efforts and coordination with the High School and Community Outreach Office, to increase campus and community awareness of financial aid opportunities.

Program Goals:

- 1. Ensure compliance with College policies and procedures and Federal, State, and District regulations.**
- 2. Focus on continued improvement of customer service.**
- 3. Regularly re-evaluate and streamline the financial aid application process for easier access and delivery of services to students.**
- 4. Provide outreach to prospective students and their families, staff, faculty, and the local community to educate them regarding financial aid.**
- 5. Coordinate with other departments within Cuyamaca College, Grossmont College, and the District, as well as other higher educational institutions, and Federal and State agencies.**
- 6. Ensure that the latest technology is utilized to improve services, as mandated by Federal and State agencies.**
- 7. Increase the number of applicants for financial aid and scholarships and increase the number of scholarships available.**

Objective(s):	<ol style="list-style-type: none">1. Continue to explore ways to ensure access and eliminate financial barriers for all eligible students.2. Continue to provide and improve student-centered support services.3. Continue to analyze and implement methods to improve the processing, tracking, awarding, and disbursing of student financial aid.4. Continue to assess and implement ways to improve the scholarship process.5. Continue to educate students and parents in the local community on financial aid and scholarships with outreach activities.6. Increase financial aid and scholarships awareness throughout the campus community.7. Continue to improve Up! Program (former foster youth.)8. Improve utilization of technology and the Internet.
Activities:	<ol style="list-style-type: none">1. Implement Pro-SAM, the Windows-based version of current financial aid system, SAM.2. Scholarships: Update policies and procedures, automate disbursement process, develop a secure on-line scholarship application, and improve the website.3. Conduct outreach activities at local high schools, college fairs and universities; provide financial aid presentation for high school students touring Cuyamaca; and work with the CCCCCO's ICanAffordCollege campaign.4. Conduct inreach activities: on-campus FAFSA workshops/labs, financial aid presentations in classrooms, financial aid table at the Student Center, BOGW Hot Spots, and provide staff development opportunities on

	<p>financial aid.</p> <ol style="list-style-type: none"> 5. Conduct fundraising activities for additional funds to be used on activities related to outreach/inreach. 6. Participate in the College's Collaborative Outreach Plan. 7. Continue to actively participate in the CCCCO's Foster Youth Success Initiative. 8. Enhance website for easier comprehension and navigation. 9. Work with the College on implementing a successful program for the Basic Skills initiative. 10. Redesign Financial Aid/Academic Planning course (classroom and on-line). Add financial aid section in PDC courses. 11. Develop financial aid podcasts and videos. 12. Increase collaborative efforts with campus departments to address student success.
<p>Resources Needed (facility, equipment or staffing)</p>	<p>Staffing</p> <ol style="list-style-type: none"> 1. Fill Supervisor position and add FA Asst Sr position 2. 1.0 FTE FA Advisor: Designated for Foster Youth (remove from frozen positions list) 3. Increase .5 FTE FA Advisor position to 1.0 <p>Equipment</p> <ol style="list-style-type: none"> 1. Computer for Financial Aid Director 2. New Computers or upgrade components for daily processing 3. Projector for outreach presentations 4. New chairs to replace broken chairs 5. General supplies for outreach 6. Campus bulletin board for Financial Aid and Scholarship announcements <p>Facility - TBD</p>
<p>Emerging Need/s:</p>	<p>Staffing</p> <ol style="list-style-type: none"> 1. Increase number of contract staff employees to assist students at counter and phones and for document intake (2.0) 2. Create and fill one FA Technician to coordinate state aid, workstudy and loan programs (1.0) 3. Create and fill one dedicated Info Systems position dedicated to financial aid for both colleges (.50) 4. Create and fill one Web Designer position (.40) 5. Create and fill new position that incorporates academic advising and financial aid processing (1.0) <p>Equipment</p> <ol style="list-style-type: none"> 1. Document Image Scanner 2. Computers and Monitors 3. Audio/Video equipment for producing videos and podcasts

	Facility - TBD
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Submit One Form For Each Activity that Requires Technology

Department:	Financial Aid
Discipline:	
Contact Person:	Ray Reyes
I. Student Services Master Plan Activity that requires Technology	
Brief statement of activity	
New computers to replace old or upgrade current computers. One computer and computer desk to be used by the new Director.	Daily Processing

II. Technology requirements	(Please be specific)		
Item Description	QTY	Price	Extended Price
Computer Equipment & Hardware			0.00
New Computers	7	900.00	6,300.00
			0.00
			0.00
			0.00
Software			0.00
			0.00
			0.00
Other (Computer furniture, materials, etc.)			0.00
Computer Desk	1	500.00	500.00
Subtotal for Project			\$6,800.00
Tax			\$527.00
Total for Project			\$7,327.00

IV. Institutional Issues	
Support or Installation needs	Installation of computers
Training required	n/a
Number of students impacted	All financial aid applicants
Resources that will be available for other uses	Current computers will be moved within the office as needed or recycled.

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Health and Wellness Center

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. **The Health Services Supervisor to work with the College administration to ensure that the proposed Health and Wellness Center is ADA compliant. (Confidentiality, privacy concerns, and adequate staffing).**
2. **Identify resources to ensure adequate functioning of the Health and Wellness Center, support the needs of students, and maintain ADA compliance. (Adequate staffing, Staff Development and training, provide support to maintain appropriate professional licensure).**
3. **Continue to look for opportunities to address staff diversity.**
4. **Continue development of accurate statistical information on services provided and population served. (SARS Grid, medical documentation, insurance claim forms).**

<p>Objective(s):</p>	<ol style="list-style-type: none"> 1. Review the services utilized and frequency of use over previous semesters to direct services accordingly. 2. Increase awareness of the services available to students. 3. Provide classroom lectures, health fairs, blood drives, and sponsored health events to accommodate both day and evening students. 4. Increase current clerical support. 5. Continue to provide monthly in-service staff training.
<p>Activities:</p>	<ol style="list-style-type: none"> 1. Train support staff on proper use of SARS. 2. Follow-up with EOPS and CalWORKs to employ students to assist with clerical duties. 3. Plan, organize, and implement in-service training in collaboration with District and College personnel for catastrophic issues such as Mass Casualty Emergency Medical Response.
<p>Resources Needed (facility, equipment or staffing)</p>	<ol style="list-style-type: none"> 1. Additional support staff and nursing personnel needed to meet student needs and address liability issues. 2. Additional funds to fully staff the Health and Wellness Center office.

	<p>3. Additional funds to fully stock medical supplies (expired medical supplies must be replaced).</p>
Emerging Need/s:	<ol style="list-style-type: none">1. Fill supervisory position/registered nurse2. Train supervisor/ nurse3. Fill clerical assistant position.4. Train clerical assistant.5. Upgrade Health and Medical video library (convert to DVD).6. The Health and Wellness Center has moved into the new Student Center and adequate supplies and personnel will be needed to ensure continuing service to students.

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010 - 2011**

Student Services Area: High School & Community
Outreach

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

- 1. Hiring of a full-time clerical assistant to assist with planning, marketing, executing department events, managing staff and schedule, handling all office procedures and recordkeeping.**
- 2. Increased and stable funding for hourly Student Ambassadors.**
- 3. Expand Outreach activities to a broader spectrum of the community, including military, English Second Language, at-risk youth populations, and community collaborative groups.**

Program Goals:

Increase enrollment and student retention by promoting and marketing Cuyamaca College to high school students, community members, and current students as well as educating and exciting said populations on Cuyamaca College's vocational programs, transfer options, college departments, and support services. Implement a streamlined matriculation process in Cuyamaca's top four feeder high schools.

Objective(s):

- Increase enrollment by promoting and marketing Cuyamaca College to high school students, community members, and current students.
- Educating and exciting said populations on Cuyamaca College's vocational programs, transfer options, college departments, and support services.
- Continue to establish consistent, convenient, and friendly working partnerships with all high school staff and administration in the Grossmont Union High School District and beyond.
- Establish new partnerships with underrepresented high school and community groups outside of the Grossmont Union High School District.
- Serve as a liaison between high school counselors, teachers, administrators and Cuyamaca College programs, services, and departments.
- Build strong working relationships and promote access to Cuyamaca College with local community groups, businesses, college, career, and job placement organizations.
- Assist with activities that will facilitate an increase of student retention.
- Create a welcoming environment and a seamless transition to Cuyamaca College for new students.
- Act as a resource to all high school students, community members, and current students to obtain up-to-date college information.

Activities:	<ul style="list-style-type: none"> • Scheduled student advising sessions at all schools in the Grossmont Union High School District as well as Chaparral, Morse, Christian High, Helix Charter, and Steele Canyon Charter • Large-scale high school campus tours • Small-scale campus tours for individual students and their families, as well as small groups of students • Classrooms presentations • Representation at all major career and college fairs • End-of-year Joint Application Workshops at all Grossmont Union High Schools in conjunction with Grossmont College • Math and English Assessment and Orientation Workshops at most high school campuses • PDC Application and Registration Workshops, campus tours, and classroom presentations • On-campus information tables during the first week of the Fall, Winter, Spring and Summer sessions • Spring and Fall Kick-off Festivals • Maintain department website • Mailing and calling campaigns • Tri-annual community schedule distribution • High School Counselor's Luncheon • Marketing campaigns and publications • Career Pathways/Tech Prep events • Cuyamaca Link Early Matriculation Program
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. Funding for Student Ambassador hourly staffing needs to be restored and augmented to support the current level of departmental functions. 2. Full-time clerical assistant. 3. Copy machine and fax machine.
Emerging Need/s:	<ol style="list-style-type: none"> 1. A permanent clerical position is needed to facilitate paperwork, coordination of outreach activities, supervise office staff, and oversee all office functions. 2. The hourly budget needs to be restored to support the Student Ambassadors and department function.

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Personal Development Counseling (PDC)/Personal Development Special Services (PDSS)

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations: (Status provided in italics)

1. Seek resources to upgrade the equipment in A-109 (*In Progress; Smart Board and new computer is in place. Lap top computers and a computer lab in the One Stop is desired. Maintenance of the technology is a constant need.*)
2. Update remaining course outlines to include student learning outcomes (*In Progress; Most course outlines have been updated with a few exceptions and new courses*).
3. Coordinate with a librarian to develop a library assignment for PDC 130 (*Achieved; Library assignment with PDC 130*)
4. Create a means through which to communicate the advantages of the PDC program with faculty and administrators (*Communication is growing through basic skills linked courses and community learning. The department chair attends Instructional Council meetings with instructional administrators and instructional faculty*)
5. Publicize the PDC 130 course to reach more basic skills students (*Achieved; PDC 130 is our basic skills linked course with math and English*)
6. Explore ways to integrate PDC 130 into the basic skills program (*Achieved; PDC 130 is the linked basic skills course used with Math 88 and English 90 and 90R. It is also part of the learning community for basic skills*)
7. Explore more ways to incorporate technology in instruction (*In progress; PDC is offered online and blended. Students are often first-time "online" students who learn how to learn online. Students are also more involved with online resources and counseling systems; online assessments, e-text, WebAdvisor, student services websites, etc. Computer labs or laptop computers for technology assignments and activities is a growing need.*)
8. Expand the variety of course offerings in PDSS (*In progress; new DSPS Coordinator is currently working on expanding PDSS curriculum.*)

Program Goals:

As taken directly from the above-mentioned college values, the Personal Development Counseling Department has the following five overarching, long-term goals:

- I. Increase student access to programs and services at Cuyamaca College through high school outreach; *PDC for HS* program and Basic Skills (First Year Success Program-FYSP (Summer Bridge Success) and PDC 101 Comprehensive Orientation program).
- II. Participate in enrollment management activities to assist students taking courses at the high schools and students in Basic Skills (FYSP and PDC 101).
- III. Increase student success and retention at Cuyamaca College through PDC 124, Lifelong Success and Basic Skills PDC course programs (Linked classes with PDC 130 Bridges).
- IV. Comply with all appropriate federal, state, and local regulations.
- V. Enhance college and community relations through off-campus programs (*PDC for HS*), Bridges for Success, Basic Skills and Summer Bridge Success Program (First Year Success Program).

<p>Objective(s) for 2010/2011:</p>	<p><u>Objective 1.0</u> Increase student access to Personal Development Counseling/Personal Development Special Services.</p> <p><u>Objective 2.0</u> Increase outreach services through programs developed with PDC (New Student Orientation, Summer Bridge Success Program, Comprehensive Orientation, Learning Communities, bridged-linked classes with Basic Skills and content area departments, off-campus classes, high school outreach, and community partnerships). Collaborate with student services and instruction in offering programs.</p> <p><u>Objective 3.0</u> Integrate new technologies into Personal Development Counseling curriculum.</p> <p><u>Objective 4.0</u> Strengthen counseling with Instruction through counselor/instructor teams by expanding the Bridges to Success (linking courses with English, math, ESL, library, communications, content courses, etc.)</p> <p><u>Objective 5.0</u> Integrate Basic Skills Initiative strategies into Personal Development Counseling activities.</p> <p><u>Objective 6.0</u> Expand the variety of courses offered for both PDC and PDSS.</p>
<p>Activities:</p> <p>For Objective #1: Increase student access to Personal Development Counseling/Personal Development Special Services.</p> <p>For Objective #2: Increase outreach services through programs developed with PDC (New Student Orientation, First Year Success Program (FYSP), learning</p>	<p>1.1 Request to add 1.0 Counselor to the department. 1.2 Request to add 1.0 Student Services Specialist 1.3 Increase number of classes offered at varying times and in varying formats (short term, off campus, weekend, blended, hybrid). 1.4 Increase course offerings (Career Decision Making, Introduction to College, Career Life Planning, Personal-Life Adjustment). 1.5 Increase program development and follow up counseling services by brining in a full-time counselor to the department to assist in program development, maintain expertise in counseling services, provide counseling outreach services for programs/courses, and to provide one-on-one counseling services and follow-up counseling services for program students. 1.5 Increase individual counseling services for basic skills students in Personal Development Counseling programs (summer bridge, bridges to success, PDC for HS outreach, comprehensive orientations, enrollment/matriculation).</p> <p>2.1 Use PDC Outreach Counselor for .5 to assist with outreach services needed for Comprehensive Orientation program, Bridges to Success (linked courses), learning communities, comprehensive college orientations, PDC for HS (off-campus classes), off-campus matriculation/enrollment into PDC courses. 2.2 Use PDC Counselor for .5 to counselor PDC program students while in special PDC programs and to follow up</p>

communities, off-campus classes, high school outreach, and community partnerships). Collaborate with student services and instruction in offering programs.

For Objective #3:

Integrate new technologies into Personal Development Counseling curriculum.

For Objective #4:

Strengthen counseling with Instruction through counselor/instructor teams by expanding the Bridges to Success (linking courses with English, math, ESL, library, Communications,

with special program students (counselor support will include personal, academic and career counseling; individual education planning and follow through to help with student persistence and retention; Basic Skills counseling support for students in Basic Skills PDC programs such as Bridges to Success, and comprehensive orientations).

2.3 Collaborate with current Outreach department to assist with PDC curriculum and programs at the high schools and middle schools (College Success, Career Development).

2.4 Increase PDC 124 courses at the local area high schools and to provide counselor, student services, and instructional support.

2.5 Provide counselors and staff support during registration for PDC courses and activities offered at the high schools.

2.6 Establish partnerships with high schools, middle schools and community through the offering of counseling curriculum courses, workshops, presentations, seminars.

2.7 Invite high school and middle school counselors and students to all special events and activities at Cuyamaca College, including college/career fairs, transfer events and relevant activities.

2.8 Update marketing materials in print and via the websites on outreach events.

2.9 Continue outreach services and PDC courses which will include the American Indian reservations, remote areas in East County, foster youth, juvenile court schools (go beyond current outreach areas); PDC counselor support needed.

3.1 Expand technology in career development activities (assessments, career research).

3.4 Utilize technology to enhance presentations and workshops, including those for athletes, transfer students and high school students on field trips to Cuyamaca College.

3.5 Integrate technology into PDC classes for both online and face-to-face classes.

3.6 Incorporate online library research and online counseling into online PDC courses.

3.7 Consider offering and Online Student Success course to help students learn online.

3.8 Offer all PDC course offerings in an online format.

3.9 Need a computer lab in the One-Stop (convert A-109 into a computer lab for all student services)

4.1 Participate in the joint learning community' activities by linking PDC 130 to additional Basic Skills math, English and ESL courses.

4.2 Expand Bridges to Success (linked classes) to other content area courses such as Communications.

4.3 Continue to have department head serve on Instructional Council to develop relationships to link counseling courses with instructional courses.

4.4 Consider linking Library research course with a PDC course to aid in student success.

<p>content courses, etc.)</p> <p>For Objective #5: Integrate Basic Skills Initiative strategies into Personal Development Counseling activities.</p> <p>For Objective #6: Expand the variety of courses offered for both PDC and PDSS.</p>	<p>5.1 Review strategies included in Basic Skills Plan.</p> <p>5.2 Assign basic skills strategies to appropriate counseling staff.</p> <p>5.3 Implement the basic skills strategies.</p> <p>5.4 Monitor the effectiveness of the basic skills strategies throughout the academic year, and refine as necessary.</p> <p>5.5 Assign Basic Skills program counseling to PDC counselor.</p> <p>5.6 Hire .5 Counselor to work on the Basic Skill portion of PDC.</p> <p>6.1 Hire new instructor and counselor for PDC to assist in expanding course curriculum offerings.</p> <p>6.2 Develop a 1.0 unit Career Decision Making course.</p> <p>6.3 Develop a 3.0 unit Career Life Planning course (CSU transferable).</p> <p>6.4 Develop .5 and 1.0 Introduction to College course (comprehensive college orientation) – PDC 101.</p> <p>6.5 Work with PDSS department to expand course offerings.</p> <p>6.6 Work on marketing PDSS with PDC courses on websites and in counseling.</p> <p>6.7 New counselor needed to recruit, market, promote new Introduction to College program.</p> <p>6.8 Collaborate with EOPS and Financial Aid for new course offerings and development.</p>
<p>Resources Needed (facility, equipment or staffing)</p>	<p>N. 1.0 PDC Counselor (.5 PDC outreach and .5 special program support in Basic Skills, Summer Bridge Success program, orientations and bridges to counsel students individually and in groups—follow up services for student persistence and retention). Department is in great need for a counselor as the curriculum that needs to be developed calls for counseling expertise in all areas of academic counseling, personal counseling, and career counseling.</p> <p>O. 1.0 Student Services Specialist (assist with all clerical activities involved with PDC)</p> <p>P. Computer lab or 30 laptops in locking cabinet for technology activities (shared with all of student services would be great).</p> <p>Q. New work place center to accommodate professional development, department growth, counseling services (suggestion would be in the career center as PDC courses and students must use career services-create Career and PDC partnership).</p>
<p>Emerging Need/s:</p>	<p>Counselor is needed for PDC to accommodate special programs, Basic Skills, assistance in collaborating and maintaining PDC as a student services program to help with student success, persistence, and retention. Counselor is needed to make sure PDC is current in counseling (a combination instructor/counselor is most desired). Program already has an instructor but program is lacking a counselor. ☺</p>

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: Student Affairs

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **The Natural Environment**
- **Strong Community Relations**
- **Innovation and Creativity**
- **Diversity and Social Harmony**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

- 1. Provide an adequate budget that reflects growth in enrollment and increased demand for services.**
- 2. Work with District Employment Services to complete the hiring of a Student Services Specialist position in the Student Affairs Department.**

Program Goals:

- 1. Ensure appropriate level of funding for all Student Affairs departments, including Student Affairs, Health and Wellness Center, ASGCC and Commencement budgets.**
- 2. Provide accurate and timely information regarding student grievances, due process, and discipline to all Cuyamaca College students, faculty, administrators and staff.**
- 3. Increase visibility and student awareness of the ASGCC.**
- 4. Recruit student leaders to participate in Student Government.**
- 5. Provide accurate statistical data to track students assisted by the Student Affairs Office.**

Objective(s):	<ol style="list-style-type: none"> 1. Research and apply for possible grants which could be used to enhance department funding. 2. Work with appropriate College staff to update necessary handbooks and other publications. 3. Work with the ASGCC Officers and Senators as well as other appropriate College departments and staff to develop activities designed to promote student awareness of the ASGCC. 4. Work with College and District personnel to develop a tracking system for students served by the Student Affairs Department.
Activities:	<ol style="list-style-type: none"> 1. Work with department and college staff to research and apply for outside grants to enhance department funding. 2. Update the Student Grievance and Due Process Procedures booklet and distribute it along with the recently-revised Student Discipline Procedures Booklet to students, faculty, administrators, and staff. 3. Develop a publicity campaign in cooperation with College and District staff to enhance the profile of the ASGCC. 4. Work with Institutional Research and Planning staff to develop a survey to track students served by the Student Affairs Department.
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. Hire a new 1.0 FTE Student Services Specialist. This position will help to provide necessary clerical support to assist the Assistant Dean of Student Affairs with routine clerical responsibilities. Accomplishment of this goal will also help to generate possible additional College FTES. With the help of the Institutional Research and Planning Office, the Assistant Dean of Student Affairs will work to develop the needed system to track students helped by the Student Affairs Department, as well as the ASGCC. 2. Funds to update the outmoded computer equipment in all Student Affairs departments, as well as the ASGCC.
Emerging Need/s:	<ol style="list-style-type: none"> 1. Increase resources to meet student, staff, and community demand for department services. 2. 1.0 FTE Student Services Specialist (new position hire). 3. Funds necessary to staff, furnish, and supply items such as ping-pong balls, pool cues, etc., to the new Student Center.

**STUDENT DEVELOPMENT AND SERVICES
DEPARTMENT PLAN PROPOSAL
2010-2011**

Student Services Area: University Transfer Center (UTC)

Plan addresses the following College Values:

- **Academic Excellence**
- **Student Access**
- **Strong Community Relations**
- **Innovation and Creativity**

Division Criteria:

- **Access**
- **Enrollment Management**
- **Student Success and Retention**
- **Compliance with State/Federal Regulations**
- **College and Community Relations**

Program Review Recommendations:

1. Develop and implement a mechanism to gather accurate statistical information on services provided and the population served.
2. Increased visibility and student awareness of transfer services.
3. Work with Institutional Research, Planning & Academic Services to access data from the National Clearinghouse to track students who transfer to four-year institutions.
4. Develop and enhance comprehensive transfer services to students during all hours of operation.

Program Goals:

1. Provide accurate and timely transfer information to students, counselors, faculty, staff, and the community.
2. Recognize Cuyamaca College transfer student achievements.
3. Advertise and promote UTC events to students, faculty, staff and the community.
5. Provide access to transfer services on campus, the World Wide Web, and via online counseling.
6. Provide accurate and timely access to transfer data.

Objective(s):

Objective 1.0

Offer transfer information and services on campus, via the World Wide Web, print materials, workshops and online counseling.

Objective 2.0

Improve data collection within the UTC in order to report accurate information to the state.

Objective 3.0

Educate faculty and staff about transfer process through Staff Development.

Objective 4.0

Promote the use of the UTC web site, expand the Email list.

Objective 5.0

Expand UTC College Fair.

Objective 6.0

Increase visibility and student awareness of transfer services and events.

Objective 7.0

Offer online application workshops in the UTC utilizing Wi-Fi enabled laptop computers, and expand the number of laptops.

Activities:	<ol style="list-style-type: none"> 1. Provide staff training on transfer during Staff Development to Academic Senate, Administration, and other campus constituencies regarding transfer rates and the UTC web site. 2. Collect college and university admit data for Spring 2010 & Fall 2010 from public and private institutions in order to plan a recognition event for the transfer students. 5. Continue to invite and strongly encourage participation from all UC and CSU campuses as well as private/independent colleges and universities. 6. Advertise all transfer events on campus using: 1) canvas banners at college entrances; 2) media such as fliers, posters, brochures, newsletters; 3) post events on UTC web site; 4) announcements to students in the classrooms; 5) print reusable banners or signs indicating what university is on campus for a given day; display in the same location so students become familiar with UTC communication; 6) continue to post UTC information on designated bulletin boards around the College campus; 7) explore digital LED Message Board. 7. Continue to staff UTC with faculty, classified, and hourly to provide information during all hours of operation. 8. Develop and update the UTC web site, expand the Email List. 9. Respond to student requests for information online via "Ask a Counselor."
Resources Needed (facility, equipment or staffing)	<ol style="list-style-type: none"> 1. 1.0 SS Specialist assigned to UTC. 2. Adjunct counseling is needed in the UTC. 3. Funds to recognize students in spring 2010. 4. Funds to increase the awareness of transfer services on campus (banners, LED Message Board, print materials, etc.) 5. Four (4) new computers are needed for students to use at the UTC.
Emerging Need/s:	<ol style="list-style-type: none"> 1. An increase in resources is needed to meet student demand for transfer services.

STUDENT DEVELOPMENT AND SERVICES

“STUDENT LEARNING OUTCOMES (SLO’S)”

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
ADMISSIONS & RECORDS
2010-2011**

MISSION: The mission of the Office of Admissions and Records is to provide quality, customer-oriented, accessible services to Cuyamaca College community in support of college and district goals in accordance with local, state, and federal regulations and policies.

Role of A&R	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
To admit students to the College. Meet the needs of special populations of students including veterans, international students, active military, and students with residency issues.	Student will learn to utilize and demonstrate proficiency in using the on-line system to apply to the College	Increase the number of students who apply without assistance from college personnel.	Student will utilize the online system (CCCApply) to complete their application.	Sample survey of registered students will determine student's ability to complete the application process with minimal assistance from college personnel and ease of the process.			Access	Independence, Enhanced Self-esteem, Personal and Educational Goals
To register students into	Student will learn to	Increase the	Student will utilize the online	Sample survey of registered students will			Access, Persistence	Independence, Enhanced Self-

classes. Meet the needs of special populations of students including veterans, international students, active military, and students with residency issues.	utilize and demonstrate proficiency in using the on-line system to register for courses.	number of students who register without assistance from college personnel.	system (WebAdvisor) to complete their registration.	determine student's ability to complete the registration process with minimal assistance from college personnel and ease of the process.				esteem, Personal and Educational Goals

***STUDENT SUCCESS INDICATORS: Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)**

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review): Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply)**

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
ASSESSMENT CENTER
2010-2011**

Mission: The primary mission of the Assessment Center is to provide students with initial assessment data to be utilized for appropriate placement in English, ESL, and mathematics courses. A secondary mission of the Assessment Center is to coordinate the federal Ability to Benefit (ATB) test to establish financial aid eligibility.

EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF THE YEAR RESULTS	FOLLOW-UP STRATEGIES AND GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS	CAS STUDENT LEARNING AND DEVELOPMENT OUTCOMES DOMAINS
#1. Students who are assessed will know their current placement	90%	Assessment	The Assessment Specialist will track the number of Placement Letters distributed at the end of the assessment/ orientation session.	100% in 2009-2010	Placement letters will be distributed at the Group Advisement sessions in 2010-2011	Retention/Student Development	Realistic Self-Appraisal
#2. Student who are assessed will enroll in the appropriate English, ESL and Mathematic courses, based on the Assessment results	90%	Enrollment	The District research analyst will collect data on students who were assessed and their subsequent enrollment.	100% in 2009-2010	Prerequisite enforcement ensures this; this SLO will not be continued in 2010-2011	Course Completion/ GPA	Intellectual Growth
#3. Students who question their current placement status will be made aware of the college's challenge process	90%	Challenge Process	The Assessment Specialist and the Counselors will track the number of students who question their placement status, and track the number of "petitions to challenge" forms processed	100% in 2009-2010	Discontinue SLO in 2010-2011; replace with new SLO (See SLO #4)	Access/Student Development	Effective Communication/ Enhanced Self Esteem

EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF THE YEAR RESULTS	FOLLOW-UP STRATEGIES AND GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS	CAS STUDENT LEARNING AND DEVELOPMENT OUTCOMES DOMAINS
#4. Students who question their English placement will better understand course requirements	10% decrease in # of Petitions to Challenge In English	(a) Counselors will explain course requirements and course descriptions at the various levels; (b) ENGL 98 vs. 110 handout given at Advising Sessions	The Assessment Specialist will track the number of "petitions to challenge" forms processed BASELINE: ___ challenges in 2009-2010			Student Development	Intellectual Growth, Realistic Self Appraisal
#5. Student with disability will request accommodation via DSPS, and receive appropriate accommodations during the assessment process	100%	Accommodations	The Assessment Specialist will track the number of students with disabilities receiving accommodations during the assessment process.	100%	Will be continued in 2010-2011	Access	Independent/Appreciating Diversity/Collaboration
#6. Students assessed for the Ability to Benefit (ATB) will know their financial aid eligibility status based on the test results.	100%	Financial Aid Information/ Feedback	Assessment Specialist will track # of students who take ATB test and who are informed of their financial aid eligibility status, and submit results to the Financial Aid Office.	100%	Results input into DATATEL; 24 hour turnaround to FA computer system; continue in 2010-2011	Retention/Student Development	Intellectual Growth
#7. Students who fail to establish eligibility for federal financial aid based on results of the ATB will be made aware of the retest procedure.	100%	Assessment Information/ Feedback	Assessment Specialist will track the # of students who do not receive qualify scores on the ATB, and track # informed about the retest procedures.	100%	Students immediately informed; Will be continued in 2010-2011	Access/Student Development	Effective Communication

STUDENT SUCCESS INDICATORS: Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review):** Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
ATHLETICS
2010-2011**

MISSION: The mission of the Cuyamaca College Athletics Department is to provide all student athletes quality intercollegiate sports that will complement the college's instructional programs, enhance student life on campus, and foster community interest and support.

Role of Athletics	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
Provides student athletes inter-collegiate competitions	Student athletes in women's sports will demonstrate 2 behaviors: 1. persistence and 2. retention from coaches that are hired FT for coaching women's teams.	The Athletic department will meet Title 9 regulations and improve coaching retention by 66 % with hiring 2 FT women's team coaches.	The Athletic Department administration engages Exercise Science to render increased support for hiring future FT Coach/ES Instructor positions. Encourage upper administration to adopt WSCH generated by FT student athletes to justify hiring additional FT	Compare retention rate of FT coaches and enrollment growth in women's intercollegiate sports for 5 seasons.			Recruitment and retention of FT coaches will increase total FT coaches by 66%. Recruitment and retention of student athletes will increase by 50%.	Enhanced self esteem Intellectual growth Leadership development Collaboration Social responsibility Appreciating diversity

Role of Athletics	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
			coaches during budgeting for FT faculty. Athletic Director will meet with and request friendly support from new college president.					
Ensure that sport participants comply with state and conference rules and regulations	Student athletes will have an understanding of the academic requirements necessary for maintaining eligibility for intercollegiate competition.	The Athletic Department will provide all enrolled student athletes academic eligibility orientation workshops, counseling meetings, and academic advising services.	<p>Student athletes will participate in team orientations for information regarding rules and requirements.</p> <p>Student athletes will fill out eligibility forms and contracts for their individual file folders.</p> <p>Student</p>	<p>Each season all official team rosters are complete with academically 100% eligible student athletes.</p> <p>Attrition rates through out the sport season will be not more than 30% due to academic ineligibility.</p> <p>All eligible team members develop an</p>			<p>Teams retain enough eligible members entire season of play.</p> <p>All progress reports show 2.0 GPA through out the season.</p> <p>Retention of 2nd year athletes</p>	<p>Intellectual growth</p> <p>Clarified values</p> <p>Career choices</p> <p>Social responsibility</p> <p>Personal and educational goals</p>

Role of Athletics	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
			athletes will meet individually with a counselor to develop appropriate individual education plans.	IEP's with a counselor.			increases by 50%. Transfer rates grow 25%.	
Provide student athletes with health care and injury prevention services.	As a result of passing the athletic physical exam, the student athlete will identify and practice two injury prevention behaviors used throughout the sport season.	The Athletic Trainers' office will provide pre-physical assessments and physicians exams to 70% of students enrolled in intercollegiate classes.	All student athletes will take required physical. All student athletes will complete medical and insurance forms. All coaches and student athletes will receive orientation for accessing athletic trainers' services for accidents and injury care.	Data from Pre-physical assessments and team doctor physical exams will assist student athletes to identify 2 individualized strategies for injury prevention; 100% of those athletes identified will receive follow up appointments to consult with Athletic Trainers.			70% of student athletes remain healthy throughout the competitive season.	Healthy behavior Effective communication Enhanced self esteem

Role of Athletics	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains

***STUDENT SUCCESS INDICATORS:** Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review):** Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply)

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
CalWORKs
2010-2011**

Mission: The CalWORKs program complements the College's commitment to student learning and personal development by providing comprehensive services to support CalWORKs (State of California Welfare-to-Work Program) students in achieving individual educational goals as well as learning employable skills with the ultimate goal of increased wage-earning power to become economically self-sufficient.

ROLE OF DEPARTMENT	EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF YEAR RESULTS	FOLLOW-UP STRATEGIES and GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS*	CAS STUDENT LEARNING and DEVELOPMENT OUTCOME DOMAINS
Academic counseling and Individual Training Plan (ITP) management	Students who attend a counseling session will select courses each semester to meet their educational goals and meet the weekly hourly requirement of the ITP.	65%	<ul style="list-style-type: none"> • Appointments • Program Enrollment • Student Educational Plans • Six Semester Plans 	<ul style="list-style-type: none"> • # of Student Educational Plans (SEP) & six semester plans written • Measurements of student appointment attendance (SARS data) • # of program enrolled students vs. non-enrolled 			Access	Clarified Values/ Personal & Educational Goals/Effective Communication
Work study	Work Study students will improve their job search skills, workplace skills, and job retention.	75%	<ul style="list-style-type: none"> • Work study placements • # retained by semester 	<ul style="list-style-type: none"> • Tracking of on/off campus employment (MIS data) • # of referrals to Career Center and tracking services used • Workshop attendance 			Employment	Career Choices

ROLE OF DEPARTMENT	EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF YEAR RESULTS	FOLLOW-UP STRATEGIES and GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS*	CAS STUDENT LEARNING and DEVELOPMENT OUTCOME DOMAINS
	Students will be able to identify and access support services on and off campus.	75%	<ul style="list-style-type: none"> • Surveys • Appointments • Workshops 	<ul style="list-style-type: none"> • Student Surveys • Measurements of student appointment attendance (SARS data) and tracking use of CalWORKs services (MIS data) • Measurements of student participation in other campus areas (DSPS, EOPS, CARE, Health Center, Financial Aid, Transfer Center, tutoring centers, etc.) (MIS data) • Workshop attendance & feedback • # of hits on website 			Access/ Transition from Basic Skills/ Student Development	Independence

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
CAREER AND STUDENT EMPLOYMENT CENTER
2010-2011**

MISSION:

Career Center: The Career Center's mission is to help students to understand the process of career choice through career assessment; to clarify their values, interests, personality, skills and abilities to make an informed decision about their career and to take responsibility for the management of their career choices.

Student Employment Center: The Student Employment Center provides job skills preparation for students and alumni; and develops partnerships with local business to provide meaningful employment for students.

Role	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
Job Development Advising	Student will learn the basic skills to write a resume	100%	Student attends an appointment with staff to develop a resume	Track the number of resumes completed. Student demonstrates through completed resume their competence in resume development.	Will be measured June 2011	Continue the same	Employment Student Development	Realistic Self-Appraisal Independence
Job Development Advising	Student will be able to discuss their job skills and qualifications and present themselves professionally during a mock interview.	75%	Student attends appointment with staff for a mock interview or videotape interview.	Communication skill level and professionalism will be assessed by staff upon completion of interview. Student will be given a verbal and written evaluation of their performance level.	Will be measured June 2011	Continue the same	Employment Student Development	Effective Communication
Job Development Advising	Student will be able to conduct a job search on the Cuyamaca JobLink website	100%	Student is given direction by staff to do a search on JobLink website.	Track the number of students and alumni registered as jobseekers on the JobLink	Will be measured June 2011	Continue the same	Employment Student Development	Career Choices
Career Assessment and Advising	Student will be able to identify their career interests	75%	Student will take a career assessment and meet with career advisor to review results and develop a Career Education Plan (CEP)	Track the number of Career Education Plan (CEP) developed Track number of students enrolled in new PDC 110 –	Will be measured June 2011	Continue the same	Student Development Persistence Retention	Personal & Educational Goals Career Choices Clarified Values

				Career Decision Making Course				
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***STUDENT SUCCESS INDICATORS: Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)**

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review): Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply)**

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
COUNSELING
2010-2011**

Mission: The primary mission of the Counseling Department is to provide quality educational, career, occupational and personal counseling and create a climate and structure in which each student has a maximum opportunity for self-fulfillment.

ROLE OF COUNSELING	EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF YEAR RESULTS	FOLLOW-UP STRATEGIES and GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS*	CAS STUDENT LEARNING and DEVELOPMENT OUTCOME DOMAINS
ACADEMIC/ TRANSFER ADVISING	At the conclusion of a New Student Orientation and Advising session:						GPA/ Retention/ Persistence/ Course Completion/ Goal Completion	Realistic Self Appraisal/ Clarified Values/ Personal and Educational Goals
	1. Student reports increased understanding of the purpose of educational planning in overall academic success	1. 75%	1. Counselor conducts New Student Orientation and Advising session.	1 - 4 Survey at the conclusion of a New Student Orientation and Advising session				
	2. Student reports ability to identify appropriate general education pattern he/she will follow to meet educational goal.	2. 75%	2. Counselor describes all general education patterns: AA/AS, CSU, IGETC and private/independent colleges					
	3. Student reports ability to interpret Assessment results to select English/math courses appropriate to his/her level.	3. 75%	3. Counselor explains assessment test and placement results					
	4. Student reports increased understanding of his/her educational goal and the course	4. 75%	4. Counselor explains course requirements to meet academic goal including AA/AS,					

<p>PROBATION - DISQUALIFICATION COUNSELING</p>	<p>work required to achieve desired goal.</p> <p>After completing the online probation workshop students will report ability to define "academic probation."</p> <p>After completing the online probation workshop, students will report ability to define "Lack of Progress Probation."</p>		<p>CSU/JC transfer</p> <p>District sends student notice of probation – disqualification, and directs student to online resource.</p>	<p>Online survey conducted after completion of probation workshop</p>			<p>GPA/ Retention/ Persistence/ Course Completion/ Goal Completion</p>	<p>Realistic Self Appraisal/ Clarified Values/ Personal and Educational Goals/ Appreciating Diversity</p>
<p>CAREER ASSESSMENT AND ADVISING</p>	<p>At the end of New Student Orientation and Advising, the student will report increased awareness of career services such as PDC 124 and/or career testing services available in the Career Center.</p>	<p>75% for 2008-2009</p>	<p>Counselor explains PDC 124 course to student as well as Career Center services.</p>	<p>Survey</p>			<p>Employment/ Goal Completion/ Student Development</p>	<p>Realistic Self Appraisal/ Clarified Values/ Satisfying and Productive Lifestyles/ Personal and Educational Goals</p>
<p>PERSONAL COUNSELING</p>	<p>Student will report knowledge that they can discuss personal issues with a counselor.</p> <p>Student will report knowledge that if they are in a crisis, they can seek immediate assistance from a counselor.</p>	<p>50% for 2009-2010</p>	<p>Counselor explains personal counseling services during new student advising sessions, basic skills classroom presentations, and posts service on Counseling web page.</p>	<p>Survey</p>			<p>Student Development/ Retention/ Persistence</p>	<p>Enhanced Self-Esteem/ Realistic Self Appraisal/ Clarified Values/ Healthy Behavior/ Meaningful Interpersonal Relationships</p>

STUDENT SUCCESS INDICATORS: Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review):** Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility

**Cuyamaca College
Student Learning Outcomes
Disabled Student Program & Services (DSP&S)
2010-2011**

MISSION: In accordance with Title 5 and the Americans with Disabilities Act, the Cuyamaca College Disabled Students Programs & Services (DSP&S) seeks to maximize independence and educational opportunities by providing supportive services, eliminating barriers, and promoting access for students with disabilities. These goals are accomplished by offering programs and support to students, faculty, and staff in the way of services and equipment which enable students to participate as fully as possible in regular college programs and activities.

Role of Department	Expected Student Learning Outcomes	Goal	Activity	Measurement /Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
Provide supportive services to students with disabilities	Students will identify their own specific learning challenges, strengths, & needs	75%	Student appointment with DSP&S Department	Student Appointment Record Systems- Data report for number of student contacts	n/a	n/a	Access	Personal & Educational Goals, Career Choices
Provide academic accommodations	Students will develop a plan to use accommodations	80%	Discuss & explain accommodations, support services, campus & community resources with DSP&S Department.	California Community College's Chancellor's Office Management Information Systems - Data Reports	n/a	n/a	Access	Personal & Educational Goals, Realistic Self-Appraisal and Collaboration

Promote self-advocacy	Students will utilize accommodations needed for success	50%	DSP&S College Orientation with DSP&S Department	Colleague-Student Record Software System and other measurement tools-Excel	n/a	n/a	Student Development	Independence, Effective Communication and Social Responsibility
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**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
EOPS/CARE
2010-2011**

MISSION: The EOPS/CARE mission is to eliminate barriers and ensure access to post-secondary education for all eligible students.

Role of EOPS/CARE	Expected Student Learning Outcomes	Goal	Activities	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
EOPS/CARE/FY Counseling	As a result of attending the two required counseling appointments during the semester – students will be able to identify their academic goal	60%	Student meets with counselor – two times per semester Student reviews career interests and academic major requirements with counselor Student reviews course needs for areas of interest towards a Certificate, AA/S or transfer course of study	Student completes an individual education plan and a six semester plan towards a Certificate, AA/AS or transfer goal Mid-Year Student Self Assessment identifies academic goal and/or objective	Student completes required course work towards academic goal End of Year Student Self Assessment identifies academic goal and/or objective		Persistence with course work towards academic goal with GPA of 2.0 or higher	Realistic self appraisal, Career choices, intellectual growth, personal and educational goals, clarified values, enhanced self esteem and personal responsibility
EOPS/CARE/FY Orientations	As a result of attending an EOPS Orientation session at the start of the semester – students will be able to identify three program requirements for success	80%	Student attends the new or continuing student orientation annually – or completes the online orientation Student learns of program requirements and responsibilities	Student must successfully complete a quiz at the conclusion of the orientation	Student persists or navigates in program with increased success		Persistence and self reliance throughout college career, understanding value of program, and the need to build or participate in learning communities	Realistic self appraisal, personal and educational goals, enhanced self esteem and personal responsibility
EOPS/CARE Student Success Seminars	As a result of attending a Student Success Seminar – students will be able to identify two strategies that promote academic success	60%	Student attends Success Seminar Student learns successful strategies to assist with (time mgmt, study skills, budgeting, etc) their academic success	Student must complete a Post Self Assessment Mid-Year Student Self Assessment identifies learned strategies for academic success			Persistence in program and college academic standing	Realistic Self appraisal, clarified values, collaboration, social responsibility, personal and educational goals

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***STUDENT SUCCESS INDICATORS: Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)**

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review): Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply)**

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
FINANCIAL AID & SCHOLRSHIPS
2010-2011**

MISSION: To ensure access and eliminate financial barriers to post-secondary education for all eligible students, the Financial Aid and Scholarships Department will effectively administer financial aid programs and provide student-centered support services that will promote student success, persistence, retention, and enable students to fully develop their individual potential.

Role of Financial Aid	Expected Student Learning Outcomes	Goal	Activity	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
Educate students on the policies and procedures of financial aid and the rights and responsibilities of financial aid students.	Students who pass the Financial Aid and Academic Planning class will identify the maximum completed and attempted units allowed to maintain Financial Aid eligibility.	75%	<ul style="list-style-type: none"> • Test given to students prior to Financial Aid and Academic Planning Course • Test given to students after the Financial Aid portion of the FA/AP Course. 	<ul style="list-style-type: none"> • Results of post test in Financial Aid and Academic Planning Course 	100%		<ul style="list-style-type: none"> • Persistence • Retention • GPA • Goal Completion • Student Development 	<ul style="list-style-type: none"> • Intellectual Growth • Realistic Self-Appraisal • Clarified Values • Independence • Personal and Educational Goals

***STUDENT SUCCESS INDICATORS:** Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review):** Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply)

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
HEALTH AND WELLNESS CENTER
2010-2011**

MISSION: The mission of the Cuyamaca College Health Services Department is to provide health and wellness programs that will enhance the educational process. To promote an optimal level of wellness that will enable students to make informed decisions, and empower students to be self-directed and well-informed consumers of health care.

Role of Health and Wellness Center	Expected Student Learning Outcomes	Goal	Activity	Measurement/ Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
To provide education on personal development and health topics to both students and the community to remove health barriers from the pursuit of academic education.	1. Students will be able to identify 5 Sexually Transmitted Disease's (STD's).	1. Will describe all signs and symptoms of STD's.	1. Present educational information both in the formal classroom setting, as well as informal group and one –on-one setting.	1. Continued request by faculty and staff to provide appropriate materials as well as continued use of health promotion services staff for in class lecturing.			1. Access/Persistence /Retention/GPA/ Course Completion/Goal Completion.	1..Intellectual/ Growth/Effective Communication/ Realistic Self-appraisal/Healthy Behavior/Social Responsibilities/ Satisfying and Productive Lifestyles/ spiritual Awareness
To provide education on personal development and health topics to both students and the community to remove health barriers	2. Students will know how to access 5 agency's dealing with contraception.	2. Will be able to interpret accurate facts about contraception.	2. Present educational information both in the formal classroom setting as well as informal group and	Continued request by faculty and staff to provide appropriate materials as well as continued use of health promotion services staff for			2. Access/Persistence /Retention/GPA/ Course Completion/Goal Completion	2...Intellectual/ Growth/Effective Communication/ Realistic Self-appraisal/Healthy Behavior/Social Responsibilities/ Satisfying and Productive Lifestyles/

from the pursuit of academic education.			one- on- one setting.	in class lecturing.				spiritual Awareness
To provide education on personal development and health topics to both students and the community to remove health barriers from the pursuit of academic education.	3. Students will acquire 5 skills to sustain healthy eating habits	3. Ability to sustain 5 changes towards healthy eating habits.	3. Present educational information both in the formal classroom setting as well as informal group and one- on- one setting.	3. Continued request by faculty and staff to provide appropriate materials as well as continued use of health promotion services staff for in class lecturing.			3. Access/Persistence /Retention/GPA/ Course Completion/Goal Completion	. 3..Intellectual/ Growth/Effective Communication/ Realistic Self-appraisal/Healthy Behavior/Social Responsibilities/ Satisfying and Productive Lifestyles/ spiritual
To provide education on personal development and health topics to both students and the community to remove health barriers from the pursuit of academic education	4. Students will recognize alcohol/substance abuse.	Ability to establish criteria to self-evaluate	Present educational information both in the formal classroom setting as well as informal group and one- on- one setting.	Continued request by faculty and staff to provide appropriate materials as well as continued use of health promotion services staff for in class lecturing.			Access/Persistence /Retention/GPA/ Course Completion/Goal Completion	The most tangible measurable outcomes can be measured through the degree of utilization of services as recorded through SARS

The health and wellness center nurses continually analyze and interpret documentation to measure defined expectation of our Student Learning Outcomes

In order to fulfill the obligations of our Mission Statement (above), we help to facilitate learning in the classroom by providing instructors with current materials, we meet with drop-in students, and we organize campus wide events such as blood drives, flu clinics, and health fairs to promote wellness. One of our primary opportunities to meet with drop-in students stems from our relationship with the fitness center. Over 1500 students came to our office to be assessed prior to using the fitness center. This gave us the opportunity to address a variety of health issues with each student, often including

nutrition and exercise habits, alcohol and caffeine intake, as well as any other health concerns the students presented with. Additionally, in cooperation with the County Health Department, we have played an active role in keeping our campus and community free from the flu. We were able to administer over 1300 doses of the Seasonal and H1N1 Flu vaccine.

Cuyamaca College
Student Learning Outcomes
High School and Community Relations Department – Outreach
2010 – 2011

Mission: The primary mission of the Outreach office is to increase college awareness and enrollment by promoting and marketing Cuyamaca College to high school students and community members.

Role of Outreach	Expected Student Learning Outcomes	Goal	Activities	Measurement Assessment	End of Year Results	Follow-Up Strategies and GOAL	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
<p>Increase awareness and knowledge of Cuyamaca College, its programs and services to high school students and community members</p> <p>Assist new students with the enrollment and registration process</p> <p>Promote continuing education after high school</p>	<p>Upon completion of the Cuyamaca Link Program, 90% of program participants will be able to identify the four steps to the matriculation process.</p>	<p>90% of students will be able to identify the four steps to the matriculation process</p>	<p>Application Workshop</p> <p>Assessments</p> <p>Orientation and Advisement</p>	<p>Upon completion of Cuyamaca Link, students will be asked to complete a survey. The survey will ask students to identify the four steps of the matriculation process.</p>	<p>78.5% of students knew that filling out the application was step one</p> <p>76.7% of students knew that the assessments where the second step of the enrollment process</p> <p>94.2% of students knew the final step was registering for classes</p>	<p>Change SLO to measure student retention opposed to knowledge of the matriculation process.</p> <p>Show that 70% of Cuyamaca Link students will enroll in classes the following semester</p>	<p>Access</p> <p>Persistence</p> <p>Retention</p>	<p>Personal and Educational Goals</p> <p>Independence</p>

Cuyamaca College
Student Learning Outcomes
Personal Development Counseling
2010 – 2011

LEVEL Chose Discipline/ Degree	<input checked="" type="checkbox"/> Discipline <input type="checkbox"/> Degree Discipline/Degree Name:
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PROGRAM LEVEL Student Learning Outcomes	COURSE LEVEL Student Learning Outcomes	Activities/Methods of Evaluation	Timeline	Assessment Results Summary	Follow-up AMP Activity
<i>List discipline/degree level outcomes to be assessed</i>	<i>List the course level outcomes to be assessed for each discipline/degree outcome listed</i>	<i>Identify activities/methods of evaluation for each outcome</i>	<i>Within a 5-year time frame, provide a timeline for assessing each discipline/degree SLO</i>	<i>Upon completion of assessment activities, summarize assessment results for listed outcomes</i>	<i>Describe AMP activity derived from assessment results</i>
Personal Growth and Life Management Students will be able to recognize, interpret and apply lifelong goals, time and money management, personality types, and evaluation toward their college and lifelong success.	Assess their personality types, interests, values and learning styles (PDC 124) Formulate a list of lifetime goals (PDC 124) Select time management strategies to accomplish lifetime goals (PDC 124, 130)	Objective and essay quizzes and exams that measure the student's ability to apply physiological, social and psychological principles to success in college, careers and life Assessment of personality, interests, values and learning styles Written exercises or journal entries in which students assess their current behavior and make plans for improvement	2011-2012		Activity 1: PDC Basic Skills counselor needed to assist, stay current and train instructional counselors teaching PDC on personal growth and life management

	<p>Identify money management techniques that lead to financial security (PDC 124, 130)</p> <p>Increase awareness and appreciation of social diversity (PDC 124, 130, 101, 140)</p>	<p>Writing assignments or journals describing personality, interests, values, learning styles, multiple intelligences, learning styles and lifetime goals</p> <p>Based on the behavior modification model presented in the text, students will complete a project to practice the techniques and establish a new pattern of behavior</p> <p>Participate in a demonstration of stress management techniques and complete a short written exercise describing stress management techniques useful to the individual student</p>			
<p>Career Development</p> <p>Students will select careers and majors that match their personality types. Students will learn the lifelong career development process. Students will learn to access career services and vocational assessments.</p>	<p>List careers that match their personality types, interests, values and learning styles (PDC 124)</p> <p>Select a career based on personal assessment, and explore job requirements, outlook and skills required (PDC 124)</p> <p>Use basic statistics to understand vocational</p>	<p>Completion of career research project that includes career description, outlook, skills required and education needed</p> <p>Career Center visit and assignment</p> <p>Interpret and take vocational assessment assignment</p> <p>Complete resume assignment</p>	2009-2010		<p>Activity 5: Develop new PDC classes to expand our career development counseling services to students</p> <p>Activity 1: PDC Basic Skills counselor needed to assist, stay current and train instructional counselors teaching PDC on career development services</p>

	assessments (PDC 124) Write a resume (PDC 124)				
<p>Student Services Resources</p> <p>Students will locate and understand college student services resources which include financial aid/scholarships, DSP&S, tutoring, EOPS, CalWORKs, campus departments, counseling, career and university transfer centers, library resources, community learning, and more.</p>	<p>Access support services needed for college success (PDC 124, 130, 101)</p> <p>Locate Internet resources in the library (PDC 124, 130, 101)</p>	<p>Complete and turn in a Library Research Assignment that demonstrates the student's ability to locate library Internet resources</p> <p>Campus tour assignment</p>	2009-2010		<p>Activity 3: Develop and expand Summer Bridge Success programs and comprehensive orientations for the college through PDC 101, Introduction to College. Offer PDC 101 to all first-time students as their campus orientation to help students understand their resources, services, and take their college assessments.</p> <p>Activity 1: PDC Basic Skills counselor is needed to assist, stay current, and train PDC instructional counselors on the following:</p> <ol style="list-style-type: none"> 1. campus and student services 2. the Learning Community 3. Summer Bridge Success

					programs, 4. Orientations and assessments
<p>Academic Planning</p> <p>Students will develop a student educational plan based on their level in college (basic skills, major fields of interest, transfer preparation, high school grad, etc.)</p>	<p>Develop an educational plan consistent with career goals (PDC 124)</p> <p>Complete an educational plan including basic skills courses needed to prepare for college level courses (PDC 124, 130, 101)</p>	<p>Completion of an educational plan to match career goals</p>	2009-2010		<p>Activity 1: PDC Basic Skills counselor needed to assist and train counseling instructional faculty teaching PDC courses on the development of educational plans and follow through for all program students</p>
<p>Health and Wellness</p> <p>Students will understand and interpret health and wellness topics and strategies and apply these toward individual lifelong health and wellness.</p>	<p>Discuss topics related to maintaining good health in college and over a lifetime Make a personal wellness plan (PDC 124)</p> <p>Assess their level of stress, and apply appropriate stress management techniques (PDC 124, 130, 101, 140)</p> <p>Identify the components necessary to develop a healthy relationship with oneself as well as others and recognize</p>	<p>Development of a personal wellness plan based on assessment of personal behavior in the areas of nutrition, exercise, avoiding addictions, protection from sexually transmitted diseases, stress management, getting enough sleep, emotional and psychological well-being</p> <p>Complete short quizzes on health, wellness, and personal growth topics</p> <p>Comprehensive research paper which addresses the overall student personal journey and change in which students are required</p>	2011-2012		<p>Activity 1: PDC Basic Skills counselor needed to assist, stay current and train instructional counselors teaching PDC on health and wellness strategies as they pertain to counseling</p>

	<p>the factors that stifle one's growth and self-improvements as well as the problem-solving skills for selected types of relationships (PDC 140, PDC 130)</p>	<p>to analyze and evaluate healthy and the unhealthy patterns of behavior utilizing various psychological theories such as behavioral, humanistic/existential, and cognitive</p>			
<p>College Study Skills Development</p> <p>Students will develop and use college study skills toward their college courses which include taking tests, taking notes, writing papers, memorization techniques, reading a textbook and overcoming test anxiety.</p>	<p>Practice textbook reading systems (PDC 124, 130)</p> <p>Utilize note-taking systems based on learning style (PDC 124, 130)</p> <p>Prepare effectively for a college exam (PDC 124, 130)</p> <p>Apply memory techniques to college reading, note taking and test preparation (PDC 124, 130)</p> <p>Identify their learning style and multiple intelligences (PDC 124, 130)</p> <p>Practice writing skills through written exercises, short papers and journal entries (PDC 124)</p>	<p>Complete written exercises or journal entries in which students assess their learning style, college study and exam preparation strategies, time management techniques, and make plans for improvement</p> <p>Complete written exercises that demonstrate the student's ability to use note-taking and college reading models presented in class</p> <p>Complete short quizzes on study skills topics</p>	2010-2011		<p>Activity 4: Develop and expand our linked Basic Skills' PDC courses with Basic Skills' math and English. Add other interested content area departments to include science and library instruction. This is important to assist students with specialized study skills strategies with departments.</p> <p>Activity 1: PDC Basic Skills counselor needed to assist, stay current and train instructional counselors teaching PDC on college study skills with linked classes; linked classes are to retain and assist students, providing a collaboration between counseling and instruction. Follow up</p>

	Describe the critical thinking process (PDC 124)				counseling services to linked students in classes are needed by the Basic Skill's counselor that is needed to assist PDC program students and counseling instructional faculty.
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**Cuyamaca College
Student Learning Outcomes
Personal Development Special Services
2010 – 2011**

LEVEL Chose Discipline/ Degree	<input checked="" type="checkbox"/> Discipline <input type="checkbox"/> Degree	Discipline/Degree Name: <u>Personal Development Special Services</u>
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PROGRAM LEVEL Student Learning Outcomes	COURSE LEVEL Student Learning Outcomes	Activities/Methods of Evaluation	Timeline	Assessment Results Summary	Follow-up AMP Activity
<i>List discipline/degree level outcomes to be assessed</i>	<i>List the course level outcomes to be assessed for each discipline/degree outcome listed</i>	<i>Identify activities/methods of evaluation for each outcome</i>	<i>Within a 5-year time frame, provide a timeline for assessing each discipline/degree SLO</i>	<i>Upon completion of assessment activities, summarize assessment results for listed outcomes</i>	<i>Describe AMP activity derived from assessment results</i>
Standardized .1 achievement and aptitude assessment instruments are individually administered during the course in accordance with CCCLDEM to document a learning profile related to California Community	1. Complete an individual learning profile. (PDSS 080) 2. Review & Summarize of personal learning profile of aptitude and achievement through assessment results. (PDSS 080) 3. Identify, assess, and develop potentially effective student strategies related to learning profiles. (PDSS 080) 4. Assess personal educational goals and career plans related to learning profiles. (PDSS	<ul style="list-style-type: none"> • DSP&S California Community College Learning Disability Eligibility .Model 	<ul style="list-style-type: none"> • Fall 2010 		

College academic demands. (PDSS 080)	080). 5. Identify self-advocacy skills related to educational and potential employment settings. (PDSS 080).				
.2 Provides the student with in depth, individualized instruction in assistive technology and techniques that are intended to maximize independent use of assistive and mainstream computer hardware and software to improve the student's ability to succeed in mainstream college-level courses and vocational programs.(PDSS 085, 087)	<ol style="list-style-type: none"> 1) Apply critical thinking skills to compare and evaluate various assistive hardware and software computer products to compensate for the limitations of a disability. (PDSS 085, PDSS 087) 2) Independently use assistive technology products in conjunction with mainstream software (Microsoft Office) and hardware products to produce Word, Excel, Access and PowerPoint documents and presentation for mainstream settings including school and work. (PDSS 085, PDSS 087) 3) Identify the components of a computer and describe how to purchase, install and maintain a personal computer based on current computer 	<ul style="list-style-type: none"> • Assignments • Hands on Exercises • Quizzes • Exams 	<ul style="list-style-type: none"> • Fall 2011 		

	<p>standards by completing practical exercises that emphasize learning by doing.</p> <p>4) Apply basic Window XP applications to practical projects and problem solving. (PDSS 085, PDSS 087).</p> <p>5) Prepare Word documents, Excel spreadsheets, Access databases and PowerPoint presentations through practical projects and applications. (PDSS 085, PDSS087).</p>				
<p>3. Involves development and implementation of specific learning strategies in a developmental learning environment in addition to utilizing specialized software programs to assist the student's academic performance. (PDSS 090)</p>	<p>1) Use techniques established in class to identify effective learning strategies, assess those strategies for individual educational needs and strengths, and apply individually appropriate strategies to improve academic performance. (PDSS 090)</p> <p>2) Differentiate between multiple learning strategies, explain the similarities and differences between them, and implement</p>	<ul style="list-style-type: none"> • Participation • Activities • Assignments • Practical Exercises • Final Project 	<ul style="list-style-type: none"> • Fall 2010 		

	<p>each one using guided practice culminating in completed assignment projects to demonstrate their effectiveness. (PDSS 090)</p> <p>3) Improve basic skill performance based on established competencies for CAI (Computer Assisted Instruction) software programs. (PDSS 090)</p> <p>4) Utilize various learning strategies presented in class to prepare for general classroom instruction and demonstrate the ability to extend and transfer these strategies into basic skill and academic courses.(PDSS 090)</p>				
<p>4. Students with cognitive communication deficits will receive specialized instruction in attention/concentration , thought organization, memory strategies, social pragmatics skills, organization and time management skills, and maximizing related communication</p>	<p>1) Identify cognitive communication skills and describe effect of limitations based on completed evaluation of selection through student inventory. (PDSS 096)</p> <p>2) Apply cognitive communication skills knowledge to increase self-awareness of strengths and</p>	<ul style="list-style-type: none"> • Written/Oral Quizzes • Written/Demonstrated Exercises • Portfolio • Written/Verbal Summaries 	<ul style="list-style-type: none"> • Fall 2011 		

<p>skills. Emphasizing the development of skills and functional compensatory strategies to enhance disabled students' opportunities for academic success. (PDSS 096)</p>	<p>limitations through practical projects and applications. (PDSS 096)</p> <p>3) Demonstrate increased cognitive communication skill and strategy awareness based on generally accepted speech language cognitive communication principals through functional project application and pre/post assessments. (PDSS 096)</p> <p>4) Independently identify and demonstrate application of cognitive communication compensatory strategies functionally during specific projects and exercises. (PDSS 096)</p>				
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**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
STUDENT AFFAIRS
2010-2011**

MISSION: The mission of the Cuyamaca College Student Affairs Department is to provide programs that will assist and enable students to acquire knowledge, abilities and skills needed to successfully navigate through college life and enhance their leadership development.

ROLE OF STUDENT AFFAIRS	EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF YEAR RESULTS	FOLLOW-UP STRATEGIES AND GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS	CAS STUDENT LEARNING and DEVELOPMENT OUTCOME DOMAINS
BUDGET PROCESS INFORMATION	<p>Student will understand the Associated Student Government budget process</p> <p>Student will have a basic understanding of the College and the District budgeting process</p> <p>Student will learn about checks and balances</p>	Ability to balance the Associated Student Government budget	<p>Attend College and District Budget Meetings</p> <p>Participate in Budget Workshops Designed by District Account Technicians</p> <p>Attend workshops facilitated by the Vice President of Administrative Services who oversees the entire College budget</p>	<p>Students are able to explain to others about the budget process</p> <p>Working within their budget</p> <p>Money management</p>	Associated Student Government budget has money in its account	Review Associated Student Government budget at the end of each fiscal year	Access/Persistence/Retention/GPA/ Transition from Basic Skills/ Employment/ Student Development	Intellectual Growth/ Effective Communication/ Realistic Self Appraisal/ Leadership Development/ Collaboration/ Personal and Educational Goals

FACILITATING A MEETING	Student will be able to chair a meeting based upon the principles of <i>Robert's Rules of Order</i>	Ability to chair a meeting effectively Learn to work as a team	Attend Governing Board Meetings Attend workshops designed by District Personnel Attend College and District Meetings as a student representative	Instill team work principles and ethics in everyday life experiences	Leadership abilities and skills development Observation of increased confidence	Assessing cohesiveness within the group	Access/Persistence/Retention/GPA/ Transition from Basic Skills/ Employment/ Student Development	Intellectual Growth/ Effective Communication/ Enhanced Self-Esteem/Leadership Development/ Meaningful Interpersonal Relationships/ Collaboration/ Appreciating Diversity/Personal and Educational Goals
PROGRAM AND EVENT PLANNING	Student will be able to plan and carry out a program or an event on or off-campus	Ability to prioritize and organize a program or an event Ability to plan a program or event from the beginning stages of planning to seeing the program or event to the completion	Attend a well-run program or event Organizational skills developed and honed	Success of a program or an event Positive feed-back	Student asking to be a team leader	Have a seasoned program or event coordinator participated in another program or event as a resource person	Access/Persistence/Retention/GPA/ Transition from Basic Skills/ Employment/Student Development	Effective Communication/ Enhanced Self-Esteem/Realistic Self-Appraisal/Career Choices/ Leadership Development/ Meaningful Interregional Relationships/ Independence/ Collaboration
CONFLICT RESOLUTION	Student will be able to communicate effectively	Ability to gain insightfulness about ones self. Ability to use interpersonal skills	Ask to sit in a session offered by the Assistant Dean of Student Affairs for a Conflict Resolution meeting (after receiving permission from the students involved)	Observation by the Advisor	Student offer solutions to others Observe that student is becoming a better listener		Access/Persistence/Retention/GPA/ Transition from Basic Skills/ Employment/Student Development	Intellectual Growth/Effective Communication/ Enhanced Self-Esteem/Realistic Self-Appraisal/ Leadership Development/ Healthy Behavior/ Meaningful Interpersonal Relationships/ Collaboration/ Social Responsibility

									/Satisfying and Productive Lifestyles/ Appreciating Diversity/Spiritual Awareness/ Personal and Educational Goals
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***STUDENT SUCCESS INDICATORS:** Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply)

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review):** Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply)

**CUYAMACA COLLEGE
STUDENT LEARNING OUTCOMES
UNIVERSITY TRANSFER CENTER
2010-2011**

Mission: The mission of the University Transfer Center is to assist students with the process of transferring to four-year colleges and universities by providing the most current information available to ensure a smooth transition.

Role Of Department	EXPECTED STUDENT LEARNING OUTCOMES	GOAL	ACTIVITY	MEASUREMENT/ ASSESSMENT	END OF YEAR RESULTS	FOLLOW-UP STRATEGIES and GOAL	TRADITIONAL STUDENT SUCCESS INDICATORS*	CAS STUDENT LEARNING and DEVELOPMENT OUTCOME DOMAINS
Coordinating Transfer Center	Students who attend the UTC Steps to Transfer Workshops will demonstrate an increased knowledge of the transfer process.	95% for 2009-2010	Steps to Transfer Workshops	Steps to Transfer Survey			Transfer/ Student Development	Intellectual Growth/ Personal and Educational Goals
Coordinating Transfer Center	Students that attend the UTC Application Workshops will report the necessary knowledge to successfully navigate through the universities transfer admission process.	95% for 2009-2010	Application workshop	Application Workshop Survey			Transfer/ Student Development	Independence/ Intellectual Growth/ Clarified Values
Coordinating Transfer Center	Students who visit the UTC will state increased knowledge of what research options are available for transfer students, i.e. ASSIST, UTC website, College Source, reference material.	95% for 2009-2010	Students who utilize the UTC, Steps to Transfer Workshop	Number of students who visit UTC/ Steps to Transfer Survey			Transfer/ Student Development	Independence/ Communication/ Enhanced Self Esteem
Coordinating Transfer Center	Students who transfer will demonstrate knowledge of and successful completion of one of the GE packages for transfer, i.e. CSU GE-Breadth and IGETC.	95% for 2009-2010	Transfer Counseling	# of DARS audits for completion of IGETC, CSU GE-Breadth			Intellectual Growth	Independence/ Personal and Educational Values

***STUDENT SUCCESS INDICATORS: Access, Persistence, Retention, GPA, Transition from Basic Skills, Employment, Course Completion, Goal Completion (Certificate, Degree or Transfer), Student Development (all may not apply).**

****CAS STUDENT LEARNING AND DEVELOPMENT OUTCOME DOMAINS (included in Student Services Program Review): Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, Spiritual Awareness, Personal and Educational Goals (all may not apply).**

STUDENT DEVELOPMENT AND SERVICES
“STUDENT LEARNING OUTCOMES (SLO’S)”
PILOT PROJECTS WITH RESULTS

**STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011**

Admissions and Records

In the fall semester of 2009, the Admissions and Records Office conducted a survey to assess the student's ability to register successfully on WebAdvisor and their overall satisfaction with the software. The survey was sent electronically to all currently enrolled students at Cuyamaca College for the 2009 fall semester. Of the approximately 10,000 students, 708 students completed the survey. Below are the responses. The overall results demonstrate that in general students are able to successfully complete the registration process on their own and that they are satisfied with WebAdvisor.

WebAdvisor

Survey Title: WebAdvisor User Satisfaction Survey

Responses By Question Analysis

1. Based on your experience using WebAdvisor, please indicate your level of satisfaction with your ability to:

- **Successfully login to WebAdvisor without the assistance of Cuyamaca College staff.**

Very Satisfied	58.05% (411)
Satisfied	28.95% (205)
Neutral	6.92% (49)
Dissatisfied	2.68% (19)
Very Dissatisfied	3.25% (23)
Don't Know/ N/A	0.14% (1)
Response Total	708

- **Search the class schedule.**

Very Satisfied	47.18% (334)
Satisfied	33.9% (240)
Neutral	10.31% (73)
Dissatisfied	5.79% (41)
Very Dissatisfied	2.12% (15)

Don't Know/ N/A	0.71% (5)
Response Total	708

- **Add and/or drop classes.**

Very Satisfied	48.02% (340)
Satisfied	33.05% (234)
Neutral	9.18% (65)
Dissatisfied	5.65% (40)
Very Dissatisfied	2.54% (18)
Don't Know/ N/A	1.55% (11)
Response Total	708

- **Locate your student ID number?**

Very Satisfied	33.9% (240)
Satisfied	26.27% (186)
Neutral	17.8% (126)
Dissatisfied	6.64% (47)
Very Dissatisfied	5.08% (36)
Don't Know/ N/A	10.31% (73)
Response Total	708

Total Respondents 708

2. Overall, my experience using WebAdvisor has been positive.

	Response Total	Response Percent		
Strongly Agree	289	41%		
Agree	284	41%		
Neutral	67	10%		
Disagree	42	6%		
Strongly Disagree	16	2%		
	Total Respondents 698		Average 4.13	Weighted Average 4.13
	(skipped this question) 10			

STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011

Assessment

SLO Pilot in 2009-2010: “Students who question their current placement status will be made aware of the college’s challenge process.”

Result in 2009-2010: **100%**. All students falling into this category were made aware of the challenge process by counselors, instructors and/or Assessment Specialist. In the fall semester of 2009, a Student Services Specialist began tracking on SARS the number of Prerequisite Challenge Forms processed by the college, including Math, English and ESL prerequisite challenges. It is easy to track the number of Prerequisite Challenge Forms processed each year, and this SLO was achieved at the level of 100%. However, it was determined that this was a poorly written SLO, and not achieving what is really important. What is really important to the college is that students understand the requirements of each Math, English or ESL course, thereby gaining a better understanding of their skill levels, and knowing exactly why they placed into a given course. English seems to be the major subject matter that is challenged by students. As a result, this SLO is being discontinued in 2010, and replaced with the following: “Students who question their English placement status will understand specific course requirements.” In order to achieve this, counselors will explain ENGL 98 and 110 course requirements and course descriptions at Advising and/or Orientation sessions, and in addition, a handout will be developed by the English Department and given out at the Advising and/or Orientation sessions. The handout will clearly delineate the differences between ENGL 98 and 110. The goal is a 10% decrease in the number of students challenging their placement in English.

**STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011**

CaIWORKs

ROLE OF DEPARTMENT:

Academic counseling and Individual Training Plan (ITP) management

EXPECTED STUDENT LEARNING OUTCOMES:

Students who attend a counseling session will select courses each semester to meet their educational goals and meet the weekly hourly requirement of the ITP.

GOAL: 65%

MEASUREMENT/ASSESSMENT:

- Number of Student Educational Plans (SEP) & six semester plans written
- Measurements of student appointment attendance (SARS data)
- Number of program enrolled students vs. non-enrolled

END OF YEAR RESULTS (7/1/09 – 3/12/10)				
Credit Students	Summer	Fall	Spring	Total
1. # of SEP/ITP written	119	280	326	725
2. # of six semester plans written				56
3. # of student appointments				1,238
4. # of student appointments (unduplicated)				661
			Enrolled	Non-Enrolled
5. # of enrolled vs. non-enrolled students			413	248*
* # of unduplicated appointments minus # of enrolled				

RESULT: 63% of students with an appointment were enrolled in program.

Goal was not totally met for the following reasons:

- Unduplicated count of student appointments does not include couples who met with a counselor. There were many of these types of appointments.

- Many who met with a counselor were not qualified to take credit courses mostly because of a low ESL assessment score. These students were referred to Continuing Education (CE). If they enrolled in CE classes, a staff member wrote an ITP (see below) for them. Several students chose to stay in credit courses without the support of the CalWORKs Department.

CalWORKs was not serving CE non-credit students at the time this SLO was written. ITPs were written on a non-appointment basis for these students.

Non-Credit Students	Summer	Fall	Spring	Total
# of ITP's written	352	223	30*	505**
* still in the process of completing ITPs needed – expect to write about 50+ more				
** unduplicated count has not been determined but expect it to be about 300				

100% of enrolled credit students met the weekly hourly participation requirement. We did not keep this statistic on non-credit students.

**STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011**

Counseling

In the fall semester of 2009, the Counseling Department conducted a survey to assess Student Learning Outcomes. The survey was developed with the help of Pamela Wright of Institutional Research. The survey was paper based, and depended upon the counselor to distribute and collect. The number of students who responded to the survey was ninety-seven. This is far below what was anticipated, but it is still important to note their responses. The overall results demonstrate that students are satisfied with services received in the Counseling Center. In addition, students prefer appointments with a counselor verses walk-in, online and/or telephone advising. In future surveys, an electronic version will be utilized in order to get a better sample size.

1. SLO #1 Students receiving counseling services will report increased knowledge of available resources to meet their educational goals.

Survey Question: I have increased knowledge of campus resources that will assist me with my academic success at Cuyamaca College.

96.9 agree or strongly agree with the above statement.

2. SLO #2 At the conclusion of a new student advising session, students in attendance will have a one semester class schedule.

Counselors collected copies of one semester educational plans for each student attending a new student advising session. The results were 100% of students who attended a new student advising session had a one semester class schedule.

3. SLO #4 As a result of attending a transfer advising appointment, students will be able to identify one general education transfer pattern appropriate to his/her educational goal.

Survey Question: I can identify the appropriate general education pattern that fits my transfer goal, i.e. CSU GE Breath, IGETC, Private/Independent University.

83.9 percent agree or strongly agree with the above statement.

- 4. SLO #5 As a result of attending a counseling appointment, students who are undecided about their educational goal, will report increased awareness of PDC 124, and Career Center Services.

Survey Question: I am aware of the class, PDC 124, "Life Long Success" and how it can assist me to determine an educational goal.

80.4 percent agree or strongly agree with the above statement.

- 5. SLO #6 As a result of attending a personal counseling appointment, students will report knowledge of community resources available to assist them.

Survey Question: I am aware of community resources available to assist me with my personal growth and development.

87.7 percent agree or strongly agree with the above statement.

Students were also asked about their service preferences. Although these were not part of the SLO project, it is still useful information regarding the ways in which the Counseling Department delivers services.

Question	Agree/ Strongly Agree	Neutral	Disagree/ Strongly Disagree
I would prefer to see a counselor on a walk-in basis.	64.9	26.3	8.8
I prefer to see a counselor on an appointment basis.	81.3	14.1	4.7

I prefer to speak with a counselor over the phone.	15.1	41.5	42.6
I prefer to seek counseling assistance online.	17.3	38.5	44.3
I would prefer to attend a workshop designed to meet my specific educational needs.	47.2	32.7	20

The following are responses to survey questions that ask about the student's satisfaction with counseling services.

Question	Satisfied Very Satisfied	Neutral	Dissatisfied/ Very Dissatisfied
How satisfied are you with the counselor's ability to identify academic resources to help you achieve your goals	98.2	1.8	0
How satisfied are you with the helpfulness of staff	100	0	0
How satisfied are you with the amount of information provided	94.7	5.3	0
How satisfied are you with the usefulness of information	98.3	1.7	0
How satisfied are you with the clarity of information	98.2	1.7	0
How satisfied are you with the convenience of	93.1	6.9	0

office hours			
How satisfied are you with the overall quality of services	98.3	0	1.7

**STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011**

Disabled Students Programs and Services (DSP&S)

Disabled Student Programs and Services (pilot) student learning outcome is to provide supportive services to students with disabilities. This includes but not limited to disability management, academic counseling, personal counseling, learning disability assessment, speech and language assessment, registration assistance, cart service, alternate media, assistive technology, adaptive equipment, specialized tutoring and test proctoring. Access is our traditional student success indicator. Currently, DSPS is serving over 800 students, with limited resources (staff) and end of the year results show we have exceeded our goal. DSPS currently cannot cap our student population due to Federal and State Title V regulations. The measurement tool we use in Student Services is our student appointment record system. This is a software program used by both Cuyamaca and Grossmont Community College.

Role of Department	Expected Student Learning Outcomes	Goal	Activity	Measurement /Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
Provide supportive services to students with disabilities	Students will identify their own specific learning challenges, strengths, & needs	75%	Student appointment with DSP&S Department	Student Appointment Record Systems- Data report for number of student contacts	5,383 student contacts per SARS DATA.	Annual updates of accommodations and support services.	Access	Personal & Educational Goals, Career Choices

**STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011**

Extended Opportunity Programs and Services (EOPS)

The EOPS Orientations for new students were selected for assessment. The expected student learning outcome was that students would be able to identify at least three program requirements for successful program participation.

Goal

60% of the students attending will be able to demonstrate this information and understanding.

Results:

- 164 new students attended orientation sessions. All orientations were delivered in English and translated into Arabic.
- Orientations were scheduled from approximately two weeks prior to the beginning of the Fall 2009 semester, to two weeks after the beginning of the term.

Survey Results

A random sample of 51 students who attended the orientations was taken. The following were the answers we received by the following categories-

- Students who accurately identified three program requirements. - 24
- Students who understood at least one of the program requirements - 9
- Students who were unable to identify none of the requirements. - 18

Conclusions / Critique of Survey Methods and Results:

- 47% of students sampled accurately identified three program requirements.
- 18% of students were able to identify at least one program requirement
- 35% of students were unable to identify any program requirements.
- According to this survey we failed to reach our goal by 13%, based on the sample taken.

- The survey should have been administered immediately after the orientations were held
- All students who attended the orientations should have completed the survey.
- The Arabic translation should have been cross-validated, (there were reports that content in the first translation that may not have been accurate).
- The learning outcome goal should be increased to a minimum of 85% of students in attendance, unless the students were validated by DSPS as needed different learning accommodations.
- The Fall to Spring term return rate (persistence) was 160 out of the 164 students- this was an astounding 98% persistence rate!

STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011

Financial Aid & Scholarships

In the fall semester of 2009, the Financial Aid Office handed out tests to students attending the Financial Aid and Academic Planning course to begin the measuring process of one of their SLO's. The tests were used to determine a student's knowledge of the unit limit requirement for financial aid purchases at Cuyamaca College prior to and after the financial aid portion of the class. At the beginning of the class, students were given up to 10 minutes to complete and submit the test. After the financial aid portion of the class finished, the students were given up to 10 minutes to complete and submit the same (blank) test again. The instructor collected all the tests and forwarded them to the Financial Aid Director. Below are the test questions, the results of the pre-class and post-class tests, and an analysis of the findings.

SLO: Students who pass the Financial Aid and Academic Planning class will identify the maximum completed and attempted units allowed to maintain Financial Aid eligibility.

Pre and Post Class Test Questions:

1. What is the maximum number of completed units allowed to maintain Financial Aid eligibility at Cuyamaca College?
(Check only one)
 - a. 62
 - b. 71 (correct answer)
 - c. 84
 - d. 93
 - e. Do not know/Unsure

2. What is the maximum number of attempted units allowed to maintain Financial Aid eligibility at Cuyamaca College?
(Check only one)
 - a. 70
 - b. 80
 - c. 90 (correct answer)
 - d. 100
 - e. Do not know/Unsure

Results:

Pre-Class Test:

- Question #1:
 - 4 out of 30 answered correctly (13%)
 - 2 out of 30 answered “d. 93”
 - 24 out of 30 answered “e. Do not know/Unsure” (80%)
- Question #2:
 - 5 out of 30 answered correctly (17%)
 - 25 out of 30 answered “e. Do not know/Unsure” (83%)

Post-Class Test

- Question #1:
 - 30 out of 30 answered correctly (100%)

Note: The “Do not know/Unsure” answer was provided so that students do not guess at an answer.

Analysis: The target success rate for the post-class test was 75% percent. One hundred percent of the students who passed the Financial Aid and Academic Planning class were successful in identifying the maximum completed and attempted units allowed to maintain financial aid eligibility at Cuyamaca College.

**STUDENT DEVELOPMENT AND SERVICES
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2010-2011**

The High School and Community Relations Department

The High School and Community Relations Department Student Learning Outcome was based on the new Cuyamaca LINK program that was implemented in Cuyamaca College's top four feeder high schools. The Student Learning Outcome projected that, by going through the Cuyamaca LINK process student would learn the steps to the matriculation process.

A survey was given to each Cuyamaca LINK student at the end of the 1 year process. Below are the survey results.

**Cuyamaca College Link Program Student Survey
Fall 2009**

- 1. Based on what you learned while participating in the Cuyamaca LINK Program, what is the first step in the enrollment process at Cuyamaca College?**

	<u>Frequency</u>	<u>Percent</u>
Filling out an application	95	78.5
Taking the Math and English assessment exams	24	19.8
Registering for classes	2	1.7
TOTAL	121	100.0

2. Based on what you learned while participating in the Cuyamaca Link Program, what is the second step in the enrollment process at Cuyamaca College?

	<u>Frequency</u>	<u>Percent</u>
Filling out an application	92	76.7
Taking the Math and English assessment exams	22	18.3
Registering for classes	6	5.0
TOTAL	120	100.0
No Response	1	
TOTAL	121	

3. Based on what you learned while participating in the Cuyamaca Link Program, what is the third step in the enrollment process at Cuyamaca College?

	<u>Frequency</u>	<u>Percent</u>
Filling out an application	113	94.2
Taking the Math and English assessment exams	6	5.0
Registering for classes	1	0.8
TOTAL	120	100.0
No Response	1	
TOTAL	121	

4. Based on your experience, how helpful was the Cuyamaca College Link Program to you?

	<u>Frequency</u>	<u>Percent</u>
Very helpful	92	78.0
Helpful	23	19.5
Neutral	3	2.5
TOTAL	118	100.0
No Response	3	
TOTAL	121	

5. Based on your experience, how enjoyable was the Cuyamaca College Link Program to you?

	<u>Frequency</u>	<u>Percent</u>
Very helpful	51	42.5
Helpful	53	44.2
Neutral	16	13.3
TOTAL	120	100.0
No Response	1	
TOTAL	121	

**STUDENT DEVELOPMENT AND SERVICES
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Personal Development Counseling (PDC)

The Personal Development Counseling program wanted to find out...

1. If students were closer to choosing a career or major while of taking a PDC course.
2. If students chances for success improved while taking PDC course.
3. If students chances for success in their future career improved while taking a PDC course.
4. If their understanding of campus resources improved while taking a PDC course.

These are important student learning outcomes in PDC courses. The Student Learning Outcome projected that, by taking a PDC course, students were have a better understanding of their career and major goals and students' study skills will have improved.

A survey was given to 497 PDC on campus (290) and high school/off campus (207) students during Fall 2009 while they were enrolled in the course. Below are the total results.

Please indicate how helpful this course is with choosing a major or career or confirming your choice of a major or career

	Frequency	Percent
Extremely Helpful	114	24.1
Very Helpful	123	26.0
Helpful	140	29.6
Somewhat Helpful	66	14.0
Not Helpful	30	6.3
TOTAL	473	100.0
No Response	24	
TOTAL	497	

Please indicate how helpful this course is with your chances for success in college

	Frequency	Percent
Extremely Helpful	124	29.0
Very Helpful	202	47.3
Helpful	72	16.9
Somewhat Helpful	23	5.4
Not Helpful	6	1.4
TOTAL	427	100.0
No Response	70	
TOTAL	497	

Please indicate how helpful this course is with your chances for success in your future career

	Frequency	Percent
Extremely Helpful	97	27.9
Very Helpful	144	41.4
Helpful	75	21.6
Somewhat Helpful	27	7.8
Not Helpful	5	1.4
TOTAL	348	100.0
No Response	149	
TOTAL	497	

Please indicate how helpful this course is with understanding campus services and resources available to you

	Frequency	Percent
Extremely Helpful	182	46.1
Very Helpful	75	19.0
Helpful	86	21.8

Somewhat Helpful	40	10.1
Not Helpful	12	3.0
TOTAL	395	100.0
No Response	102	
TOTAL	497	

We also looked at these survey questions separately for on-campus and off campus/high school students. For the questions, “Please indicate how helpful this course is with choosing a major or career or confirming your choice of a major or career”, it is significant to note that 82.6 percent of 290 on campus students and 84.9 percent of 207 off campus students indicated that PDC was helpful to extremely helpful in helping them to choose a major or career and/or confirming their major and career choice. This is important as most of these on-campus students are first year students and almost all of these off-campus students are juniors and seniors in high school. PDC significantly helps guide students in selecting a career and major. This leads to the fact that students are more successful in college if they have a career guidance plan.

We wanted to look at the results of on campus and off campus/high school students for two additional questions. The survey asked students to indicate how helpful this course is with improving their chances of success in college and in their future career (we combined the average of these two questions based on the data above). It is significant to note that an average 92.5% of 207 off campus students indicated that the course is helpful to extremely helpful at improving their chances for success in college and their future career and an average of 86% of 290 on-campus students indicated that the course is helpful to extremely helpful at improving their chances for success in college and their future career. The majority of these on-campus students are first year students and the off-campus students are juniors and seniors in high school. It is clear that PDC greatly improves students’ *College and Career Success* from the student perspective.

Looking at further data, we have found that taking a PDC course will lead to significant higher success, retention and persistence rates. College-wide data shows that students will persist a year later (stay in college) more than 20% than non-PDC students. Lastly, we did look at this data in PDSS courses and a survey was administered.

**STUDENT DEVELOPMENT AND SERVICES
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University Transfer Center

The SLO that University Transfer Center (UTC) was piloting was: “Students that attend the UTC Application Workshops will report the necessary knowledge to successfully navigate though the universities transfer admission process.” During the months of October and November of 2009, the UTC provided numerous CSU application workshops. UTC had 130 completed surveys. The results below indicate that the workshops were useful and provided needed information for students to successfully navigate through the universities transfer admission process. Thus, more than 90% of students completed the survey accurately and would feel comfortable with universities transfer admissions process.

**Cuyamaca College
University Transfer Center
Spring 2010
N=130**

1. The fall admission application filling for all CSU schools is:

	Frequency	Percent
Oct 1- Oct 31	1	.9
Oct 1- Nov 30	107	91.5
Oct 1- Nov 30	9	7.7
Total	117	100.0
No Response	13	
Total	130	

2. How many CSU transferable units are required for a transfer student to be eligible to transfer?

	Frequency	Percent
60 Units	120	92.3
65 Units	4	3.1
70 Units	2	1.5
90 Units	4	3.1

Total	130	100.0
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3. What is the minimum GPA required to be eligible to transfer to a CSU school?

	Frequency	Percent
2.5	38	29.9
3.0	4	3.1
Varies by Major	85	66.9
Total	127	100.0
No response	3	
Total	130	

**4a. Rate your agreement with the following statements. Indicate N/A if the item is not applicable:
The UTC steps to Transfer Workshop increased my knowledge of the transfer process.**

	Frequency	Percent
Strongly Agree	58	47.2
Agree	51	41.5
Neutral	11	8.9
Disagree	3	2.4
Total	123	100.0
N/A	7	
Total	130	

**4b. Rate your agreement with the following statements. Indicate N/A if the item is not applicable:
The annual UTC Fair has increased my knowledge of the transfer process.**

	Frequency	Percent
Strongly Agree	30	40.5
Agree	20	27.0
Neutral	21	28.4
Disagree	3	4.1

Total	74	100.0
No Response	1	
N/A	55	
Total	130	

**4c. Rate your agreement with the following statements. Indicate N/A if the item is not applicable:
The UTC application workshops have provided me with the necessary knowledge to successfully navigate through the university transfer admission process.**

	Frequency	Percent
Strongly Agree	56	44.1
Agree	58	45.7
Neutral	12	9.4
Disagree	1	.8
Total	127	100.0
No Response	1	
N/A	2	
Total	130	

5. Which best describes you?

	Frequency	Percent
I definitely want to transfer to a university	122	100.0
No Response	8	
Total	130	

6. Gender

	Frequency	Percent
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Male	50	41.0
Female	72	59.0
Total	122	100.0
No Response	8	
Total	130	

7. Age

	Frequency	Percent
Under 20	21	17.2
20-24	65	53.3
25-29	20	16.4
30-49	14	11.5
50 or older	2	1.6
Total	122	100.0
No Response	8	
Total	130	

8. Ethnicity

	Frequency	Percent
White	45	38.1
Hispanic	40	33.9
Middle Eastern	24	20.3
Black	5	4.2
Asian	1	.8
Pacific Islander	1	.8
Native American	1	.8
Other: "White and Hispanic"	1	.8
Total	118	100.0
No Response	12	

Total	130	
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9. Primary Language

	Frequency	Percent
English	95	77.9
Spanish	11	9.0
Arabic	9	7.4
Chaldean	7	5.7
Total	122	100.0
No Response	8	
Total	130	

10. Have you ever taken an ESL course?

	Frequency	Percent
Yes	14	11.7
No	106	88.3
Total	120	100.0
No Response	10	
Total	130	

Comments

1. Amalyia was awesome.
2. Good, clear advice.
3. Great job counselor.
4. Great tool to help students with the difficult and extremely confusing process of transferring to a CSU
5. I'm glad Cuyamaca offers this workshop. It is helpful.
6. The workshop gave a broader view of all the process of filling out an application.
7. Very informative, change nothing of this workshop
8. Very useful information