

STUDENT DEVELOPMENT & SERVICES

MASTER PLAN

2011 - 2012

CUYAMACA COLLEGE

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**Cuyamaca College Student Services Master Plan
2011-2012**

The annual Student Services Master Plan is the unit's operational version of the 2010-2016 Cuyamaca College Strategic Plan for a one-year period. The strategic plan provides the framework for all institutional planning, with the following vision, mission, focus areas, and values that form its foundation.

Cuyamaca College Strategic Plan <i>Vision, Mission, Areas of Focus, & Values</i>	
Vision	<i>Learning for the Future</i>
Mission	<p><i>The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.</i></p> <p><i>In order to fulfill its commitment to student learning, the college provides:</i></p> <ul style="list-style-type: none"> ✓ <i>Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses</i> ✓ <i>Community education programs and services</i> ✓ <i>Programs that promote economic, civic and cultural development</i> <p><i>To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.</i></p>
Focus Areas	<p><i>In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus:</i></p> <ul style="list-style-type: none"> ✓ <i>Student Access</i> ✓ <i>Learning and Student Success</i> ✓ <i>Value and Support of Employees</i> ✓ <i>Economic and Community Development</i> ✓ <i>Fiscal and Physical Resources</i>
Values	<p><i>Our Mission is reflected in the college's six core values:</i></p> <ul style="list-style-type: none"> ✓ <i>Academic Excellence</i> ✓ <i>Student Access and Success</i> ✓ <i>Environmental Stewardship</i> ✓ <i>Strong Community Relations</i> ✓ <i>Innovation and Creativity</i> ✓ <i>Diversity and Social Harmony</i>

The five areas of focus frame the institutional planning processes, including: *Access, Learning & Student Success, Value & Support of Employees, Economic & Community Development, and Fiscal & Physical Resources*. Strategic Goals are identified for each area of focus. Student Services departments/programs developed goals in alignment with one or more of the institutional strategic goals.

Strategic Goals for 2011-2012 <i>by Focus Areas</i>
<i>ACCESS</i>
<i>Strategic Goal 1: Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i>
<i>LEARNING & STUDENT SUCCESS</i>
<i>Strategic Goal 2: Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
<i>VALUE & SUPPORT OF EMPLOYEES</i>
<i>Strategic Goal 3: Value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.</i>
<i>ECONOMIC & COMMUNITY DEVELOPMENT</i>
<i>Strategic Goal 4: Anticipate and respond effectively to the economic and developmental needs of the community through strategic partnerships, community activities and innovative educational programs.</i>
<i>FISCAL & PHYSICAL RESOURCES</i>
<i>Strategic Goal 5: Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</i>

In addition to the achievement of strategic goals (what the *institution* does), Cuyamaca College focuses on student learning (what the *student* does, by way of learning). The Institutional Learning Outcomes are broad-based student competencies that are operationalized and assessed at the department, program, and course levels. Student Services departments and programs have developed Student Learning Outcomes in alignment with the Institutional Learning Outcomes.

Institutional Learning Outcomes
<i>The successful Cuyamaca College student will demonstrate the following competencies:</i>
<i>PERSONAL RESPONSIBILITY</i>
<ul style="list-style-type: none"> ✓ Apply essential academic skills, establish and monitor goals, and utilize campus resources ✓ Develop responsibility for one's own actions as it relates to achieving goals ✓ Exercise choices that enhance wellness and a healthy well-being
<i>CRITICAL & CREATIVE THINKING/INNOVATION</i>
<ul style="list-style-type: none"> ✓ Apply thinking, quantitative, communication, and lifelong learning skills ✓ Demonstrate adaptability to change and enhancement of personal values ✓ Apply creativity to create knowledge and address challenges of a rapidly changing society
<i>CAREER AND/OR TRANSFER READINESS</i>
<ul style="list-style-type: none"> ✓ Demonstrate proficiencies essential to employment, retention on the job, and for living a more productive and full life ✓ Demonstrate proficiencies essential to transfer to four-year colleges/universities
<i>ENVIRONMENTAL STEWARDSHIP</i>
<ul style="list-style-type: none"> ✓ Recognize the importance of environmental sustainability to balance economy, society, and environment ✓ Develop values and demonstrate behaviors that respect the natural environment
<i>CIVIC RESPONSIBILITY</i>
<ul style="list-style-type: none"> ✓ Engage in college and community service and other civic activities that promotes community, democracy, and civility ✓ Develop and apply honesty, empathy, interpersonal competence, social responsibility
<i>GLOBAL AWARENESS/CULTURAL COMPETENCE</i>
<ul style="list-style-type: none"> ✓ Recognize the interdependence of societies on world economies and political systems ✓ Act with sensitivity, respect, and integrity in interactions with individuals of diverse backgrounds, perspectives, and values

Student Services Unit Mission

The Student Services unit provides equal access, advocacy and services to Cuyamaca College's diverse student population to facilitate student learning and achievement along the entire student pathway from admission to completion.

Each department or program within the Student Services unit developed goals that align with one or more of the five institutional strategic goals. Additionally, each department/program developed student learning outcomes that align with Institutional Learning Outcomes. The departmental goals and student learning outcomes for each Student Services department or program are outlined on the pages that follow.

ADMISSIONS & RECORDS

Mission/Purpose

The Admissions & Records department maintains student academic records and manages the student application and registration policies and process. The A&R department provides ‘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.

Therefore, it is the mission of the Admissions & Records department to:

- Provide student-centered services which promote access to all students.
- Provide excellent, prompt and professional service to students, faculty, staff and the 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 ensure student-centered services and alignment with Grossmont College Admissions and Records procedures and practices.

Goal	Technology improvements to make internal processes more efficient.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Implementation of mobile application and progress made on Live Chat
Goal	Increase the number of students who apply and register without assistance from college personnel. Create more comprehensive instructions as well as create simple "portable" instructions to apply and register.
Supports Strategic Goal(s):	<i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i>

Method(s) of Assessment:	Tally; Student Survey
Student Learning Outcome:	Students will understand and be able to successfully complete the graduation application process with minimal assistance.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Survey
Student Learning Outcome:	Students will understand and have working knowledge of the academic calendar and successfully adhere to those deadlines.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Tally of Late Exception Petitions

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> • 1 FTE - Residency Specialist In order to assist the growing refugee population who require residency reclassification and to help serve our students more effectively a full time residency specialist is required. Current staffing prohibits the A&R office from providing open door residency hours throughout the week. • 1 FTE - Veterans Specialist With the growing number of Veteran students (at 424 currently) and the increasing complexities of Chapter 33, it is becoming increasingly critical to have a full time Veteran Affairs Student Services Specialist to ensure time processing of VA benefits and that Cuyamaca College is in compliance with federal VA guidelines and policies.
Facilities:	<ul style="list-style-type: none"> • Private Conference/Staff Lounge area This will give A&R area that we can use to talk in private with students regarding their academic records, requests, history, petitions, etc. This will also provide us room for survey and testing purposes.
Technology:	<ul style="list-style-type: none"> • More large document capacity sized scanners: This enables us to digitize our student records helping the department align with the mission of the college. • DARS on the Web The DARS on the Web will enable students to run their own

	<p>degree audits. This will help contribute towards increasing the student success rate at our college and help with our SLO regarding the graduation application process.</p>
<p>Research/Data:</p>	<ul style="list-style-type: none"> • Survey with questions regarding the graduation application process. Student Satisfaction Survey. • A survey to be conducted regarding the level of service students receive from the Admissions and Records office. <p>Both will require IR requests.</p>
<p>Other:</p>	<ul style="list-style-type: none"> • Evaluator Conference, NAFSA Conference, NAVPA Conference, Articulation Conferences, Updated NAFSA handbook, NAFSA Memberships. DARS training.

ASSESSMENT	
Mission/Purpose	
<p>The primary mission of the Assessment Center is to administer state-approved examinations in Mathematics, English, and English as a Second Language (ESL) to assist in determining appropriate student placement in these courses. In order to fulfill this primary mission, the Assessment Center provides individual and group assessment sessions throughout the year. The Assessment Specialist works closely with the Chair of the Counseling Department to schedule new student orientations and/or group advising sessions that accompany the assessment examinations. In addition, examinations are administered for appropriate student placement in Chemistry courses, and "Ability to Benefit" examinations are administered to students for financial aid purposes.</p>	
Goal	Preparation workshops provided to students prior to Math and English placement examinations.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Number of workshop participants; Short pre- post- test in workshop
Goal	Student access to online placement examinations
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Survey
Goal	Math, English and ESL Departments receive weekly reports about student placement results.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate</i>

	<i>completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Regular reports
Student Learning Outcome:	Students will know how to access their placement results via WebAdvisor.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Post-assessment survey

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> The current staffing structure consists of one full-time Assessment Specialist, Marcella Brown, and one part-time student worker, Denise. A realistic staffing plan for Assessment needs to be approved and implemented. With the growth in student enrollment and consequent growth in assessment examinations, it is vital that permanent staff be added. This will relieve inadequate workload levels and meet the demands placed on the program. The request is for a 1.0 staff position for the Assessment Center.
Facilities:	<ul style="list-style-type: none"> Lab space
Technology:	<ul style="list-style-type: none"> If the department is able to achieve the goal of online assessment, a computer laboratory (or laboratories) will be needed on campus.
Research/Data:	<ul style="list-style-type: none"> Workshop Survey (Pre- Post Test); Survey questions on Student Services Survey to assess students ability to access placement results online
Other:	<ul style="list-style-type: none"> Student hourly budget

ATHLETICS

Mission/Purpose

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.

The growth of Cuyamaca College sports is to give all potential student-athletes opportunities to master advanced physical skills, enjoy team participation, and gain benefits of vigorous physical competition. Student-athletes should gain rewards from playing sports that transfer to later life such as an appreciation for social diversity, increased leadership abilities, and the achievement of success through hard work.

The connections of academic achievement and athletic performance must be a caring and responsible service given by all coaches and support staff. Facilitating institutional goals towards higher rates of 4-year transfers should be a cornerstone in maintaining athletic eligibility for Cuyamaca athletes. The college should also benefit from the increase in full-time students that a sports program provides.

Intercollegiate sports at Cuyamaca create a student-centered campus, build school spirit and encourage spectator support by staff, families, friends and the community. Athletic events afford participants and fans a chance to use the beautiful facilities and to visit the campus.

Goal 100% of student athletes will have a 6 semester Individual Education Plan on file by the end of the Fall 2011 semester.

Supports Strategic Goal(s): *Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.*

Method(s) of Assessment: Tally of Education Plans

Goal 100% of staff will pass the CCC Commission on Athletics compliance exam.

Supports Strategic Goal(s): *Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.*

Strategic Goal 3 (Value & Support of Employees): Value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.

Method(s) of Assessment:	Tally of staff passing exam
Goal	Enhance quality of academic support services offered to student-athletes.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Establishment of additional support services for athletes.
Goal	Create a monthly update newsletter for the campus community.
Supports Strategic Goal(s):	<i>Strategic Goal 3 (Value and Support of Employees): Value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.</i>
Method(s) of Assessment:	Establishment of monthly newsletter
Student Learning Outcome:	Student-Athletes will demonstrate knowledge of how to utilize campus Student Services to improve learning skills.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Spring semester survey/Post Test
Student Learning Outcome:	With the assistance of the Athletic Academic Advisor, student-athletes will learn how to develop an education plan to meet their academic goals.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Tally of Education Plans; Spring semester survey
Student Learning Outcome:	Student-athletes will be able to explain their relationship in the recruiting process for continued collegiate athletic opportunities.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Spring semester survey/Post Test
Student Learning Outcome:	Student-athletes will demonstrate an understanding of CCC Commission on Athletics Rules of Eligibility.

Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Spring semester post test.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> • Athletic Counselor • Eligibility Specialist
Facilities:	<ul style="list-style-type: none"> • Weight Room
Technology:	
Research/Data:	<ul style="list-style-type: none"> • Spring semester survey; Post Test
Other:	

CalWORKs

Mission/Purpose

CalWORKs (California Work Opportunity and Responsibility to Kids) is California's welfare (also called cash aid) program administered through the California Department of Social Services (CDSS). The Federal welfare program, TANF (Temporary Assistance for Needy Families), provides matching funds to states for their welfare program. It is a program for parents (single or married) with children under 18 years of age who meet certain income guidelines. CDSS disseminates money to each county to administer the welfare program called Welfare-to-Work. Cash aid is a grant and does not have to be repaid. However, there are specific federal, state, and county rules and regulations that recipients must comply with in order to continue receiving aid. It is a work-oriented, time-limited program where recipients are provided supportive services to help them get and keep a job or career with the end goal of self-sufficiency. This includes case management training, childcare, transportation, job search assistance, resume development, and other services that help to remove barriers to employment. There is a four-year lifetime limit to receive cash aid. This is a change from the previous limit of five years that is effective July 2011. Recipients are required to participate in welfare-to-work activities 32 hours per week for single parents and 35 hours per week for a two-parent home. Acceptable activities include looking for work, work, mental health or substance abuse counseling, and education. CDSS also disseminates Federal TANF dollars to the State Chancellor's Office to in-turn distribute to the community colleges to fund CalWORKs programs for educating and training welfare recipients. The community colleges are the training arm of the CDSS. The balance of the CalWORKs budget is from Proposition 98 dollars.

The purpose of the Cuyamaca College CalWORKs Program is to coordinate County-provided supportive services for CalWORKs recipients to meet their educational goals. Students meet with CalWORKs counselors for a Student Educational Plan (SEP) that become the authorizing document for services such as transportation, books, parking permit, and childcare. The SEP also includes the Individual Training Plan (ITP) that shows how students plan to meet their weekly participation hours. The County of San Diego contracts the welfare-to-work program to private companies who carry out the program components. Students meet with their contracted worker (Employment Training Advisor-ETA) to then write a welfare-to-work plan that puts into place their supportive services.

Eligible students have to be working toward an associate degree, certificate, transfer to a four-year university, or taking classes to improve job skills. They can be attending part or full time to receive services. Eligibility documents must be maintained in a student's file and eligibility is re-established each semester. We work closely with a student's ETA who oversees the student's welfare-to-work activities.

Community college CalWORKs programs must follow the CalWORKs Program Guide provided by the State Chancellor's Office that outlines the appropriate use of funding. Annual program plan and budgets are required at the start of the academic year. Expenditure reports are required at the end of the academic year. Certain expenditures must be approved in advance. Student files are audited annually for appropriate eligibility documentation for students served.

Goal

Develop procedures for scanning all student paperwork in an effort to go "green" and paperless. Train staff in the use of the

	<p>scanner and software to retrieve documents as needed. Develop counselor appointment preparation procedures that focus on saving paper.</p>
Supports Strategic Goal(s):	<i>Strategic Goal 5 (Fiscal and Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</i>
Method(s) of Assessment:	Student files reduced; Staff survey to assess ease of use
Goal	Perkins grant funds will supplement one counselor's salary to generate an interest in CTE programs. Develop procedures to meet with declared CTE majors to develop educational goals and undeclared majors to promote CTE programs as a viable major.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Tracking of students who declare CTE as major; 30% increase of undeclared major students counseled will opt for CTE degrees/certificates.
Goal	Survey students on a regular basis to monitor service delivery and make corrections or adjustments as-needed.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Survey tool administered at the beginning of each semester.
Student Learning Outcome:	Students who attend the CalWORKS 101 Introduction to College and CalWORKS Orientation workshop will demonstrate knowledge of the matriculation process in the development of a Student Educational Plan to meet their

	educational goals as it relates to CalWORKS supportive services provided by the County of San Diego.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Career & Transfer Readiness</i>
Method(s) of Assessment:	Workshop Pre and Post tests in English and Arabic.
Student Learning Outcome:	Students who meet with a CalWORKs counselor will calculate their Individual Training Plan (ITP) to meet the County CalWORKs weekly hours participation requirement for reporting their hours on the 116 Form turned in every month.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Completed weekly ITP planner; 80% of students will be able to calculate their weekly ITP hours and successfully complete the required components of the 116 form.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> The program specialist is the only full time employee in the department. This is a classified position and, based on the last program review, should be upgraded due to the responsibilities that are more complex than the counterpart at Grossmont College. That person does not have the same responsibilities but is classed the same. There are program coordinators for the EOPS/CARE and DSPS programs at Cuyamaca. The CalWORKs program specialist, who is essentially the program coordinator, should be classed at the same level. <p>The increase of students being served in the CalWORKs office over the last couple of years has impacted our ability to serve them as well as we have done in the past. The program specialist works many extra hours to manage the day-to-day operation of program components as well as meet state/college/district requirements. To help alleviate some of these duties, the part-time classified assistant is needed full time for continuity, to assist with required paperwork, and to supervise front desk schedules and procedures. This was approved two years ago but with the anticipated reduction in the overall college budget the upgrade was postponed.</p> <ul style="list-style-type: none"> In addition, a part-time accounting clerk would be beneficial to handle the many aspects of managing the various program budget requirements (state/college/district), check requests,

	<p>purchase orders, reconciling and tracking work study timesheets, etc.</p> <ul style="list-style-type: none"> • Additional adjunct counselors are needed to meet the demand for education plans every semester. There are two permanent adjunct counselors that work 16 and 12 hours each for a total of 28 hours per week. During peak times, they work extra hours and we bring in two more adjunct counselors for about 16 total hours per week. Our budget may be able to handle two counselors all day every day during peak times. Ideally, three counselors per day during peak times would help us to meet the need. • Adding counselors mean additional front desk help to manage the paperwork involved. Some of our front desk staff provides translation when needed (Arabic and Spanish). We currently have four student hourly workers and two work study students. We will lose one hourly worker (who speaks Arabic) in the fall because he has graduated. Additional Arabic-speaking front desk staff is needed. Ideally, we could use five or six hourly workers during peak times.
<p>Facilities:</p>	<ul style="list-style-type: none"> • In light of staffing needs mentioned above, we do not have the space to add any more staff. We have offices for two counselors and the program specialist. We could use two more offices to place temporary counselors and the clerical assistant. Our reception area accommodates only two desks, two computers, and two phones. When we have four or five hourly workers on duty during peak times, everyone stumbles over each other. Additional desks, computers, and phones are needed. However, our current office set-up cannot accommodate this. We also need a waiting area for our students. We only have space for two chairs. They often overflow into General Counseling waiting area. All of our students are parents and many need to bring their children to appointments. This creates a space issue with strollers and active young children. Since we will be taking walk-ins starting in July, this may become a problem. Also, with being so close to General Counseling we are not able to maintain a certain level of confidentiality protection for our students.
<p>Technology:</p>	<ul style="list-style-type: none"> • As mentioned above additional computers and phones are needed but they cannot be accommodated in our space. We actually have a computer stored with IS but have no place to put it. All computers in use are new within the last couple of years. • A high speed scanner is needed to securely send sensitive documents to County-contracted agency via FTP. It will also meet the requirement to reduce reliance on paper files.

	<p>The CalWORKs website needs to be updated. To save on resources (paper and postage), this site needs to be a reference and resource for our students to understand available services, program requirements, get updates on program changes, upcoming deadlines, events, etc.</p>
Research/Data:	<ul style="list-style-type: none"> • Data is needed for the next program review comparing CalWORKs students with general students. We also need to track non-credit students better for data purposes. • A departmental goal is to administer a service satisfaction survey to all students at the beginning of each semester. Institutional Research help will be needed to develop and compile results.
Other:	<p>CalWORKs Program budget or General Fund:</p> <p>0000 – Upgrade Program Specialist to Counselor Coordinator</p> <p>1420 – Counselor to facilitate CalWORKs 101 workshops.</p> <p>1420 – Counselor/job developer to assist with work study.</p> <p>2311 – Student hourly to translate all documents in use into Arabic.</p> <p>0000 – Accounting clerk to help manage budget and data collection.</p> <p>General Fund:</p> <p>2311 – Work study match increase to \$25,000 from \$16,400 to meet Chancellor’s Office CalWORKs program requirements of a 25% cash match.</p>

CAREER AND STUDENT EMPLOYMENT

Mission/Purpose

The purpose of the Career and Student Employment Center is to educate students, alumni and community members in the career development process. This process includes gaining self-knowledge, exploring career options, and developing skills and a plan of action to realize individual career goals throughout their life-span. In partnership with counselors, faculty and support staff, the Center provides students a means of exploring majors and career options. The Student Employment office assists students and alumni to develop employability skills, and to find meaningful employment. The Center fosters collaborations with employers and community groups to provide the link to “real world” work opportunities and assists students to achieve their employment goals.

Goal Increased access to Career Counseling and Job Search services.

Supports Strategic Goal(s): *Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.*

Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.

Method(s) of Assessment: Implementation of Career Counseling & Job Search intake processes, appointment procedures & policies; Survey- 75% of students will report that they are satisfied with the Career Counseling and Job Search services provided.

Goal Technology will be utilized in a more robust manor to serve students.

Supports Strategic Goal(s): *Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.*

Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.

Strategic Goal 5 (Fiscal and Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.

Method(s) of Assessment:	Implementation of enhanced features such as online Career Counseling, online career counseling courses, accessing vocational assessments and information online, video tutorials, and use of current career websites; Online survey
Goal:	Counseling and Career Services faculty and staff will attend staff development and specialized training activities to stay current in their discipline and expertise in the Career Guidance areas.
Supports Strategic Goal(s):	<p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth</i></p> <p><i>Strategic Goal 3 (Value and Support of Employees): Value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.</i></p>
Method(s) of Assessment:	Number of counselors participating in MBTI certification training. Number of counselors and career staff participating in staff development related to careers throughout the year (resume writing tips, technology training, CHOICES, and DWYA); 8 counselors become certified; additional staff and counselors participate in training activities to help expand the expertise of a campus Career Center.
Student Learning Outcome:	After a Career Counseling appointment, students will report an increased understanding of their career goals.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Career & Transfer Readiness</i>
Method(s) of Assessment:	Survey at the conclusion of a career counseling appointment; 80% will report an increased understanding of the purpose of educational planning in overall academic success.
Student Learning Outcome:	Students will learn to navigate the Career and Job Employment procedures; appointment and intakes processes, JobLink website; Career Center website; vocational assessment procedures, career workshops and fairs (i.e. resume writing), career links and resources.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Career & Transfer Readiness</i>
Method(s) of Assessment:	Survey those students who access our services (both face to face

	and online); 80% will report an increased understanding of navigating Career and Job Employment procedures.
Student Learning Outcome:	Students will utilize technology to access Career Counseling services (i.e. careercafe.com, vocational assessments prior to counseling appointment, online career counseling, online Career Decision Making courses).
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Career & Transfer Readiness</i>
Method(s) of Assessment:	Survey those students utilizing technology to access Career Counseling services; 80% of students participating in online Career Counseling services will have accessed these services online.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> • The Career and Employment Department is in need of a full time counseling coordinator, and additional full time and part time counselors (shared with general counseling and/or in collaboration with general counselors) and full time and part time staff to assist in achieving SLO/Department/Program goals. Due to the increasing English learner population, it is important that we have staff and counselors who can speak various languages, especially Arabic, and assist in bridging cultural differences. Students need to speak with a counselor either one-on-one, online, or in classroom settings. The demand continues to exceed resources. • It is also very important that the Career and Employment Department have support staff to assist in achieving program/department goals. Currently, the Department has one full time Student Services Specialist and one student work study. Our one full time Student Services Specialist also supports the Transfer Center. When that full time person is out, our department cannot service student needs. It is vital that support staff positions be filled. We also hope to collaborate with the counseling department with staff and resources to meet all of our needs. If the Career and Employment Department is to be successful in implementing new technologies to assist students, then supervisory staff with knowledge of technology is needed. Training will be critical.
Facilities:	<ul style="list-style-type: none"> • One Stop space for student information/intake. This intake area would serve Career, Transfer, Counseling, DSPS, EOPS & CalWORKS. • Remodel of Career and Employment Center area to

	<p>incorporate a larger lab space and private room for use of technology such as video conferencing and mock interviews.</p> <ul style="list-style-type: none"> • Improved computer lab and knowledgeable staff needed for Career services.
Technology:	<ul style="list-style-type: none"> • Upgrade of five (5) computers in the Counseling Center • Upgrade computers in the Career and Employment Department • Online Orientation tour video of Career and Employment Department; online overview of services for students • Bring and enhance online career counseling in collaboration with the Counseling Department.
Research/Data:	<ul style="list-style-type: none"> • Satisfaction survey. Data must be collected and analyzed for assessment of SLOs.
Other:	<ul style="list-style-type: none"> • 1420 \$20,000, Adjunct Career Counseling and increased Workshops • 1411 \$20,000, Student Hourly/Short Term Hourly • 1430 \$ 5,000, Supplies • 5210 \$ 15,000, travel for transfer conferences and training • 5350 \$ 1,000, Vocational assessment instruments • 5350 \$ 10,000, Software: Snag It, Camtasia, Adobe Acrobat Professional, video equipment and apple computers for creating mock interviews. • Online Orientation tour of career center, collaboration with counseling department for online career counseling.

COUNSELING

Mission/Purpose

The description and purpose of the Cuyamaca College Counseling Department is to assist the student with decisions which affect educational, vocational and personal goals, and to provide appropriate support and instruction which will enable the student to implement these decisions. These may include career, educational, academic choice, or personal-social decisions as well as teaching counseling courses on topics such as career decision making and study skills. Counselors provide assistance with academic planning, financial aid, dealing with learning handicaps, making the transition from the community college to work or to an appropriate higher level college or university, and in handling personal, family or social problems which may interfere with educational goal attainment.

While the Counseling Department is involved with a variety of activities—including unique programs for special populations such as veterans; the returning older student; the disabled, minorities and culturally different: economically-disadvantaged individuals, and those with learning differences—common components are usually present. These components reflect the underlying philosophy of the Department: that of providing information, clarification, and support which will enable students to make realistic decisions which are in their own self interests and additionally to assist the student in planning and implementing strategies to achieve success.

Goal	Increased access to counseling services.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Implementation of the student intake process and counseling appointment policies & procedures; Survey- 75% of students will report that they are satisfied with the intake process.
Goal	Technology will be utilized in a more robust manner to serve students.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate</i></p>

	<p><i>completion, professional opportunities and personal growth.</i></p> <p>Strategic Goal 5 (Fiscal and Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</p>
Method(s) of Assessment:	Implementation of enhanced features of online advising, online orientation & new student advising program; launching of Web Advisor tutorial in other languages.
Goal	Counseling faculty will attend staff development and specialized training activities to stay current in their discipline.
Supports Strategic Goal(s):	<p>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth</p> <p>Strategic Goal 3 (Value and Support of Employees): Value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.</p>
Method(s) of Assessment:	Number of counselors participating in MBTI certification training. Number of counselors participating in staff development activities throughout the year.
Student Learning Outcome:	Students will learn to navigate the Counseling Department's student intake process & appointment procedures.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Survey- 80% of those surveyed will report that they are able to navigate the student intake process & appointment procedures.
Student Learning Outcome:	Students will utilize technology to access counseling services.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Survey- 75% of students participating in assessment, new student orientation/advising, and continuing student advising will have accessed these appointments online.
Student Learning Outcome:	Students will report increased understanding of their life and career goals.

Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical/Creative Thinking & Innovation; Career & Transfer Readiness; Civic Responsibility</i>
Method(s) of Assessment:	Survey

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> • The Counseling Department is in need of additional full time and part time counselors to assist in achieving SLO/Department/Program goals. Due to the increasing English learner population, it is important that we have counselors who can speak various languages, especially Arabic, and assist in bridging cultural differences. Although we are working to improve departmental efficiencies, the students need to speak with a counselor either one-on-one, online, or in a group setting. The demand continues to exceed resources. The number of full time counselors has not changed since 2000. However, release time assignments and special population assignments (Department Chair, Articulation, Veterans, FYE, Athletes, English learner), continue to grow. • It is also very important that the Counseling Department have support staff to assist in achieving program/department goals. Currently, the Department has a .60 FTE Student Services Specialist and student hourly who provide clerical support. It is vital that support staff positions be filled as well as the Counseling & Assessment Supervisor position. If the Counseling Department is to be successful in implementing new technologies to assist students, then supervisory staff with knowledge of technology is needed.
Facilities:	<ul style="list-style-type: none"> • One Stop space for student information/intake. This intake area would serve Counseling, DSPS, EOPS & CalWORKS. • One Stop pace for a Veterans Center • Remodel of Counseling Center reception area to incorporate a drop in counselor • Assessment office/computer lab – A112 remodel
Technology:	<ul style="list-style-type: none"> • Upgrade of five (5) computers in the Counseling Center • Upgrade computer in A112 • Online Orientation • Online New Student Advisor • Enhanced online counseling that goes beyond current Ask A Counselor
Research/Data:	<ul style="list-style-type: none"> • Satisfaction survey. Data must be collected and analyzed for

	assessment of SLOs.
Other:	<ul style="list-style-type: none"> • 1420 \$80,000, Adjunct Counseling • 1411 \$40,000, Student Hourly/Short Term Hourly • 1430 \$ 5,000, Supplies • 5210 \$ 3,000, travel for transfer conferences and training • 5350 \$ 1,000, Assessment instruments MDTP • 5350 \$ 1,000, Software: Snag It, Camtasia, Adobe Acrobat Professional • 0000 \$? Online Orientation & New Student Advising

CUYAMACA LINK PROGRAM

Mission/Purpose

Cuyamaca Link is a comprehensive student success program that requires multi-department coordination between Admissions and Records, Financial Aid, Disabled Students Programs and Services, and Counseling.

Cuyamaca Link is a first year experience program set up between Cuyamaca College and five of our feeder High Schools. Participating High Schools include; Valhalla, Steele Canyon, Mount Miguel, Granite Hills, and Monte Vista. Cuyamaca Link is open to students who are in their final year at any of the afore mentioned High Schools, and are planning to attend Cuyamaca College in the Fall and Spring Semesters for a minimum of two classes each semester.

High School students who sign up to participate in Cuyamaca Link will complete the matriculation process at their own High School and at a minimum register for their Math, English or ESL, and a Counseling 124 course in the Fall Semester. At each High School, participants are mandated to attend three program links; (Link 1) a program and college orientation, (Link 2) a Math and English Assessment and (Link 3) an advisement-registration session.

Participants, who successfully complete all three Links and comply with all program requirements will in turn, be provided with priority registration for the following courses; a PDC 101 (Cuyamaca Link College Orientation), the Math and English or ESL course in which they were placed into by our assessment office, or waived into via an AP exam, and possibly other courses selected with our counselors during Link 3, based on their intended educational goal at Cuyamaca College.

Spring Semester, participants who remain in good standing must attend a priority registration workshop. At the workshop participants will register themselves for the Spring Semester via web advisor. Students must continue their Math and English or ESL sequence and may choose to also enroll in counselor advised courses for their intended educational goal. During this initial year at Cuyamaca College, participants will receive priority academic advising and set up a long term educational plan to meet their intended educational goal at Cuyamaca College.

The student requirements in the Cuyamaca Link program are specifically set up to increase student retention and success. The student outcomes include the following:

- Registration for appropriate levels of math, English or ESL during the first two semesters in College allows for timely sequencing through math and English/ESL levels
- Eliminate taking too many classes and overwhelming themselves by placing a unit maximum of 15 taken per semester in their first year of college
- Require Basic Skill students to register for English/ESL and math courses according to their placement level and continue the sequence the following semester.

Goal

The current program will be institutionalized into existing matriculation services; Cuyamaca Link will serve as the

	foundation for the new First Year Experience Program.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	n/a
Student Learning Outcome:	The current program will be institutionalized into existing matriculation services; Cuyamaca Link will serve as the foundation for the new First Year Experience Program. New FYE SLOs to be developed/assessed.
Supports Institutional Learning Outcome(s)	n/a
Method(s) of Assessment:	n/a

RESOURCE ALLOCATION	
Staffing:	Staffing needed for new FYE program
Facilities:	<ul style="list-style-type: none"> • None.
Technology:	<ul style="list-style-type: none"> • None.
Research/Data:	<ul style="list-style-type: none"> • None.
Other:	<ul style="list-style-type: none"> • None.

DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)	
Mission/Purpose	
<p>The Disabled Students Programs and Services (DSPS) at Cuyamaca College facilitates inclusive and sustainable information and knowledge for student learning. Our program increases opportunities for access and success for students with verifiable disabilities through academic accommodations and innovative support services. In accordance with Title 5 and the American Disabilities Act, DSPS seeks to ensure equitable treatment for college students with disabilities in all aspects of campus life.</p>	
Goal	Assess number of students who know where to go for services.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Survey
Goal	Encourage students who have low GPAs and are not using accommodations, to take advantage of their accommodations.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Survey
Goal	Expand campus awareness of number of students demonstrating self-advocacy
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Survey
Student Learning Outcome:	New students with disabilities in the DSPS program will be able to identify what DSPS services are available to them and where they are located on campus (Main Office by DSPS Specialists).
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Pre and post tests; cite three examples of accommodations that

	are provided at Cuyamaca College (beginning and end of semester)
Student Learning Outcome:	Students with disabilities in the DSPS program will choose to improve their academic success by utilizing specific accommodations in the HTC: alternate media, assistive/adaptive technology, and Test Proctoring (HTC staff).
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Data comparison between accommodation forms and registered users. Data will be compiled in Excel each semester.
Student Learning Outcome:	Students with disabilities in the DSPS program will demonstrate self-advocacy skills by providing their accommodation forms to instructors, using their accommodations, and seeking additional assistance from college support staff and/or campus resources (PDSS courses).
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Pre-post survey in PDSS classes.
Student Learning Outcome:	Students will be able to confirm the existence of DSPS services at Cuyamaca College (Predicted campus-wide survey)
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Pre-post survey in PDSS classes.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> DSPS has a Specialist Counselor (1.0 FTE) position that is vacant which urgently needs to be filled. In addition, an Hourly Mobility Assistant for cart service to transport students with disabilities to and from classes is a mandated accommodation.
Facilities:	<ul style="list-style-type: none"> Improve access for students with disabilities according to ADA regulations. For example, B building and bookstore do not have adequate wheelchair access.
Technology:	Hardware – Computers <u>HTC Lab and Test Proctoring</u>

	<p>Base Computer 21 @ \$537.00 = \$11,277.00 Upgrade core iS quad 21 @ \$55.00 = \$1,155.00 Upgrade memory 21 @ \$40.00 = \$840.00 Upgrade video care 21 @ 50.00 = \$1,050.00 Subtotal = \$814,322.00</p> <p><u>Alternate Media</u> Base Computer 4 @ \$537.00 = \$2,148.00 Upgrade core iS quad 4 @ \$55.00 = \$220.00 Upgrade memory 4 @ \$110.00 = \$440.00 Upgrade video care 4 @ 135.00 = \$540.00 Upgrade hard drive to 500 GB 4 @ 11.00 = \$44.00 Subtotal = \$83,392.00</p> <p><u>TOTAL = \$817,714.00</u></p> <p><u>Software</u> Kurzweil Prof ESP 17 @ \$265.00 = \$4505.00 Jaws (addtl. 5 seats) 5 @ \$165.00 = \$4,505.00 Jaws SMA 10 @ \$121.00 = \$1,210.00 Dragon Naturally Speaking (5 addtl. Licenses) 5 @ \$280.00 = \$1,400.00 Dragon Naturally Speaking (SMA) 10 @ \$55.00 = \$550.00 ZoomText SMA 10 @ \$200.00 = \$2,000.00 Read & Write Gold Site License ESP 1 @ \$1,000.00 = \$1,000.00 Read & Write Gold Mobil 5 @ \$395.00 = \$1,975.00 Read & Write Gold Mobil ESP 8 @ \$55.00 = \$440.00 Inspiration (20 licenses) 1 @ \$895.00 = \$895.00 Camtasia/Snagit 3 @ \$199.00 = \$597.00 Accessibility Software 1 @ \$2,500.00 = \$2,500.00 Subtotal = \$840,286.00 Tax = \$83,927.89</p> <p><u>TOTAL FOR PROJECT = 844,213.89</u></p>
Research/Data:	Data from SARS, Colleague, and internal reports.
Other:	<ul style="list-style-type: none"> • 1420: DSPS Hourly Specialist Counselor • 2312: DSPS Hourly Front Office/Mobility Assistant • 4310: Adaptive furniture (desks and chairs) in classrooms. <p>Future requests for adaptive furniture (per DSPS program review plan):</p> <p style="padding-left: 40px;">a. Chairs</p> <p style="padding-left: 80px;">10 (identify for temporary use) Tall swivel chairs with arms 20 to 27" (5) Tall swivel chairs with no arms 20 to 27" (5)</p>

	<p>Fixed chairs with arms (3) Fixed chairs with no arms (2)</p> <p>b. Tables</p> <p>5 (identify for temporary use) Adjustable height 27" to 43" (5)</p>
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**EXTENDED OPPORTUNITY PROGRAM & SERVICES (EOPS),
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE),
UNLIMITED POTENTIAL! (UP!)**

Mission/Purpose

EOPS is a state funded program. The mandate for the program comes from AB 164 (Alquist) which established the goal of community college access and retention for students who are economically and educationally disadvantaged. Title 5 of the California Educational Code mandates the goals, objectives and staffing of the program. EOPS serves at risk students, who may be basic skills, disabled, CTE, ESL, re-entry or foster youth. EOPS offers services over and above those offered by the college, as required by the state, to assist with access, orientation and retention. Students must be full time (12 units) and maintain a minimum 2.0 gpa. In addition, students are required to meet with EOPS counselors and Peer mentors three times during the semester which allows for progress monitoring and planning of academic goals.

The program offers a Work Experience (WEX 110) course to all program students.

CARE is a state funded program that provides services for single parent students who participate in EOPS and receive Cal WORKS/TANF assistance. The mandate for the program came from AB 3101 (Hughes) which established the goal of assisting welfare recipients who desired job-relevant education to break dependency cycles. CARE provides counseling, study time grants, transportation assistance, student success seminars geared toward single parents, and a food pantry. Services are offered in a cohort model.

UP! Program is sponsored by EOPS and Financial Aid. It is designed to assist students who have been in foster care or guardianships. AB 2463 (Caldera) pressed CCC EOPS programs to expand their access and retention programs to include services to foster youth, encourage their enrollment and improve the delivery of services to emancipated foster youth.

Goal	The program will utilize the website and on line orientations (technology) to more effectively enhance student access and information for their success.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Student Survey of online website and orientations.
Goal	Encourage students to follow through with the Mutual Responsibility Contract (MRC) requirement of obtaining an early semester progress report for their success.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and</i>

	<i>services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Submission of progress reports.
Student Learning Outcome:	As a result of attending the EOPS orientation students will be able to identify three program requirements for success.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Career & Transfer Readiness</i>
Method(s) of Assessment:	Pre-Post orientation survey; 75 out of 100 students
Student Learning Outcome:	Student to identify educational goal. Assists student towards academic excellence, student access, and learning and student success.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Career & Transfer Readiness</i>
Method(s) of Assessment:	Tally of those identifying educational goal; Post counseling survey; 75 out of 100 students.

RESOURCE ALLOCATION

Staffing:	<ul style="list-style-type: none"> • EOPS Director 40%, (vacant) • Assistant Dean EOPS (Interim) • CARE Coordinator/EOPS Counselor, (vacant) • EOPS Counselor • EOPS Student Services Specialist • CARE Student Services Specialist, (vacant) • Secretary, (vacant) • Assistant Dean, EOPS is currently filling three position vacancies. Student and hourly staff assisting as Student Services Specialist. Adjunct coordinating and counseling in the UP! Program. EOPS/CARE/UP! are in need of staffing and program stabilization.
Facilities:	<ul style="list-style-type: none"> • None.
Technology:	<ul style="list-style-type: none"> • Upgrade computers in adjunct counselor/counselor offices. Add printers (2), and update existing, for better service to students. • Assistance with website maintenance and updates. • Add a computer designated for public use. Usage would include homework club projects, FAFSA, transfer, and scholarship applications. • Two front counter computers which are used for intake of SARS scheduling and Data Tel transcript and assessment printing are in need of updating.

Research/Data:	<ul style="list-style-type: none">• Data must be collected for - EOPS enrollments, semester and academic year retention, ethnicity breakdown, gender, semester gpa, graduation/goal completion, Hispanic and African American male college retention and course completions, and general population comparisons (IR will be necessary)
Other:	<ul style="list-style-type: none">• 1000 Salaries (District Contribution)• 3000 Benefits (District Contribution)• 4000 Supplies (District Contribution)

FINANCIAL AID	
Mission/Purpose	
<p>The purpose of the Financial Aid and Scholarships Office is to ensure access and eliminate financial barriers to post-secondary education for all eligible students. The department administers federal, state, institutional, and private student aid programs and educates students on financial aid opportunities, money management, and their rights and responsibilities as a financial aid student.</p>	
Goal	Develop additional financial aid guides and/or material in multiple languages.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Implementation of guides and materials in multiple languages.
Goal	Improve web pages: information and navigation.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p> <p><i>Strategic Goal 5 (Fiscal and Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</i></p>
Method(s) of Assessment:	Implementation of improved web pages; Student Survey
Goal	Move FA course from WebCT to Blackboard and improve the course by updating course information, adding video, and making course more interactive.
Supports Strategic Goal(s):	<i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual</i>

<p><i>growth that serve the diverse needs of the community.</i></p> <p>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</p> <p>Strategic Goal 5 (Fiscal and Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</p>	
Method(s) of Assessment:	Implementation of FA course on Blackboard; Student Survey
Student Learning Outcome:	Students who pass the Financial Aid and Academic Planning class will identify the two major components of Satisfactory Academic Progress to maintain Financial Aid eligibility.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical & Creative Thinking/Innovation</i>
Method(s) of Assessment:	Multiple choice test given before and after the FA Course; Score of 100%
Student Learning Outcome:	Students who pass the Financial Aid and Academic Planning class will identify the maximum completed and attempted units allowed to maintain Financial Aid eligibility
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical & Creative Thinking/Innovation</i>
Method(s) of Assessment:	Multiple choice test given before and after the FA Course.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> The Financial Aid Department has experienced significant increases in the number of financial aid applicants each of the past three years and already seeing a 37% increase for the 2011-12 year. There has also been a shift in the student population as more and more students being served are students whose native language is not English. This contributes to a communication gap between staff and students in this population. More time is needed to assist them at the front counter, in student appointments, and in workshops. The extra time used to assist students extends the processing time in other areas of the financial aid process. The front counter and phones are mainly covered by student

	<p>hourly. This type of staffing is unstable and sometimes leads to misinformation given out to students. The staffing goals are to fill the vacant positions and add more permanent staff at the front counter so that information provided is more consistent and more reliable.</p>
Facilities:	<ul style="list-style-type: none"> • The two left front counter windows (from the customer's view) should be lowered to accommodate students in wheelchairs. This would call for sizing down the partitions and new chairs for those windows both on the customer side and the staff side. This will help create more privacy for students at the front counter as well as putting them in a more relaxed position when being assisted at the front counter. This will also allow staff to work in a regular office chair as opposed to a high office chair which creates a little more strain on the body.
Technology:	<ul style="list-style-type: none"> • New or upgraded PC's are needed to operate the programs staff is utilizing most of the day and most often at the same time. Bigger sized monitors or multiple monitors per PC are needed to view the documents that are scanned, linked, and viewed for file processing. • An additional document scanner is needed to replace one of the two original scanners purchased. Hundreds of documents are scanned daily to our document imaging system. This daily wear and tear has taken its toll on the two original scanners. One new scanner was purchased this past year but another one is needed to handle the workload.
Research/Data:	<ul style="list-style-type: none"> • A comparison of financial aid students and non-financial aid students in the areas of success indicators. • Demographics comparison • The annual percentage of Cuyamaca students applying for financial aid.
Other:	<ul style="list-style-type: none"> • Funds are needed to purchase Adobe Acrobat Pro software to create and edit PDF documents that are used in processing and the Web.

HEALTH AND WELLNESS CENTER

Mission/Purpose

The role of the Cuyamaca College Health and Wellness Center is to provide health education programs that will enhance the educational process. Health Services facilitates learning by removing or modifying health related barriers to wellness. Optimal wellness is achieved by empowering students to be self directed and well informed consumers of health care services. Health education is integrated into each student visit as well as campus wide health events. We offer programs that include clinical care services, mental health services, communicable disease control, health awareness and promotion activities, along with community out reach services.

The Health Services department is maintained by Registered Nurses and a support staff that assess, plan, implement and evaluate the health care needs of Cuyamaca College Students. The need for a Nurse Practitioner at Cuyamaca College is rising, and the facility is adequate having the capability to staff three nurses at once. The addition of a Nurse Practitioner would greatly expand access to health care services for many students.

Health and Wellness programs are in alignment with the California Education Code and build upon the California Community College Health Services minimum standards established in 1986. Registered Nurses provide basic primary care, health appraisals, immunizations, TB testing, first aid and CPR. Mental health services include crisis management, psychological guidance and community referral. Other services include environmental health and safety issues, communicable disease control and illness prevention.

Cuyamaca College Health Services is committed to fostering health enhancing behaviors within social, physical, intellectual, emotional and spiritual dimensions of student life. Health education and professional care are important to student success. Student health promotion is addressed in public and individual health programs.

Goal	To obtain additional funds to establish a Nurse Practitioner, and obtain maximum utilization of the Health office. This meets the core value of Student Access and Success. Assessment of success regarding this new role will be addressed at monthly staff meetings.
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Supports Strategic Goal(s):	<p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p> <p><i>Strategic Goal 5 (Fiscal and Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</i></p>
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Method(s) of Assessment:	Progress made to obtain additional funds.
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Goal	To obtain educational materials and medical technology such as
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	<p>a Pulse Oximeter to measure respiratory status. This meets the core value of Academic Excellence.</p> <p>Supports Strategic Goal(s): <i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p> <p>Method(s) of Assessment: Increase in educational materials and medical technology; Collection of surveys after provision of services will be an assessment of increased level of knowledge.</p>
Goal	To update disaster preparedness kits to educate students on responsibility to the community in the event of a crisis. This meets the core value of Community Relations. Through the use of surveys, we can assess the value and need of Disaster Preparedness in-services.
Supports Strategic Goal(s):	<p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p> <p><i>Strategic Goal 4 (Economic & Community Development): Anticipate and respond effectively to the economic and developmental needs of the community through strategic partnerships, community activities and innovative educational programs.</i></p>
Method(s) of Assessment:	Through the use of surveys, we can assess the value and need of Disaster Preparedness in-services.
Student Learning Outcome:	Students will demonstrate healthy behavior and enhanced self esteem.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Individual health appraisals; Student Survey
Student Learning Outcome:	Students will demonstrate increased knowledge of health promotion and prevention.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical & Creative Thinking/Innovation;</i>
Method(s) of Assessment:	Student Survey
Student Learning Outcome:	Students will demonstrate knowledge of disaster preparedness

	through college hour, guest speakers, and other campus wide events.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical & Creative Thinking/Innovation;</i>
Method(s) of Assessment:	Survey of students during in-services of disaster preparedness

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> We currently have one RN Health Services Supervisor. Additional staff includes three hourly RN's. Support staff consists of CNA and clerical personnel employed as work study students. Additional support staff and nursing personnel, such as A FNP, are needed to meet the needs of the students and address liability issues.
Facilities:	<ul style="list-style-type: none"> None.
Technology:	<ul style="list-style-type: none"> A pulse oximeter or oxygen saturation monitor is widely seen in most health offices these days. It used to be a measurement seen only in hospital/acute care environments. A pulse oximeter is a valuable tool in assessing respiratory status.
Research/Data:	<ul style="list-style-type: none"> As previously stated, our RN staff is currently brainstorming and hoping to develop an on-line anonymous questionnaire for student satisfaction/dissatisfaction rate.
Other:	<ul style="list-style-type: none"> A Nurse Practitioner is greatly needed at Cuyamaca College and would positively impact the health of the students. This falls under object code 2312. A purchase of a pulse oximeter falls under object code 4310.

HIGH SCHOOL AND COMMUNITY OUTREACH

Mission/Purpose

The overall mission of High School and Community Relations is to facilitate access to the institution by providing accurate information and appropriate referrals to a broad and diverse community of individuals who seek to benefit from a wide range of programs and services. High School and Community Relations, also known as Outreach, is a primary point of access to the institution. By providing comprehensive contact information and general descriptions for many aspects of the institution, Outreach must meet the introductory informational needs of the campus community: students, faculty members, staff, prospective students and their family members, and general visitors.

Goal	Track students through the matriculation process up to enrollment.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Number of students who enroll upon completing assessment; Survey- 80% of students who participated in an outreach activity will indicate that the matriculation process helped them to successfully enroll.

Goal	Increase fall to fall persistence of first year students who participate in matriculation services administered by the department (in conjunction with First Year Experience).
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Study that shows fall to fall persistence of FYE students.

Student Learning Outcome:	Students will learn the matriculation process upon completion of an Outreach activity.
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Supports Institutional Learning Outcome(s)	<i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual</i>
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	<p><i>growth that serve the diverse needs of the community.</i></p> <p>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</p>
Method(s) of Assessment:	Survey
Student Learning Outcome:	Students who participate in a campus tour will be able to articulate at least 3 support services.
Supports Institutional Learning Outcome(s)	Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.
Method(s) of Assessment:	Short survey with open ended responses to be administered after campus tour.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> • One full time coordinator, an office assistant (.75), five student ambassadors (.50) and one data specialist (.50). • The High School and Community Relations Department needs a full time assistant.
Facilities:	<ul style="list-style-type: none"> • Outreach is lacking adequate facilities in order to promote optimal department functionality. A private space for the department coordinator is a must. • Facilities are needed to facilitate more interaction with prospective and first-time students, adjacent to support services in the one-stop.
Technology:	<ul style="list-style-type: none"> • Multiple computer monitors per work station would provide great assistance with cross referencing documents (done frequently in data processing).
Research/Data:	<ul style="list-style-type: none"> • Data from surveys, demographics data from applications, data to track Cuyamaca Link students throughout their time at the GCCCD and beyond if at all possible.
Other:	<ul style="list-style-type: none"> • Outreach needs adequate and stabilized funding to accomplish department goals. A funding strategy for the Outreach Department still remains in constant flux. The Outreach Department has always and still continues to struggle with funding for the Department. Each year the amount of department programs and responsibilities increase while the amount of funding continues to be uncertain. Funding is allocated from a number of different sources and made available to the Outreach Department through various budget

	<p>transfers that happen throughout the year.</p> <ul style="list-style-type: none">• There is no funding for any additional contracted employee's. The inadequate amount of funding for the department is meant to support 1 Contract Supervisor, 7 student hourly student ambassadors, employee benefits, supplies, mileage, college fair fees, rentals, postage and printing of all program marketing materials.
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STUDENT AFFAIRS	
Mission/Purpose	
The mission of Student Affairs is to engage students in active learning such that they bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Additionally, Student Affairs helps students to develop coherent value and ethical standards to demonstrate the values that define a learning community including: justice, honesty, equality, civility, freedom, dignity, and responsible citizenship.	
Goal	The Student Affairs department will provide leadership opportunities for students through student government, student organizations, leadership programs, and Campus-Wide Committees. These opportunities will supplement the classroom experience and provide learning opportunities for students.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Implementation of leadership opportunities.
Goal	The Student Affairs department will coordinate programs and provide services on campus, which not only promote a sense of community, but also appeal to a diverse group of students.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Implementation of programs and services.
Goal	The Student Affairs department will create civic engagement opportunities for student leaders, such as service-learning opportunities and lobby and advocacy programs.
Supports Strategic Goal(s):	<i>Strategic Goal 4 (Economic & Community Development): Anticipate and respond effectively to the economic and developmental needs of the community through strategic partnerships, community activities and innovative educational programs.</i>
Method(s) of Assessment:	Implementation of civic engagement opportunities.
Student Learning Outcome:	Students will be able to summarize the Cuyamaca College academic honesty policies.

Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	After the conduct meeting, students will be given a quiz to assess their knowledge of the campus academic honesty policies.
Student Learning Outcome:	Students will be able to explain in writing the importance of academic integrity in a college environment.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	After the conduct meeting, the student will be asked to provide a written reflection on the importance of integrity in an educational environment. A rubric will be used as a further assessment method.
Student Learning Outcome:	Students will be able to communicate the steps needed for making ethical academic integrity decisions.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Students will be given a scenario and asked to describe the steps they would take in the ethical decision making process.
Student Learning Outcome:	Students will be able to articulate three strategies for managing their classroom behavior.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	After the conduct meeting, the student will be asked questions regarding the ways in which they would handle their own behavior and not respond in a disruptive manner.
Student Learning Outcome:	Associated Student Government officers will be able to effectively use parliamentary procedures during council meetings.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Associated Student Government officers will participate in a mock meeting at the end of their leadership training workshop, and they will be assessed on the correct use of parliamentary procedures.

Student Learning Outcome:	Associated Student Government officers will be able to articulate three strategies to diffuse conflict with controversial agenda items.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility</i>
Method(s) of Assessment:	Associated Student Government officers will participate in a role-playing scenario at the end of their leadership training session.
Student Learning Outcome:	Students will identify three types of lobbying/advocacy action items.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Civic Responsibility</i>
Method(s) of Assessment:	Students will be asked to submit in writing their three action items prior to attending a student lobbying conference.
Student Learning Outcome:	Student committee representatives will be able to articulate their role on a campus committee.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Civic Responsibility</i>
Method(s) of Assessment:	Student committee members will be asked to describe their duties on the campus committee.
Student Learning Outcome:	Student advocates and judicial committee members will be able to effectively evaluate evidence.
Supports Institutional Learning Outcome(s)	<i>Civic Responsibility; Critical and Creative Thinking/Innovation</i>
Method(s) of Assessment:	After the training, student advocates and student judicial committee members will be given a case scenario where they will be asked to review the evidence from a case and write up a decision. A rubric will be used as part of the assessment.
Student Learning Outcome:	Student organization officers will be able to develop a yearly budget.
Supports Institutional Learning Outcome(s)	<i>Critical and Creative Thinking/Innovation</i>
Method(s) of Assessment:	Student organization officers will be asked to construct a sample budget after the student budget workshop.

Student Learning Outcome:	Students will be able to make at least three connections between their academic course and their community service project.
Supports Institutional Learning Outcome(s)	<i>Civic Responsibility; Critical and Creative Thinking/Innovation</i>
Method(s) of Assessment:	Students will complete a reflection assignment to connect their course work with their community service project.
Student Learning Outcome:	Students will be able to describe their community service-learning experience.
Supports Institutional Learning Outcome(s)	<i>Civic Responsibility; Critical and Creative Thinking/Innovation</i>
Method(s) of Assessment:	Students, who complete the service project, will be asked to write a reflection journal entry.

RESOURCE ALLOCATION

Staffing:	Full Time Student Services Specialist- At this time, there is not a contract support position in Student Affairs. In order to build a comprehensive and robust student life, support is needed.
Facilities:	None
Technology:	None
Research/Data:	None
Other:	None

UNIVERSITY TRANSFER CENTER

Mission/Purpose

The UTC can be described as a department that provides academic and personal advising to transfer students, creates Student Educational Plans (SEP), and educates transfer students on transfer requirements. Provides state-of-the-art transfer software and access to technology to assist transfer students with educational goals, which includes UTC web-site and other transfer related web-sites, such as Assist.org, CollegeSource.org, and Transfer Admission Planner (TAP). Also, provides written material on transfer planning, Application and Steps to Transfer workshops. Offers information regarding Transfer Agreement Guarantee (TAG) for variety of four-year universities to transfer students and coordinates transfer services with instructional programs to assist students in their transfer goals. Furthermore, UTC coordinates transfer services with other support services to assist transfer students in accomplishing transfer goals and provide transfer information to community members. Also, the UTC website maintains the articulation agreements with private universities. In addition UTC provides annual report to the California Community Colleges Chancellor's Office.

The primary purpose of the UTC 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 and successful transition. The UTC enhances overall educational experiences and operates as an integral part of the institution's overall mission.

Goal	Increase efficiency of day to day operations of the UTC.
Supports Strategic Goal(s):	<p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p> <p><i>Strategic Goal 5 (Fiscal & Physical Resources): Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.</i></p>
Method(s) of Assessment:	Tally that shows an increased number of students served; increased communication with four-year colleges/universities.
Goal	To revamp the UCSD University Link Program.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Tally that shows an increased number of signed ULink contracts; increase in promotion of ULink Program by providing classroom presentations.
Goal	Provide classroom presentations regarding general transfer

	process to Basic Skills students.
Supports Strategic Goal(s):	<i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i>
Method(s) of Assessment:	Tally of number of classroom presentations conducted; Pre and post-tests to demonstrated increased understanding regarding transfer
Student Learning Outcome:	Students that utilize UTC services will report an increase understanding of the transfer process.
Supports Institutional Learning Outcome(s)	<i>Critical & Creative Thinking/Innovation; Career & Transfer Readiness</i>
Method(s) of Assessment:	Observations; Focus Group interviews
Student Learning Outcome:	Students who meet with a Transfer Counselor will be able to identify courses needed to transfer to the university of their choice.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical & Creative Thinking/Innovation; Career & Transfer Readiness</i>
Method(s) of Assessment:	Tally of completed education plans created by student.
Student Learning Outcome:	Students who attend application workshops will be able to successfully navigate through the applications of universities for transfer admission.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical & Creative Thinking/Innovation; Career & Transfer Readiness</i>
Method(s) of Assessment:	Number of successfully completed applications (checked by UTC Coordinator/Counselor)

RESOURCE ALLOCATION

Staffing:	<ul style="list-style-type: none"> • 1.0 FTE Senior Student Service Specialist assigned to UTC to achieve departmental goals. • 1.0 FTE Student Service Assistant, handle daily routine tasks. • Budget for an Adjunct Counselor to achieve SLO's and departmental goals.
Facilities:	<ul style="list-style-type: none"> • None.
Technology:	<ul style="list-style-type: none"> • Replace 4 computers in the center in order to provide needed services to students during the application period.

Research/Data:	<ul style="list-style-type: none">• The report on number of students transferred from Cuyamaca College to four year institutions from National Student Clearinghouse.• Surveys that test the knowledge of the transfer process
Other:	<ul style="list-style-type: none">• Funds for hosting annual Transfer Achievement Celebrations and Transfer Fairs (funds cannot come from the General Funds).

VETERANS' PROGRAM

Mission/Purpose

Cuyamaca's Veteran's Services is a comprehensive student success program that requires multi-department coordination between Admissions and Records, Financial Aid, Disabled Students Programs and Services, and Counseling. Upon successful completion of the program, students will be able to:

1. Define their life, career, and/or educational goals, and develop and monitor and action plan for successfully achieving those goals.
2. Identify, navigate, and manage the processes and procedures required to attain their veteran's educational benefits as well as benefits from outside agencies (manage and monitor the checklist).
3. Identify, navigate, and consistently use campus resources specific to veteran's needs (including but not limited to Admissions and Records, Financial Aid, library, bookstore, counseling, General Tutoring Center, DSPS, and computer labs).
4. Utilize their veteran's benefits and the coordinated efforts of the VETS program, CTE programs, and Transfer programs to achieve their educational goals.

Goal Establish a formal "matriculation" process for Veterans entering Cuyamaca College. This will address student access & success and can be assessed by a general increase in participation in Veteran services as well as increase in amount of students who successfully complete orientation and assessment activities.

Supports Strategic Goal(s): *Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.*

Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.

Method(s) of Assessment: Implementation of a formal matriculation process for Veterans.

Goal Establish a Veteran Student Center on campus close to student services. Some of the goals of the VSC include:

- To help increase Veteran student participation with Veteran clubs and events on campus.
- To develop a sense of community among Veterans and help educate the campus as a whole to promote understanding and appreciation of Veterans.
- To also foster greater understanding of the mission.

Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Establishment of a Veteran's Center.
Goal	Increase enrollment in COUN 124 for Veterans as a course for Veteran students to aid in transition from combat or military service to college, increase knowledge of college success skills and assist with defining life, career or educational goals.
Supports Strategic Goal(s):	<p><i>Strategic Goal 1 (Access): Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</i></p> <p><i>Strategic Goal 2 (Learning/Student Success): Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</i></p>
Method(s) of Assessment:	Tally of Veteran's enrolled in COUN 124
Student Learning Outcome:	Veteran students will learn to navigate the new intake process which will include orientation and assessment.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical and Creative Thinking/Innovation</i>
Method(s) of Assessment:	Survey; Enrollment Data; Increase in successful completion of orientation and assessment.
Student Learning Outcome:	Veteran students will identify, navigate and manage the processes and procedures required to attain their veteran's educational benefits.
Supports Institutional Learning Outcome(s)	<i>Personal Responsibility; Critical and Creative Thinking/Innovation</i>
Method(s) of Assessment:	Survey; Enrollment Data; Increase in percent of students who successfully attain veteran's benefits.
Student Learning Outcome:	Veteran students will define their life, career, and/or educational goals.
Supports Institutional	<i>Personal Responsibility; Critical and Creative</i>

Learning Outcome(s)	<i>Thinking/Innovation; Transfer and Career Readiness</i>
Method(s) of Assessment:	Survey; Education Plans; increase in percent of students who complete COUN 124 and respective career/life assessments as part of that course.

RESOURCE ALLOCATION	
Staffing:	<ul style="list-style-type: none"> • 1.0 FTE Veteran Specialist • 1.0 FTE Counselor for Veterans • Financial Aid Liaison for Veterans • 0.75 FTE Student Service Specialist for Veterans (Veteran Services Center)
Facilities:	<ul style="list-style-type: none"> • A space for the Veterans Services Center.
Technology:	<p>Computers for the Veterans Services Center. Computers for Veteran student use Computers for the Student Service Specialist Computers that are equipped with disability hardware/software</p> <p>Fax Machine Copier Scanner Smartcart</p>
Research/Data:	<ul style="list-style-type: none"> • Student satisfaction survey for Veteran services. Online/paper survey to help assess our student learning outcomes. • Online report that will enable us to track Veteran student academic performance and would include the following data elements: <ol style="list-style-type: none"> 1) GPA 2) Completed and Attempted Units (total) 3) Current Major/Program 4) Educational Goal (Current)
Other:	<ul style="list-style-type: none"> • Veterans Services Advisory Board: Meet twice a semester to organize events on campus, improve student services for veterans, build external community relations with veteran related groups, <p>Marketing materials (banners, advertising, flyers, etc.) - This will be used to help promote events on campus, distribute new and updates regarding Veteran related programs and services (including GI bill updates)</p>

MEMORANDUM**DATE:** September 22, 2011**TO:** Cuyamaca College Community**FROM:** Student Services Program Review and Planning Committee (Voting Members: Sheryl Ashley (absent), Julianna Barnes, Danene Brown, Travis Gallegos (did not vote), Mary Graham, Donna Hajj, Scott Herrin, Nanyamka Hill, Julie Kahler, Teresa McNeil, Ray Reyes, Susan Topham, Beth Viersen, and Lauren Weiner. Non-voting member: Tammi Marshall)**SUBJECT:** Student Services Program Review and Planning Committee **Staff** Recommendations

The Student Services Program Review and Planning Committee (SSPRPC) has completed its review and analysis of all Student Services Department Plans and Requests for Resources. Requests have been ranked and prioritized based on the Strategic Plan, as well as weighted District criteria.

Based on the prioritization of the SSPRPC voting members, our critical staff recommendations for 2011-2012, in ranked order, include:

1. Health & Wellness	Health Services Specialist (1.0)
2. Admissions & Records	Veteran's Specialist (1.0)
3. Financial Aid	Financial Aid Assistant, Sr. (1.0)
4. Extended Opportunity Program & Serv.	Student Services Specialist-CARE/EOPS/UP! (1.0)
5. Financial Aid	Financial Aid Advisor (.5)
6. Disabled Student Program & Services	Student Services Specialist (1.0)
7. Admissions & Records	Residency Specialist (1.0)
8. Student Affairs	Student Services Specialist (1.0)
9. Assessment	Student Services Specialist (1.0)
10. CalWORKS	Clerical Assistant (increase from .5 to 1.0)
11. Veterans Education Transition Services	Student Services Specialist (.75)
12. Counseling	Student Services Specialist (1.0)
13. University Transfer Center	Student Services Specialist (1.0)
14. High School & Community Relations	Student Services Specialist (1.0)
15. Career & Student Employment	Student Services Supervisor (1.0)
16. CalWORKS	Accounting Clerk (.5)

JB:jr

MEMORANDUM

DATE: September 22, 2011

TO: Cuyamaca College Community

FROM: Student Services Program Review and Planning Committee (Voting Members: Sheryl Ashley (absent), Julianna Barnes, Danene Brown, Travis Gallegos (did not vote), Mary Graham, Donna Hajj, Scott Herrin, Nanyamka Hill, Julie Kahler, Teresa McNeil, Ray Reyes, Susan Topham, Beth Viersen, and Lauren Weiner. Non-voting member: Tammi Marshall)

SUBJECT: Student Services Program Review and Planning Committee **Faculty** Recommendations

The Student Services Program Review and Planning Committee (SSPRPC) has completed its review and analysis of all Student Services Department Plans and Requests for Resources. Requests have been ranked and prioritized based on the Strategic Plan, as well as weighted District criteria.

Based on the prioritization of the SSPRPC voting members, our critical faculty recommendations for 2011-2012, in ranked order, include:

1. Veterans Education Transition Services	Veterans Counselor (1.0)
2. Disabled Student Program & Services	DSPS Specialist Counselor (1.0)
3. Extended Opportunity Program & Services	Counselor-EOPS/UP! (1.0)
4. Counseling	Counselor (1.0)

JB:jr