



Annual Program Review 2012-2013 STUDENT SERVICES PROGRAMS

Center for Student Involvement

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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1.0. Trend Analysis

Please provide For each program, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

SERVICE / FUNCTION	Academic Year	Service Contacts	Other
Service Learning (curriculum based)	2011-2102	7,200	---
Volunteering (co-curricular)	2011-2102	653	---
Special Projects (tutoring)	2011-2102	37,957	---
Miscellaneous Projects (mentoring)	2011-2102	50,058	---

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008			2.0		60
2008-2009			2.0		55
2009-2010			2.0		45
2010-2011			2.0		45
2011-2012			1.5	.5	30

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

It has been very difficult to maintain services since both student worker hours and employee hours have been reduced (from 2.0 FTE to 1.5). The quality of the program has suffered a bit since we are unable to follow up and work with students to further their development and assist in the learning process. We have been able to maintain services but some programs have suffered in that we can't recruit properly or promote them properly to students and staff.

- 1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

Our program relies heavily on working with faculty since many of our students are service learning students (about 80%). As a result, many of our surveys are not returned. While we have an approximately 50% survey return result, we could definitely improve this which would give us further insight into the program and better data. However, we have not had a Faculty Coordinator since 2004 so it would be difficult to improve this at this time.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	100%	100%	100%
2011-2012	100%	100%	100%
% Change	0	0	0
Trend	Steady	Steady	Steady

- 2.1. Please comment on the percentages above.

The percentages have remained constant since we started measuring SLOs in 2007.

- 2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

We have been able to collect more quantitative information from the students we serve, which has actually shown how much more our program is tied into the college's mission statement, the master plan, and college goals. We will continue to work on improving linkages with our projects and the various ways it connects with college goals and plans.

We have included the summary results of all the surveys administered in 2011-2012 as well as a sampling of the comments from students at the end of this document.

- 2.3 What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
	New degree or certificate development
	Best Practices Workshops Discussions regarding best practices or improved processes
X	Conference Attendance geared towards maintaining or improving student success

X	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

The dialogue we have had, particularly through the service learning committee, has helped us in improving our SLO questionnaire and to gain some additional valuable insight into what students are learning. There are still a few questions that can be changed to measure other potential institutional SLOs, college mission, etc. These will be looked at in the future.

Conference attendance has helped in learning about new initiatives and programs and has provided ideas that can be implemented with adequate staffing.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

1. The program continues to develop new projects for students.
2. The goals and objectives of the program are being more and more realigned with the college mission, master plan, and goals.
3. The program has been able to utilize interns from universities.

3.2 Weaknesses

List the current weaknesses of your program

1. Program needs to be more integrated into the campus and curriculum.
2. Program lacks appropriate staffing which hinders its growth.
3. Program needs a faculty coordinator with release time to assist with integration of service learning into more new courses.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
We are hoping to start a new program to help students who are on probation or on dismissal to return to (or stay in) school. This will be done through a service project with peer college students.	This is a project aimed at providing students a service opportunity on campus (which is a request by many students) as well as address the issue to student success and student retention.	SLO ILO EMP

Format Rev. 9.26.12

2012 PROGRAM REVIEW**CENTER FOR STUDENT INVOLVEMENT****S: CSI-1*****Carpet & Blind Replacement*****Section 4
Resource Request****Mark Type of Request:**

X	Facilities / Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer Hardware for Faculty Use
	Instructional Equipment		Software/Licenses/Maintenance Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		New Classified Position
	New Faculty Position		Replacement of Classified Position
	Replacement of Faculty Position		Other

4.1 Clearly describe the resource request.

Once again we are requesting replacement of our carpet which is over 16 years old. There are many stains that are permanent and cannot be removed by cleaning (they are only temporarily removed).

Additionally, our blinds are broken and cannot be opened/closed.

Both of these things make the office look rundown and not very professional. Neither has been changed since the building was first opened in the late 90's.

Amount requested \$ **Unknown**

4.2 Funding

X	Requires one time funding
	Requires ongoing funding
X	Repeat Request
3	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

I don't think this will meet any of the criteria above, except possibly Health Issue. Having office fixture that are filthy or that don't work simply makes the office looks unprofessional and rundown.

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

Basic office maintenance should be a part of any campus.

4.3. What measurable outcome will result from filling this resource request?

We will have a more professional looking office.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	
	NON COMPLIANT OR INCOMPLETE	X
	a) Request not adequately described or incomplete	X
	b) Request not linked to assessments or assessments not completed	X
	c) Request not linked to EMP, plan or SLO,PLO or ILO	X
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW**Section 4
Resource Request****CENTER FOR STUDENT
INVOLVEMENT**
*Computer Replacement***S: CSI-2****Mark Type of Request:**

	Facilities / Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer Hardware for Faculty Use
	Instructional Equipment		Software/Licenses/Maintenance Agreements
X	Non-Instructional Equipment		Conference/Travel
	Supplies		New Classified Position
	New Faculty Position		Replacement of Classified Position
	Replacement of Faculty Position		Other

4.1 Clearly describe the resource request.

In the last two years, we have been able to obtain two computers through ASGCC funds. However, they will not continue to fund computers. We need one additional new computer in order to be able to file share and network all the computers. The remaining computer is at least 8 years old and is not functioning as it should. We have many records which are grant files, student files, etc. that are very important and must be maintained on this computer.

We have never received a computer from the district and funding this request would be appreciated.

Amount requested \$ 1,400 for an iMac, includes deliver, tax, etc.

4.2 Funding

X	Requires one time funding
	Requires ongoing funding
X	Repeat Request
3	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

This request does not meet the above criteria. However, it is a most basic need to function as a program.

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

Having appropriate technology to carry out our work is very important. Not having it impedes what we can do and what is possible to do.

4.3. What measurable outcome will result from filling this resource request?

Improved service to students and our contacts (community agencies/organizations, local schools, staff).

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	
	NON COMPLIANT OR INCOMPLETE	X
	e) Request not adequately described or incomplete	X
	f) Request not linked to assessments or assessments not completed	X
	g) Request not linked to EMP, plan or SLO,PLO or ILO	X
	h) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW**CENTER FOR STUDENT INVOLVEMENT****S: CSI-3***New Copier***Section 4
Resource Request****Mark Type of Request:**

	Facilities / Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer Hardware for Faculty Use
	Instructional Equipment		Software/Licenses/Maintenance Agreements
X	Non-Instructional Equipment		Conference/Travel
	Supplies		New Classified Position
	New Faculty Position		Replacement of Classified Position
	Replacement of Faculty Position		Other

4.1 Clearly describe the resource request.

We need a new copier since the old one we had has already broken down and we were fortunate enough to get a hand me down from another department. However, this copier is also at least 10 years old and will probably not last much longer. Also, since it is so old, the maintenance agreement on it is getting more costly.

We deal with a lot of student requests and records. Many of our programs (about 50%) require that we keep separate files on students, including applications, and copies of TB tests, etc. We use this copier on a regular basis, daily.

Amount requested **\$3,000**

4.2 Funding

X	Requires one time funding
	Requires ongoing funding
X	Repeat Request
3	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

Once again, this is a basic office equipment that we need to carry out our function. I'm not certain there is a core competency, planning goal, or student outcome specifically associated with this need.

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

Having a copier allows us to serve students better by providing what they need. There was a brief time when we didn't have a copier (until we received a hand-me-down). This was extremely difficult as we'd have to tell students to wait while we ran to another office to make copies of their documents.

4.3. What measurable outcome will result from filling this resource request?

Improved service to students.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	
	NON COMPLIANT OR INCOMPLETE	X
	a) Request not adequately described or incomplete	X
	b) Request not linked to assessments or assessments not completed	X
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

CENTER FOR STUDENT INVOLVEMENT
Faculty Coordinator

S: CSI-4

Section 4
Resource Request

Mark Type of Request:

	Facilities / Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer Hardware for Faculty Use
	Instructional Equipment		Software/Licenses/Maintenance Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		New Classified Position
	New Faculty Position		Replacement of Classified Position
X	Replacement of Faculty Position		Other

4.1 Clearly describe the resource request.

This request is marked "replacement" because we had a Faculty Coordinator until the 2004 budget cuts when this was not restored. The Center had a Faculty Coordinator who worked with other faculty to help them develop and implement service learning into the curriculum. This kept our program innovative and interesting. Since that position has been gone, few (if any) new initiative involving faculty have been developed.

Amount requested \$5,000

4.2 Funding

	Requires one time funding
X	Requires ongoing funding
X	Repeat Request
3	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

This request does not necessarily meet any of the above criteria. It is a request for replacement of a lost position.

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This request relates to all of our SLOs as the Faculty Coordinator position ensures that our programs function at a certain quality level and ensure that the diversity, communication, and other SLOs we have are achieved. A Faculty Coordinator would be able to improve the outcome for all of our SLOs.

This is connected to the Educational Master Plan (goals 1.2 and 4.2.1).

4.3. What measurable outcome will result from filling this resource request?

This position will increase faculty involvement, it will improve program quality, and will increase participation of more faculty in our evaluation/SLOs.

CSI Student Contacts Breakdown

Service Learning (curriculum based)

Type of Contact	2011-2012	Description	2010-2011	Description
Service Learning Contacts	4,310 3748 plus 15% estimated walk in questions	completed applications, placement forms, and sign in/out forms.	4,345 3,950 plus 10% estimate walk in questions	completed applications, placement forms, and sign in/out forms.
Classroom Presentations	2,890	Approx. 71 class presentations for average class size of 40	3,440	Approx. 73 class presentations for average class size of 40
Total Contacts	7,200		7,785	

Special Projects (tutoring only)

Type of Contact	2011-2012	Description	2010-2011	Description
MATHE Program	31,657	67 GCC tutors placed in 6 different high schools	140,250	____hours of tutoring with 25 student contacts per hour/period. Individual walk in, turning in timesheets, group meetings with students, testing/results, TB test/results, referrals from Job Placement
AVID Program	6,300	8 GCC tutors placed in 3 different middle and high schools	1,225	____hours of tutoring with 25 student contacts per hour/period. Individual walk in, turning in timesheets, group meetings with students, testing/results, TB test/results, referrals from Job Placement
Total Contacts	37,957		141,475	

Volunteering (co-curricular)

Type of Contact	2011-2012	Description	2010-2011	Description
Volunteering (co-curricular)	653 568 plus 15% estimated walk in questions	Total number of applications, placement forms, sign in/out forms turned in	425 387 plus 10% estimate walk in questions	Total number of applications, placement forms, sign in/out forms turned in
Total Contacts	653		425	

Miscellaneous Projects

Type of Contact	2011-2012	Description	2010-2011	Description
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Volunteer Faire	1,350	students stopping by, signed up, asked questions, etc., contacts with agencies to participate, confirmation,	1,455	students stopping by, signed up, asked questions, etc., contacts with agencies to participate, confirmation,
SPARK Peer Mentoring Program	21,507	39 Peer mentors work with 84 mentees throughout the year as well as staff contact with each mentor and mentee	-----	-----
President's Volunteer Service Award	129	Approximately 43 applications, questions answered, and emails returned	186	Approximately 80 applications, questions answered, and emails returned
Students Talk About Race	19,680	82 STAR facilitators x 30 students per week x 8 weeks	12,960	56 classrooms at local ms/hs, 30 students per class, X 8 weeks
9/11 Day of Service and Remembrance	450	Fundraiser, individual donations, faculty, staff and students, and presentation	529	Fundraiser, individual donations, faculty, staff and students, and presentation
Graduation Pledge of Social & Env. Resp.	350	Passing out pledge cards and ribbons at graduation and staffing table with information	272	Passing out pledge cards and ribbons at graduation and staffing table with information
Agency Database Update	1,092	Contacting each of the 180 agencies to update their information by phone	1,080	Contacting each of the 180 agencies to update their information by phone
Email	2,200	Average of 10 email correspondence per day for 220 days per year	266	Responded to approximately 225 questions by email
Phone Call	3,300	Average of 15 calls per day x 220 days per year	541	approximately 220 phone call inquiries answered
Total Contacts	50,058		17,289	
All Contacts	95,868		166,974	

Center for Student Involvement
Service Learning Student Questionnaire Summary 449 Surveys

Course All Courses for 2011-2012

Student completed EXACT hours needed for course	Student completed LESS hours than needed for course	Student completed MORE hours than needed for course
59%	1%	39%

Question 1. Which of the following communication skills did you use at your agency?

Speaking	Reading	Writing	Listening
34%	18%	14%	33%

2. Do you feel you improved any of the above communication skills by participating in the service project/activity?

	Very Much	Somewhat	Not at All	No Response
Speaking	54%	34%	9%	1%
Reading	21%	27%	35%	16%
Writing	17%	25%	39%	18%
Listening	58%	29%	9%	2%

3. Did you find yourself in situations where you had to deal with diversity while doing service?

Yes	No	No Response
92%	7%	1%

4. Do you feel that you gained a greater appreciation of diversity as a result of participation in activities/programs?

Very Much	Somewhat	Not at All	No Response
71%	24%	4%	1%

5. Which of the following problem-solving skills were you able to use in your service project?

	Very Much	Somewhat	Not at All	Not Applicable	No Response
a. Recognize and Understand problem	56%	32%	2%	8%	
b. Choose appropriate strategy	58%	31%	1%	10%	
c. Correctly apply strategy	58%	29%	2%	1%	

6. Did you gain skills that you can apply to your future career?

Very Much	Somewhat	Not at All
60%	33%	6%

8. Do you feel you made a significant contribution to your community?

Very Much	Somewhat	Not at All
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62%	36%	2%
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9. Did you think about your service beyond the time you spent at your service site?

Very Much	Somewhat	Not at All
56%	35%	9%

10. Do you believe your contribution had an impact on other individuals' lives?

Very Much	Somewhat	Not at All
60%	35%	5%

11. Did your service-learning experience clarify, change or reinforce your career or educational plans?

Helped Clarify	Helped Change	Helped Reinforce	None
40%	6%	37%	17%

12. Did you think your service project helped you in better understanding your classwork or lectures?

Yes	No	No Response
68%	17%	15%

Please check off any/all skills that you believe you gained as a result of your volunteer/service experience:

Skill	
Verbal	73%
Writing	17%
Computer	5%
Goal Setting	30%
Self-Management	23%
Dealing with Complaints	44%
Enforcing Rules	44%
Defining Problems	45%
Problem Solving	57%
Organizing Tasks	50%
Decision Making	52%
Public Speaking	49%
Social Skills	70%
Any Math Skills	13%
Estimating (anything)	15%
Taking Initiative	53%
Taking Personal Responsibility	48%

4a. If possible, please provide a brief example of something you learned in relation to with diversity:

- It was amazing how different students were and how much care they showed through our program.
- I learned multiple things in regard to stereotyping and the commonality of it in our society.
- I learned that most students in the classroom were aware of the issues in society, yet unable to deal with them, solve them, or how to react to those situations

- In the service work that I had to do, I actively gathered to communicate with groups that consisted of individuals in various age groups. In CHIRLA, I worked with students, disabled individuals, the elderly workers.
- I learned that everyone is the same in caring for their children. The most important thing that parents wanted for them was to be happy.
- There were many different ethnic backgrounds with many of them with disabilities which I've never experienced before so it allowed me to learn more

5d. If possible, please provide a brief description of the problem and how it was solved:

- We had too much time left so we sparked our own class debate until the end.
- Working with elderly requires a lot of patience and attention. Many times what we learned in class helped talk to other elders and understand their needs and thoughts.
- Two of the students began arguing and calling each other names. We consulted them, making sure not to take a side, and helped them sort it out until the teacher arrived to take over
- When working there was small interest in the beginning, but as the weeks went by I learned more about the students and created a bridge with their interest and the lesson plan given to me
- A lot of times the patients would complain or cry and all I needed to do was have a heart to heart conversation
- It was hard to inform people who don't really want to know about the hardships of others. We never really see how blessed we are

6. Please list a few (2-3) work/career skills you learned by doing this project:

- Interpersonal skills/speaking
- I learned how to clearly present info and be sensitive to other's feelings
- Listening skills, communicating with the elders, cooperation skills with other workers
- I learned how to be a stage manager, presentation skills, and advocacy skills
- Working with a community that makes me feel uncomfortable
- I would like to work with special education children and working at Coach Art helped working with chronically ill children
- Intercultural communication/empathy

7. Reflecting on your service project/activity, what do you think you learned about yourself?

- Brought up my own prejudices for me to evaluate
- I was capable of doing things I thought I couldn't
- That I am okay with working with elderly people and also I am more interested now in finding methods to help them, also to be more understanding of their problems
- I learned that I definitely want to work in an organization that outreaches and advocates for minority groups
- I learned the potential I might have as an educator
- I am not very good at busy/frantic people and what to do off the top of my hand, I am better with a plan and know what to do ahead of time. It was my first time in this situation
- I am stronger than I thought I was. I can taking initiative and be someone important in a child's life (compared to my feelings the first day)

Any comments you would like to add

- The STAR program was extremely organized and I enjoyed being a part of this program
- This experience may change my child development to being a pre-school teacher to do social work for children

- Autumn Hills was a great place to volunteer because it allowed students to work with the elderly in a fun appropriate way
- I feel very fortunate that I had the change to volunteer at the Help Group. I feel empowered

NOTE:

The written comments are samples from various students and classes.