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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	Student Affairs & Activities: Pat Hyland, Daphne Small, Bill Frankeberger, Sirisha Pingali, Erin Ortiz, Patricia Davoren, Steve Mitchell
2. State the program's mission. If you don't have one, create one.	<p>The mission of the Student Affairs and Activities Division is to:</p> <ul style="list-style-type: none"> • provide leadership experiences and instruction that reinforce academic learning • prepare students for civic engagement • prepare students for transfer and careers • promote appreciation of cultural diversity • improve the quality of campus life • contribute to building community • protect relevant rights of students and manage related liabilities • enforce codes of Academic Integrity and Student Conduct
3. Explain how the program/department mission is aligned with the college mission ?	<p>The Student Affairs & Activities program epitomizes democracy and the democratic process. Students are trained in Collaborative Decision-making both as a result of participation in Leadership Development courses and serving as elected and appointed officers. We provide educational opportunities that cross through each of the college goals of career preparation, basic skills development, lifelong learning and support for transfer. At our core is Community Building, which occurs through active engagement in campus life. We actively engage a diverse population, enabling true Access into Action.</p>

The College Mission: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

II. Department and Program Description & Data

1. Indicate all locations and service delivery options available.	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Delivery options offered: <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online
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2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Director of Student Activities	1	0	Teaches leadership courses, Oversees Leadership Development Program; oversees Student Activities Program, Advisor to Associated Students' officers and their meetings and events
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean, Student Affairs & Activities	1	0	Student discipline, grievance officer, Campus Center oversight
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Executive Assistant	1	0	Assistant to Dean. Prepares judicial communiqués, documents all cases, convenes hearing panels
Student Activities Specialist	1	0	Coordinator of events and activities, Advisor to Campus Clubs, Heritage Month series.
Secretary, Student Activities	1	0	Assists student activities program via scheduling, document preparation, coordination of student employees
Student Accounts Manager	1	0	Accounting services for all student

			activities programs
Volunteer/Intramural Director	1	0	Coordinates student volunteer efforts and manages intramural programs
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Campus Center Student Employees	700	11	Students manage and staff two businesses, serve in the accounting office, operate the Virtual Campus Center, develop and publish content for the campus flat-panel displays and coordinate campus center activities

3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication) . Are there changes in overall usage? What are the implications for your department/program?	While much of the data is anecdotal, there appears to be an increasing number of students attending College Hour activities. There is concrete data (08-09 & 09-10 enrollment reports) to indicate that student enrollment in Leadership courses is increasing above its already high level.
4. Scheduling of services : Given available data, describe the patterns in usage (times of day, times of year, weekend usage) . Are there changes in when students access services? What are the implications for your department/program?	Conflicts during College Hour continue to be an issue for our program. Participation by students enrolled in the sciences is significantly impacted by labs and courses that span the “open hour” (student interviews)
5. Student Demographics : Given available data, describe the trends with respect to student demographics and underrepresented students . Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?	Our leadership program has become particularly popular with the International Student population. This year we have seen an increase in participation by Latino students and African American students with the revitalization of the LUCHA club and the newly formed Sister-to-Sister Organization. (08-09 & 09-10 enrollment reports)
6. Student Academics : Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status . Are there changes in	Enrollment data indicates that a large percentage of Leadership students are focused on transfer. In conversations with students we have learned that it is very difficult for

<p>access to and use of services? What are the implications for your department/program?</p>	<p>students enrolled in Allied Health programs and the sciences to fit leadership in their schedules. (09 enrollment reports, student interviews)</p>	
<p>7. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>International Students are highly represented in the Activities Program. International Students are overly represented in discipline cases, specifically those dealing with plagiarism. (09 enrollment reports, 09 Student Affairs data reports)</p>	
<p>8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>		

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1) Expand and improve effectiveness and security of Student Accounting Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2) Secure State approval for a Certificate of Achievement in Leadership and Community Service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3) Expand opportunities for Civic Engagement through the Volunteer Center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4) Create a series of faculty & staff professional development offerings pertaining to student discipline & dealing with troubled students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5) Develop a year-round Cultural Diversity Center to support the continued development and expansion of campus-wide Heritage activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities	Measures	Timeframe	
Goal 1	1a) Create an internal "How To" manual for student accounting services	Completed Manual	Winter 2011	
Goal 1	1b) Collaborate with Accounting Department to provide Student Internship opportunities	Placed student interns	Fall 2010	
Goal 1	1c) Develop training sessions for students, faculty & staff	Presented workshops	Fall 2010	

Goal 1	1d) Develop and post a Job Description for an Assistant Accountant	Filled position	Spring 2012	
Goal 2	2a) Update all Course Outlines to meet State requirements	Completed Course Outlines	Spring 2010	
Goal 2	2b) Meet with State representative to determine what changes need to be made to address State requirements	Meeting notes	Spring 2010	
Goal 2	2c) Develop marketing strategy to increase awareness of the Certificate	Completed Advertizing Plan	Spring 2010	
Goal 3	3a) Offer an Intern opportunity within the Volunteer Center to document a Civic Engagement Program	Written and published Civic Engagement Program	Spring 2010 – Spring 2011	
Goal 3	3b) Revise Leadership & Community Service Certificate of Achievement to meet State Standards	Certificate approved at State level	Spring 2010	
Goal 4	4a) Investigate relevant professional development activities at local colleges & universities	Documentation from a minimum of 5 institutions	Winter 2010	
Goal 4	4b) Explore on-line training opportunities	Quotes from a minimum of 10 on-line sources	Spring 2010	
Goal 4	4c) Offer an “Awareness Workshop” – topic: Working with Troubled Students	Evaluation feedback from workshop	Spring 2010	
Goal 5	5a) Explore Cultural Diversity programs and Centers as well as funding mechanisms at other colleges/universities	Document a minimum of 5 funding models	Winter-Spring 2010	
Goal 5	5b) Attend conferences/workshops pertaining to Cultural Diversity to obtain Best Practices information	Attend 3 conferences/workshops	Spring 2010 - Spring 2011	
Goal 5	5c) Develop a method for tracking the number of students served per Heritage activity	Operational database	Spring 2010	
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as				

the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.
Assistant Accountant – Goal #1	Student Activities Accounting is independent of the district office. Having only one individual knowledgeable and working with our accounts places undue pressure on that individual and exposes us to risk when she is out. A second individual would ensure that cash handling procedures are appropriately monitored and carried out and step in when our accounts manager is unavailable.	This request is best tied to Operations Planning as it relates to appropriate and efficient operating procedures. The recent discovery of considerable funds lost via an independently run operation within student services has exposed a procedural flaw in our operations. However, taking on accounting for this operation by the Student Accounts Office will place significant additional accounting workload on our single accounts manager. Hence the desire for a second individual.
Cultural Diversity Coordinator – Goal #5	This individual would greatly improve the ability of the Student Affairs & Activities Division to offer on-going, year-round emphasis on Cultural Diversity.	The funding for this position would support Building a Community of Scholars by facilitating continuous campus-wide access to culturally relevant materials and activities. The position would enable the SAA Division to provide year-round training opportunities for our diverse population, which guarantees Access into Action. By having the position within the SAA Division, there would be a natural reliance on our existing Collaborative Decision-making Process. A Coordinator would facilitate greater student ownership of Cultural Diversity activities, which in turn enhances student learning, and student success.
All other activities can be facilitated internally.		

III. Service Evaluation	
<i>Service Evaluation Overview</i>	
1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services . Are there changes over time? What are the implications for your department/program?	Since the 2006 survey, awareness of Student Activities has increased nearly 50%. Usage is up 4.7%. The numbers for the Intramurals program are similar: Awareness up by 49% since 2006 and usage up by 7.2%. The “generalized” nature of the survey results surfaced the need for a customized survey for the Student Affairs & Activities area
2. “Internal” Evaluation: Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	We have not developed an Internal Evaluation instrument
3. “External” Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	Of the 1338 survey respondents only 369 indicated that they had contact with the Student Activities program. Far fewer, 126, had contact with our Intramurals Program. It is difficult to judge effectiveness on such small numbers. Initial reaction to the data is to work toward increasing engagement
4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service . Are there changes over time? What are the implications for your department/program?	There were no Point of Service surveys taken in Student Affairs & Activities in 08/09.
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	Increased enrollment in student leadership points toward increased awareness and satisfaction with our courses

Summary of Planning Goals & Action Plans			
7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Student Affairs & Activities: Improve awareness, participation and effectiveness of Student Affairs & Activities Programs	Develop a customized survey instrument for the Student Affairs & Activities Program	Completed Survey Instrument	Spring 10
Student Affairs & Activities: Collect more useful data regarding our programs & services	Distribute survey/collate responses	A minimum of 2000 surveys will be completed	Fall 10
Student Affairs & Activities: Develop an Action Plan related to survey response	Analyze collected data to determine needed courses of action to improve awareness, participation and service	Completed Action Plan	Winter 11
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.	
Access to Institutional Researcher	By utilizing the services of our Institutional Researcher we will produce a more effective research tool		

IV. Service Area Outcomes		
<i>Student Learning Outcome Assessment</i>		
1. Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.		
2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
		No additional resources are required to address our Service Area Outcomes

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	None
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Having only one individual who can deal with the student accounts places considerable pressure on that individual and places our programs at risk.
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	We are currently attempting to address the shortcomings of audio-visual systems that were designed for the Campus Center Dining Room as well as the Hearthside Room. It seems the cost to correct design issues would be fairly shared by the students and the college.
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	The student leadership program has outgrown the Student Council Chambers and must be moved to another room for safety reasons.
<i>Technology & Equipment Definitions</i>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. 	
<ul style="list-style-type: none"> • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. 	
<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. 	
<ul style="list-style-type: none"> • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	

<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	As noted above, the Student Council Chambers are too small to accommodate our leadership students. We are moving classes to larger facilities beginning Winter 10 to alleviate significant safety concerns.
6. List needs for upgrades for existing spaces.	Since the space cannot be enlarged, we are investigating smaller and more flexible furnishings.
7. List any new spaces that are needed.	Storage has been and continues to be an issue in the Campus Center. We have resorted to utilizing metal containers for many of our seasonal supplies.
8. Identify any long-term maintenance needs.	None at this time
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes
<i>Budget</i>	
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	The Student Affairs & Activities program is largely self-supporting. The recent economic crisis has caused us to shift more personnel into the Campus Center budgets. This will impact the range and number of activities the students will be able to stage in the future. When the budget situation becomes more stable we anticipate making a request of the college community to reinstate general funding.
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	By shifting personnel to the student accounts we will be forced to rethink what activities and services we offer.
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	Yes. We will be discussing the most efficient use of our existing funds in our weekly staff meetings.

Summary of Planning Goals and Action Plans		
14. What are your goals with respect to resource planning and how will those goals be measured?		Our goals include a thoughtful and thorough review of our expenditures with an eye toward maximizing impact and minimizing waste. We will measure our progress via a spending plan review.
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
Audio Visual System Improvements	Both the Campus Center and Hearthside Room have serious audio-visual deficiencies that jeopardize the effectiveness of presentations. Upgrading those two systems will make both facilities more useful for a broader range of activities and personnel.	\$35,000 – This request supports Building a Community of Scholars and Putting Access Into Action by increasing space where meetings, classes and gatherings can take place. There has been increasing utilization of both spaces but significant concern about the shortcomings of existing technology.

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

The goals of the Student Affairs & Activities program focus on learning more about the desires of our “clients;” tailoring our activities and programs to client needs; and improving existing programs and services. Through this process we have discovered that existing data is far too general to be useful to this objective hence our upcoming efforts to create, distribute and analyze data from a customized survey.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
Strategic Plan Goal: Assistant Accountant – Goal #1	Student Accounts Accounting is independent of the district office. Having only one individual knowledgeable and working with our accounts places undue pressure on that	This request is best tied to Operations Planning as it relates to appropriate and efficient operating procedures. The recent discovery of considerable funds lost via an independently run operation within student services has exposed a procedural flaw in our operations. Taking on accounting for this operation will place significant	\$45,000

	individual and exposes us to risk when she is out. A second individual would ensure that cash handling procedures are appropriately monitored and carried out and step in when our accounts manager is unavailable.	additional accounting workload on our single accounts manager.	
Strategic Plan Goal: Cultural Diversity Coordinator – Goal #5	This individual would greatly improve the ability of the Student Affairs & Activities Division to offer on-going, year-round emphasis on Cultural Diversity.	The funding for this position would support Building a Community of Scholars by facilitating continuous campus-wide access to culturally relevant materials and activities. The position would enable the SAA Division to provide year-round training opportunities for our diverse population, which guarantees Access into Action. By having the position within the SAA Division, there would be a natural reliance on our existing Collaborative Decision-making Process. A Coordinator would facilitate greater student ownership of Cultural Diversity activities, which in turn enhances student learning, and student success.	\$50,000
Service Goal: Access to Institutional Researcher	This individual would greatly improve the ability of the Student Affairs & Activities Division to offer on-	By utilizing the services of our Institutional Researcher we will produce a more effective research tool	\$0 – internally allocated time

	going, year-round emphasis on Cultural Diversity.			
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>		