The purpose of this document is to collect information to be used by the college planning bodies IPC, SSPC, Budget Planning Committee, and CPC and may be used for Program Improvement. Through this process, Student Services staff will have the opportunity to review the mission and vision of their program(s). Then, using multiple measures and inquiry, staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The deadline for submission of the Annual Program Plan to the SSPC is March 30.
Complete this document in consultation with your Dean/VP who will then submit a copy to SSPC. Members of the SSPC will review the document and provide comments to the authors for use in the next annual program plan.

Terminology:
- **Program** – Student Services has six Programs. ex. Financial Literacy, Transfer & Articulation, etc.
- **Department** – Student Services also has individual departments. ex. TRiO, DRC, Outreach, etc.

Most of the information in the Annual Plan is written as programs. However, information and data from individual departments may also be included.

<div align="center">

Cañada College

</div>

Vision
Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success and completion, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission:
Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values
- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

Document Map:
1) Program
2) Lead Contact Person
3) Program/Department Data Measures and Reflection

4)   Student Learning Outcome
5)   Student Area Outcome
6)   Resource Identification
7)   Curricular Offerings (if applicable)

Educational Master Plan Strategic Directions:

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community.

4. Global and Green: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Cañada College Student Learning Outcomes

1. Critical and Creative Thinking
Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

2. Communication Skills
Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and disciplinary standards.

3. Understanding Society and Culture
Understand and interpret various points of view that emerge from a diverse world of people and / or cultures.

4. Scientific and Quantitative Reasoning
Represent complex data in various mathematical forms (e.g. equations, graphs, diagrams, tables and words) and analyze these data to make judgments and draw appropriate conclusions.

Note: To complete this form, SAVE it on your computer, then send to your Division Dean as an ATTACHMENT

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1. Program: Counseling

2. Team Leader: Sandra Mendez

     A. Team Members: Karen Olesen, Nick Martin, Sarah Aranyakul

     B. Program mission and vision
The Counseling department provides students with educational, career, and personal counseling. Counseling faculty support students to make informed decisions and learn about college policies, certificates, degrees, and transfer requirements. Additionally students are able to discuss their personal

matters in a safe and trusting environment. Counseling may also intervene and provide referrals as needed in order for students to achieve their educational goals successfully. These services enhance student success through timely counseling and follow-up, responding to early academic warnings, and a balanced use of technology with personal intervention. The counseling department provides instruction in a variety of transferable general education classes which teach study skills, college success strategies, career and life planning, transfer planning and scholarship search.

The Counseling faculty works as a team and collaborates with other academic departments to ensure they are offering a strong and meaningful program. All counselors, including adjunct counselors assume additional responsibilities and work with other departments and programs to integrate counseling as needed. They participate regularly in institutional committees such as Basic Skills, Academic Senate, Curriculum and Articulation, Planning and Budget Council, Instruction Planning Council, Student Services Planning Council, Honors Advisory Committee, and hiring committees.

The structure of our counseling department has greatly improved. We now have a Dean of Counseling, 4 fulltime tenure track general counselors, and 14 adjunct counselors. Training occurs at our twice monthly counseling department meetings.

Topic	Presenter	Date/Time
TAG/Transfer	Soraya/Lorraine	March 12th – 3:00-4:00pm
Career Development/MBTI	Karen/Sandra/Nick	April 9th – 3:00-4:00pm
College Policies/Procedures	Kim/Ruth/Maria	May 7th – 3:00-4:00pm

3. Program / Department Data Measures – and reflection

Counseling

The Cañada College counseling department provides academic, career, and personal counseling to all students. The primary objective of the department is to promote student success by working with students to:
- establish student educational goals and pathways;
- facilitate student knowledge of academic requirements and college procedures;
- promote utilization of student services' resources
- encourage student independence by demonstrating use of web-based sites related to majors, transfers, and careers;   encourage students to become self-advocates with instructors and administrators.
- provide support during times of academic or personal crisis; make appropriate referrals
- provide counselor representation on various college policy and planning committees.

Specialized counseling services are offered through the following programs: EOP&S, CARE, DRC, CalWORKs, TRiO-SSS, Career/Transfer Center, International Student Office, Return to Work (RTW), College for Working Adults (CWA), Community-Based English Tutoring (CBET), Vocational ESL (VESL), MESA, Middle College, New Student Orientation and Priority Enrollment Program (PEP), Bridge to Engineering for Veterans, athletics, College Success/Basic Skills, Honors Transfer Program (HTP), Early Alert, career and technical education, E-Counseling, and financial aid. The college assists students in crisis and provides follow-up for students who are on academic/progress probation and dismissal status.

As noted by the chart below (attachment #3) our counseling services are heavily utilized by students. The Cañada College Counseling department served a total of 11,083 students from March 2012 to February 2013.

New Student Orientation

The college orientation program is required and provides information about the registration process, college policies, academic expectations, educational goals, and student services. Students can schedule a date to attend a college orientation by calling the Welcome Center. Spanish-speaking staff in the Welcome Center, Admissions and Records, Counseling, the Business Office, Financial Aid Office, the Outreach Office, the CBET/VESL Office, the Humanities and Social Sciences Division Office helps Spanish-speaking students navigate the Matriculation process. Orientations in Spanish are scheduled each semester during the placement testing period. The orientation program content, delivery method and timing is continually reviewed to make certain it meets student needs.

Starting Fall 2012, the Welcome Center Staff began facilitating all of the New Student Orientations and Assessment sessions. As a result, each student is scheduled to see a counselor for 30 minutes (vs. 15 minute drop-in). This change allowed students to meet with a counselor and develop an initial Student Educational Plan (SEP). Comparing the Fall 2011 course enrollments for student taking orientation that same semester and the other looking at the same for the Fall 2012 demonstrates that our new students are enrolling in our Basic Skills courses within their first semester.

Fall 2011 Course Enrollments for Fall 2011 Orientation Class

	Fall 2011
ENGL826	106
ENGL100	101
READ826	94
FITN117	78
MATH110	77
MATH811	76
ENGL836	74
READ836	65
MATH120	51
CRER401	46
MATH200	31
BIOL130	30
CRER407	30

Fall 2012 Course Enrollments for Fall 2012 Orientation Class

	Fall 2012
ENGL829	81
MATH811	79
ENGL826	79
ENGL100	79
MATH110	78
ENGL849	65
ENGL836	65
READ836	57
READ826	51
FITN117	51
MATH120	47
CRER401	47
ENGL827	31

E-Counseling

E-counseling is available for students. Electronic Counseling Services (ECS) is an internet based service that allows students to receive limited counseling services via e-mail. Continuing students may use this service. ECS is particularly helpful for students who find it difficult to schedule counseling appointments at convenient times. ECS provides limited counseling services of up to 3 hours each week for Spring and Fall semesters. Response time may take up to six working days. Examples of the services available are:

- Schedule planning
- Progress reviews
- Transfer information
- SEP preparation
- General education status checks
- Certificate completion checks
- Education problem solving
- General career planning

The minimum requirements to receive electronic counseling services are internet access and an email account. Although not mandatory, fax capability is desirable if there are unofficial transcripts from other educational institutions that need to be reviewed. Counseling services are also available via the phone. Students can set up phone appointments, as needed, to obtain information on their educational plans. As noted by the data below students are taking advantage of this service each semester. Electronic counseling services are documented by using the SARS reason code "E-CNLG."

SPRING 2012 E-Counseling Appointments (Revised data will be submitted).
(1/2/12 – 5/31/12)

APPOINTMENT STATUS	NUMBER OF APPOINTMENTS
Electronic Counseling	352

FALL 2012 E-Counseling Appointments
(8/1/12 – 12/31/12)

APPOINTMENT STATUS	NUMBER OF APPOINTMENTS
Electronic Counseling	348

Probation/Dismissal

The counseling department assists students in crisis and provides follow-up for students who are on academic/progress probation and dismissal status. Each semester a letter is sent to all students who are on Probation 1, Probation 2, and dismissed status.

During the Spring 2012 semester a total of 587 letters were sent (Dismissed 113, Probation 1 249, Probation 2 225). The numbers below list the number to student contacts for Spring 2012.

Spring 2012 Semester

Reason Code	Description	Number of Student Contacts
Dismissal	Dismissal Status	27
Prob/Dis	Probation/Dismissal Evaluation	25
Probation	Probation Status	44
Reinstatement	Reinstatement	94
	TOTAL	**190**

During the Fall 2012 semester a total of 393 letters were sent (Dismissed 114, Probation 1 320, Probation 2 159). The numbers below list the number to student contacts for Fall 2012.

Fall 2012 Semester

Reason Code	Description	Number of Student Contacts
Dismissal	Dismissal Status	18
Prob/Dis	Probation/Dismissal Evaluation	11
Probation	Probation Status	21
Reinstatement	Reinstatement	51
	TOTAL	**101**

Based on the information listed above our department will try to carefully monitor if the number of student contacts is accurately represented in the data above. One of the recommendations for future semesters would be to keep track of the services given using the appropriate SARS reason codes "PROB/DIS," "PROBATION," and "DISMISSAL." This would allow the department to get a more accurate number of the students served through Probation/Dismissal.

4. Student Learning Outcome (SLO)

   A. **Results** from prior cycle's SLO.

2012-2013 Counseling Program Review
SLO Assessment Results

After reflection and review by the department, the 2011-2012 program-level student learning outcome was refined and divided into three separate but related student learning outcomes to more effectively address departmental goals regarding student achievement. In the fall 2012 semester, 100 pre and post SLO assessment surveys were completed by students. The results are indicated below.

Student Learning Outcomes	Data	Analysis	Outcome
Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan (SEP) or other appropriate document as one outcome of a counseling session.	Pre Survey: 43 students indicated that they have an educational plan that includes their educational/career/transfer goals. Post Survey: 54 students indicated that they have an educational plan that includes their educational/career/transfer goals.	A 25% increase in students' ability to clearly state their academic/career goal and record them in their SEP.	Of the 100 survey respondents, approximately 50% answered this question on the survey. This indicates that many students were either not seeing a counselor for this reason or that they didn't have a completed SEP before or after their counseling appointment.
Students will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic, career, and personal goals.	Pre Survey: of the 9 resources listed a total of 201 were identified as known to students. Post Survey: of the 9 resources listed a total of 232 were identified as known to students.	A 15% increase of knowledge regarding educational resources was gained after the counseling session. A decrease of knowledge was also noted in Eureka.org. and Class schedules.	Given the number of resources listed, it is difficult to understand why a student indicated a decrease in awareness and intention to use a resource. This may be due to the fact that students were not taking their time in answering the post survey accurately.
Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career, and personal goals.	Pre Survey: of the 24 services listed a total of 370 were identified as known to students. Post Survey: of the 24 services listed a total of 580 were identified as known to students.	A 57% increase of knowledge regarding campus resources was gained after the counseling session. In some of the services a knowledge decrease was also noted (e.g., Learning Center, Computer Lab, Financial Aid, Library, Health Center, Psychological Services & Student Activities.)	Given the number of services listed, it is very difficult to understand why a student indicated a decrease in awareness and intention to use so many important college services. This may be due to the fact that students were not taking their time in answering the post survey accurately.

B. Current SLO and relationship to College SLO or Strategic Directions

This SLO is a revision from the prior cycle and aligns with the strategic plan Completion Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

C. Action Plan
Based on the results of the 2012-13 student survey, we have decided to focus specifically on our matriculation services with new students. We have developed an improved survey with the following four simple questions:

1. Can you access your smccd email?

2. Can you Login to WebSmart?

3. Do you understand your assessment results?
   If Yes, Explain:

4. Do you know what classes to take this semester to meet your educational goal?

Beginning in April 2013 we will administer a pre-survey before orientation and a post-survey after our new students have completed orientation, assessment and their 30 minute counseling appointment. We hope to see that all of our new students can answer the above questions in the affirmative at the end of the matriculation process.

5. Student Area Outcomes (SAOs)
A. Results from prior cycle's SAO
Counseling Department SAO: Increase the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester. As a result of implementing the "Got Priority" SEP campaign during the Spring 2011 approximately which served 200 students served (i.e. April 11-15th). Since then the department has institutionalized the SEP campaign and the event occurs every semester "Spring Into Fall: It's SEP time!" (Spring) and "Fall Into Spring: It's SEP time!" (Fall).

During this cycle the counseling will develop and administer a survey to students starting April 30th during 30-minute counseling sessions. Our goal is to determine if students know the importance of creating an SEP (i.e., Question #4: Do you know what classes to take this semester to meet your educational goal?).

B. Current SAO and relationship to College SLO or Strategic Directions

The counseling department will be using the same SAO as last year. Increasing the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester is important. A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. This SAO aligns with Objective 1.5 "Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success."

C. Action Plan
During March 2013 the Counseling department will kick off the SEP campaign, "Spring Into Fall- It's SEP Time!" A Student Educational Plan serves as a road map of required courses and recommendations based on a students' individual goal. Counselors will be available by appointment basis to help students create their SEPs. http://www.facebook.com/photo.php?fbid=565745243449210&l=a4faae34c0

Our goal is to assist students to identify and plan courses related to their personal, academic and career goals. Students need to complete SEP's so they are prepared for registration during the first week of May. Students will receive an earlier registration date if they complete an SEP by April 19th.

It is critical that our continuing students are knowledgeable about the classes they need and register on time! Counselors will also be available to make brief classroom presentations to increase awareness about having an SEP on file.

6. Resource Identification
A. Faculty and Staff hiring requests
Guidelines: complete the appropriate form and attach
- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

The counseling department submitted the following classified hiring justifications (2012-13)
- Fulltime Tenure track general counselor (Emergency Hire)

Please see attached for additional supporting documentation (attachment #3), drop-in counseling data.

B. Professional Development needs
Continuing education and professional development are a necessity for all counselors to be able to provide the best academic, career, transfer and personal counseling services to students at Canada College. Counselors attend the UC/CSU conferences every year. They also attend discipline specific (i.e. athletics, honors, veterans, early alert, transfer, basic skills, career, instruction, etc.) training and workshops.

For the following academic year we would like to attend the additional conferences:

- Basic Skills Regional Conferences
- Veterans Regional Conferences
- Ensuring Transfer Success (ETS) Conference
- CSU Community College Counselor Conference
- Honors Faculty Roundtable at Mills College
- UC Counselor Conference
- UCLA Transfer Alliance Program (TAP) Conference
- CCCAA Annual Convention

C. Equipment requests – must be related to instruction
Request to get 4 wireless presenters. Most of our counselors teach college success and career development courses and take an active role in outreach.

D. Office of Planning, Research & Student Success requests

- The Counseling department will be gathering data for this cycle. The survey will be collected by the department, yet will requests to have the data evaluated will be critical. These requests will come as a result of the data collection at the end of Fall 2013.

E. Facilities requests
None.

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.

> SLOAC = Student Learning Outcomes Assessment Cycle.
> Tool: TracDAT   https://sanmateo.tracdat.com/tracdat/
>   CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:
- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

PRE-SURVEY

Date: _____

Cañada College Counseling Department

Thank you for completing this survey. Your feedback will help to improve the Counseling Department.

1. Can you access your smccd email?   YES _____ NO _____

2. Can you Login to WebSmart?   YES _____ NO _____

3. Do you understand your assessment results?   YES _____ NO _____
   If Yes, Explain:

4. Do you know what classes to take this semester to meet your educational goal?   YES _____ NO _____

_____

POST-SURVEY

Date: _____

Cañada College Counseling Department

Thank you for completing this survey. Your feedback will help to improve the Counseling Department.

1. Can you access your smccd email?   YES _____ NO _____

2. Can you Login to WebSmart?   YES _____ NO _____

3. Do you understand your assessment results?   YES _____ NO _____
   If Yes, Explain:

4. Do you know what classes to take this semester to meet your educational goal?   YES _____ NO _____

Attachment #2

Counselor Assignments	Brief Description of Counselor Activities for these Assignments
1. **Athletes**	Work with the student-athletes to provide them with information on NCAA transfer requirements; assure they have student educational plans (SEP) which meet the eligibility requirements to participate in athletics
2. **Basic Skills/ESL**	Coordinate efforts with the basic skills faculty; participate in the Learning Communities teach CRER courses
3. **Career Advancement Academy (CAA)**	*The CAA required the services of a counselor for three hours per week (or more) to assist students through the program. In order to meet this need, we have been required to take away counseling services for our general student population.
4. **College for Working Adults (CWA)**	*As with the CAA program, the College for Working Adults needs counseling services. We have again removed services for our general student population to accommodate their needs. Current cohort: Interdisciplinary Studies. New cohort: Health Sciences.
5. **CRER Courses**	• Curriculum updates and development of new career and counseling courses; • Continue to collaborate with instructional faculty regarding curriculum integration for learning communities; • Maintain effective relationships with instructional divisions and faculty
6. **E-Counseling**	For distance education students who do not come to campus, this service is provided by one of our full-time counselors for three hours per week.
7. **ESL**	Special orientation and counseling services for ESL students have been requested. The counselors have worked closely with the faculty to support them as time permits.
8. **Honors Transfer Program (HTP)**	*The Cañada College Honors Transfer Program (HTP) is now member of the UCL Transfer Alliance Program (TAP) which provides all students with a new transfer opportunity. One of the criteria for the TAP agreement is a demonstration of having a fulltime counselor on board to provide academic, career, and transfer counseling. For example, the counselor must meet with each student to develop a HTP student educational plan (SEP) which requires the counselor to be knowledgeable about the HTP graduation requirements, transfer agreements, and collaborates with all student service programs on campus to ensure student success. The counselor must also be well versed about Honors contracts/research opportunities, HTP regulations, attend HTP conferences/events, and collaborate with HTP instructional faculty on an ongoing basis.
9. **International Students**	Currently, one of our full-time counselors provides services to the international students. As we grow the program, the need for counselors for this student group will increase.
10. **STEM Center**	At certain times during the semester, the STEM Center relies on counselors to assist students with their SEPs, etc.
11. **Middle College HS**	Several counselors provided services to these students to develop their SEPs. They also assist the high school students on their plans to transfer to universities.
12. **Off-campus Sites (e.g. Menlo Park,**	Particularly difficult areas to cover with limited resources are the off-site program We have a presence at Menlo Park and EPAA with students who need counseling

EPAA)	services. We are setting up a system to send counselors to the sites on a regular basis, although this does mean they spend over an hour on the road to get to the site and back.
13. Orientation	Orientation – currently the Counseling Department implemented in-person and specialized sessions are required for a comprehensive program to include international students, veterans, athletes, evening and ESL students, CAA, CBET, CWA, VEAP.
14. Outreach/HS (on/off campus)	Outreach – more involvement by counselors with outreach activities including high school and community presentations to students and parents and college fairs.
15. Petitions	Review petitions for prerequisites, substitutions, and subsequent follow up with students regarding academic standing, graduation, etc.
16. Program Review and Planning	Counselors serve on several of the Program Review Teams for Student Services which include Teams #2 Assessment, Orientation and Registration; #3 Articulation and Transfer; and #5 Counseling and Career.
17. Probation/ Dismissal Follow up	Provide intentional counseling support and intervention with students who have been dismissed or on probation.
18. Service Referrals	Appropriate and timely referrals to community agencies for services including childcare, housing, internships, employment, etc.
19. Shared Governance	Counselor representation within all shared governance committees.
20. Student Success (Early Alert)	*Student Success Program – The comprehensive nature of the program requires the college to fund a fulltime tenure-track general counselor to oversee the student success program's various components, in addition to providing academic, career and personal counseling services to our entire student population. For example, the counselor must work with the department, consult with faculty, staff and administrators from English, English as a Second Language, reading and math departments to determine appropriate placements, facilitate research and validation of the assessment instruments and support the student appeals process. This is an area where we need to expand our services based on effective practices (and many of the items included in the college's educational master plan).
21. Transfer	As part of its transfer services mission, Cañada College has established formal articulation agreements and a transfer admission agreement/guarantee (TAA/TAG) program with select colleges and universities. Successful transfer requires careful planning and course selection based on students transfer goals (i.e., UC/CSU, private/independent, out of state, international).
22. Veterans	Provide the support needed to assist veterans transitioning from military to civilian life and to encourage their success in college.
23. Workshops & Classroom Presentations	Classroom presentations and transfer, career, and educational workshops. Many requests are made by faculty and students for presentations on specialized topics.
24. Financial Aid	Provide counseling assistance to students who are receiving financial aid i.e. financial aid appeals.

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

CAÑADA COLLEGE COUNSELING CENTER APPTS & DROP INS- 11,083 STUDENTS SERVED
March 2012 to February 2013

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	TOTAL	MONTH TOTAL
Mar-12				29	8		37	
	27	48	36	34	0		145	
	34	49	39	37	14		173	
	25	58	46	36	11		176	
	31	53	39	52	21		196	
Total:	117	208	160	188	54	0	727	727
Apr-12	0	0	0	0	0		0	
	31	43	62	61	19	3	219	
	32	90	66	58	43		289	
	55	51	51	53	25		235	
	64						64	
Total:	182	184	179	172	87	3	807	807
May-12		52	60	56	23		191	
	48	60	57	54	32		251	
	80	70	83	41	15		289	
	53	55	89	71	31		299	
	0	33	55	40			128	
Total:	181	270	344	262	101	0	1158	1158
Jun-12					0		0	
	27	31	50	26	0		134	
	56	39	28	26	0		149	
	104	63	66	24	0		257	
	28	64	31	24	0		147	
Total:	215	197	175	100	0	0	687	687
Jul-12	2	0	0	0	0		2	
	36	33	45	25	0		139	
	30	26	30	30	0		116	
	39	32	67	38	0		176	
	42	38					80	
Total:	149	129	142	93	0	0	513	513
Aug-12			40	41	0		81	
	36	37	65	36	23		197	
	52	73	74	61	35		295	
	110	134	92	81	23		440	

	103	108	84	69	20		384	
Total:	301	352	355	288	101	0	1397	1397
Sep-12							0	
	0	66	40	42	16	2	166	
	35	60	41	26	10		172	
	41	56	46	43	17	2	205	
	39	51	63	13	15		181	
Total:	115	233	190	124	58	4	724	724
Oct-12	42	59	48	42	19		210	
	25	46	33	22	16		142	
	38	53	48	48	15	2	204	
	38	55	61	42	27		223	
	36	74	34				144	
Total:	179	287	224	154	77	2	923	923
Nov-12				47	18	3	68	
	64	79	58	68	11		280	
	0	98	25	75	5	3	206	
	62	116	60	0	0		238	
	50	83	56	66	21		276	
Total:	176	376	199	256	55	6	1068	1068
Dec-12						2	2	
	42	69	58	32	22		223	
	46	88	50	62	16	3	265	
	50	95	84	0	0		229	
	0	0	0	0	0		0	
Total:	138	252	192	94	38	5	719	719
Jan-13		0	43	35	19		97	
	87	107	83	70	26		373	
	143	146	120	132	16		557	
	0	105	94	86	28	4	317	
	109	63	62	38			272	
Total:	339	421	402	361	89	4	1616	1616
Feb-13					24		24	
	42	47	50	39	20	3	201	
	50	54	55	22	0		181	
	0	62	56	41	17	2	178	
	35	50	41	34			160	
Total:	127	213	202	136	61	5	744	744
12 Month Total:								**11083**