

# [Plans for Student Life](#) >> 2017 - 2018 Student Life CHC Student Services Program Review 2017-2018

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2017 - 2018 Student Life CHC Student Services Program Review 2017-2018

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**Version:** 4

**Group:** 2017 - 2018

**Type:** CHC Student Services Program Review 2017-2018

**Last Modified On:** 11/13/2017 2:40:57 PM

**Last Modified By:** Ericka Paddock

**State:** Submitted (Finalized)

**State By:** Ericka Paddock

## Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

### 1. Mission

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

The Department of Student Life's mission is to cultivate and support opportunities for student learning, involvement, leadership, advocacy, and innovation as part of a meaningful campus experience.

b. Alignment with the college Mission: Rubric Item (Mission Alignment): In what ways does your program advance the mission of the college?

The Department of Student Life supports the college mission in several ways. For example, both the college and the Department view a formalized education as a path to enlightenment. While the college mission highlights the general process of instruction as the way to attain educational, career, and personal achievement, the Department mission statement focuses on the types of activities necessary accomplish these levels of success. Higher education research has repeatedly

shown that extracurricular activities such as those provided by the Department of Student Life (ex. Student clubs/ organizations, 3Peaks Challenge, Student Senate, etc.) empower students to take control of their educational journeys and provide them with the support systems needed to explore other aspects of their personal and professional development (Krause,et.al,2008; Rendon,1994; Mahoney, et al,2003 ). The increases in self esteem, relationships that are formed, and self reflection that occur for students during these extracurricular activities serve as the foundation for meaningful learning and academic success (Kuh,et.al,2008 ).

## 2. Description of Program

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

### a. Organization (including staffing and structure)

The Department of Student Life is comprised of two Full Time Staff members (One Certificated Manager/Director, One Classified Secretary 2). The Director also serves as Advisor to the Student Senate of Crafton Hills College as well as the Inter Club Council.

### b. Whom you serve (including demographics and representativeness of population served)

The majority of the department's constituency are registered students along with occasional visits from members of the community (Typical services for this population include: answering general questions, poster approval, and vendor approval). Hispanic, Native American, 19 years and younger, and Female populations are consistent with the demographic information offered for the College as a whole. Asian, African American, those aged 20-24, and Male populations have higher participation rates in departmental activities than the general campus. Caucasian and 25-29 year olds are underrepresented in Student Life activities when compared to their representation in the campus as a whole.

### c. Provide a list and a brief description of the services you provide as well as a minimum of three years trend data for each identified service

1. The Department of Student Life provides Student ID cards to registered students. Production data for the last three academic years appears below\*:

2014/2015- 2571

2015/2016- 2507

2016/2017-2755

\*= Numbers listed are not accurate due to periodic breakdowns of the ID machinery which resulted in a series of service interruptions throughout all three academic years.

2. The Department of Student Life regularly partners with other departments across campus to offer assistance and student leader support. Collaboration statistics for the last 3 years is as follows:

#### 2014/2015

Assisted the Vice President of Instruction to screen, contract, coordinate and promote 4 College Hour Bands (ex. 08/20/14, 09/03/14, 09/15/14, 10/01/14)

Worked with the Marketing Department to create, implement, and promote Hispanic Heritage Month Activities

Worked with the Office of the President to staff and support FamilyFest 2014

#### 2015/2016

Provided staff and student support for the 2015 CHC Foundation "Friends Luncheon"

Assisted the Department of Counseling as a member of the 2016 SOARRR Traveling Team which visited local feeder high schools

Assisted the Professional Development Committee by co-hosting CHC2 Mentor Program: Colleagues Helping Colleagues

#### 2016/2017

Provided student speaker and support for the CHC Foundation "Retirement Lunch"

Worked with the Health and Wellness Center to provide student support and co-host "Soberfest 2016"

Collaborated with various entities on campus to present Student Life opportunities in several COUNSELING 100 classes and the Left Lane Program

3. The Department of Student Life offers its conference room as a service to student clubs, shared governance committees, and campus wide events. Conference Room Reservations for the past two years appear below:

2014/ 2015- Student Life Conference Room did not exist. No data available.

2015/2016- 172 reservations

2016/2017- 263 reservations

d. Rubric Item: Describe your Pattern of Service including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services) and how that service meets the needs of students or clients

Students are able to access the Department of Student Life by visiting during regular business hours (Monday thru Friday 8:00am-4:30pm and Friday 8:00am -2:00pm) and by appointment if early morning or evening hours are necessary. Due to the nature of student id's and poster approval, those services are not available online.

Using a combination of QLESS Queue Management Software and SARS appointment software, the Department Director determined that peak days for the department are Wednesdays, Thursdays, and Mondays (respectively). Analysis of these software tools also revealed that the busiest times in the office are 12:00pm-1:00pm and 10:00am-11:00am (in that order). Since the Department's standard hours of operation and staffing schedules account for peak hours and times highlighted in the reports mentioned above, it is safe to assume they meet the needs of students.

### **3. External Factors with Significant Impact**

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
  - i) Requirements of prospective employers

ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities- The Department of Student Life has a very small budget that essentially covers the cost of supplies. Therefore, activities hosted the Department of Student Life involve very little physical or monetary resources (ie. Club Advisors meetings) and rely heavily on human resources (ex. partnerships with the Student Senate, other departments, other clubs, etc.)

Since there are no funds available in the budget for student workers to help with the many day to day operations of the office, the Department of Student Life relies entirely on grant funding to be able relieve some of the pressure on the two person department staff. Thanks to the Department of Resource Development and the San Manuel Band of Mission Indians, the Department of Student Life has been able to use ISEEK (Increasing Student Engagement, Employment, and Knowledge) funds to employ 3 student workers during the 2014-2015 academic year (Bliss Gray, Aaron Burgess Jr, Kevin Retana), 3 students during 2015-2016 (Esmeralda Vazquez, Cindy Omana, Kevin Retana) and 4 students during 2016-2017 (Samantha Garcia, Jose Lopez, Beverly Rapouw, Cindy Omana) . These students were used to meet the rising demand for campus tours, student id's, student leader participation at campus wide events such as the RoadRunner Rally, and more. The selected students gained valuable work experience at no cost to the Department of Student Life.

b. Competition from other institutions- The Department of Student Life is currently not negatively affected by competition from student activities at other campuses. However, the Director of the department does make a concerted effort to be visible and maintain positive relationships with Student Life directors across the state to share best practices and prevent this from occurring.

c. Requirements of four-year institutions - While the Department of Student Life doesn't have any requirements imposed on its services from other four year universities, the Director has chosen to model the student activities program at Crafton Hills College after those student activities programs found at four year institutions. For example, the California State University System uses CAS Standards (Council for the Advancement of Standards in Higher Education) to identify various benchmarks of high quality student leadership programs. The Department of Student Life uses those same benchmarks of leadership, civic engagement, personal and interpersonal development, group, organizational, and systems competencies to develop student leaders at Crafton Hills College. In doing so, the Director hopes to 1). ease the transition from 2 year to 4 year student activities programs due to the familiarity of processes /procedures and 2.) increase the likelihood of Crafton Hills College graduates becoming involved student clubs/organizations at their chosen four year university.

d. Requirements imposed by regulations, policies, standards, and other mandates- The Department of Student Life is affected by regulations, policies, and standards imposed by: San Bernardino Community College District Board Policies and Administrative Regulations with regard to student conduct, travel, and accounting; the California Education Code; and County of San Bernardino Division Environmental Health Services regarding student food and bake sales. The Director maintains open communication with representatives from each of these areas to keep abreast of any updates or changes in these requirements as they occur. To help disseminate information regarding said requirements , meetings are held with both students and faculty as needed.

e. Job market-

i.) Requirements of prospective employers- The Department of Student Life is not tasked with meeting requirements from prospective employers.

However, the department Director's passion for student leaders serves as a catalyst for staying current on employer needs from recent college graduates. With the goal of providing Crafton Hills College student leaders the best possible skill set to transition into the work world, the Director has made a variety of programmatic improvements aimed at increasing Student Senate and student leader employability in the last three years. After reading a Fast Company article about the lack of strong communication and problem solving skills in college graduates, the Director garnered Student Senate support to add a "Classroom Announcements" item to their weekly meetings and bylaws. The intent behind this new addition was to give Student Senate members a regular opportunity to exercise their written and oral communication skills to increase their chances of employment post graduation. Student Senate members would be expected to make announcements in their classes about pertinent information to students and report on their public statements at their weekly meetings. Student Senates agreed and "Classroom Announcements" has been a standing item on Student Senate Agendas since the Fall of 2015. To improve student problem solving ability, the Director takes problems identified by student groups during event evaluation meetings and uses them as agenda items for subsequent meetings until a positive resolution to the problem is achieved for the next iteration of the event. For example, at the evaluation of Spring Club Rush 2017, InterClub Council members expressed concern over certain clubs monopolizing peak performance times (ex. 12noon). To remedy this issue the Director worked with members of the Fall 2017 InterClub Council over a series of meetings to develop a system whereby all clubs were given the option to perform and each club was given a 15 minute slot to use as they saw fit.

ii). Developments in the field (both current and future)-The Director of the department makes a consistent effort to stay informed of current and future developments in the field .Examples of such efforts include regularly attending the Advisor Track of the Statewide Student Senate of California Community College (SSCCC) General Assembly Conference in the Fall and Spring semesters, regularly attending Professional Development Workshops, attending Commencement related conferences, maintaining

positive relationships with Student Life departments at campuses within our region, CSUSB, University of Redlands, UC Riverside, and other community colleges across the state, as well as reading pertinent articles in publications such as The Chronicle of Higher Education, Education Week, Inside Higher Ed, Higher Education Legal Alert, Fast Company, and the Wall Street Journal.

## 4. Progress on Outcomes Assessment

**Rubric Item:** [Service Area and Student Learning Outcomes Process](#).

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

4. A.) Summarize SAO assessment results. Discuss whether or not the program met targets for each SAO:

During the 2016-2017 Program Review cycle, the Director and her staff made the decision to measure participation in Commencement 2017 and knowledge of Parliamentary Procedure.

i. Participation in Commencement 2017-This item was measured by comparing the number of students who participated in Commencement 2017 to the number of students who participated in Commencement 2016. The intent was to increase participation by 2% in 2017 when contrasted against 2016 participation numbers. Department of Student Life Commencement Check In records reveal that there were 223 graduates that participated in the 2017 ceremony and 242 graduates that participated in the 2016 ceremony. At first glance, it appears as though the 2% increase in participation was not met.

Although the 223 participants in 2017 and 242 participants in the 2016 ceremony represent a loss of 8% (19 students) and 5% (14 students) when compared to 2015 (256 students) commencement participation, the 2017 participation rate represents an increase of 13% (30 students) in comparison to the 2014 commencement participation rate (176). Overall, this pattern of having the lowest number of participants in 2014 (176), the highest number of participants in 2015 (256), and a 2017 return to a baseline (223) higher than the lowest point in 2014 demonstrate long term gains in commencement ceremony participation over the last four years.

ii. Knowledge of Parliamentary Procedure- The aim of this learning outcome was for Student Senators to score at least a 70% on a basic Parliamentary Procedure exam (5 out of 7 correct). This item was measured by providing Student Senate members with a pre-test on the seven basic motions for Parliamentary Procedure (ie. call to previous question, postponing items, removing items, amending the agenda, and so on) during the Winter 2017 Retreat and a post-test on Parliamentary Procedure toward the end of the Spring 2017 semester to coincide with the Statewide Student Senate General Assembly in early May 2017.

Results of the pre and post tests showed that student senators did indeed have general knowledge of Parliamentary Procedure. As a result, they were able to comprehend the basic parts of their statewide business meetings in the Spring.

B.) Improvements planned as a result of the outcomes assessment process:

i. Participation in Commencement 2017- After reviewing four consecutive years worth of data on commencement participation numbers, it is clear that efforts to increase participation have been successful. However, there is still work to be done in crafting the right mix of communication efforts to reach the maximum number of graduates with pertinent information.

For example, graduates began receiving emails about graduation (instead of hard copies mailed to their homes) in roughly 2014. Information about the ceremony has been appearing on the website and on posters around campus for the last decade. 2015 marked the inclusion of the Department of Student Life Twitter feed and TV announcements on the screens in the Crafton Center to the Commencement marketing strategy and although they were very helpful given the large peak in 2015 participation, they were not a "magic bullet" as evidenced by the slight drop in participation for the 2016 ceremony, despite using the same communication efforts employed in the previous year.

The fluctuation in participation numbers point to the need for additional marketing "touchpoints" to be added to the overall strategy. It also highlights the fact that each graduating class will have its own unique reasons for participating such as perceived importance of the graduation ceremony and comfort levels or preferences with the current marketing touchpoints (i.e. website, twitter, email, tv announcements, etc.)

A significant improvement that was made to the marketing strategy used with the Graduating Class of 2017 was the introduction of a "Graduate Letter" that all members of the graduating class received the week before and the day before Commencement.

iii. Knowledge of Parliamentary Procedure- As mentioned in the section above, the Director administered a pre-test on Parliamentary Procedure in early January 2017 to 10 student senators. The results of the pre-test indicated the Senate's general understanding of the topic and highlighted which areas the Director needed to focus on prior to the Student Senate's attendance at the statewide Student Senate General Assembly in early May 2017.

According to the pre test results, student senators needed more clarification on two items: how to make amendments and what it meant to "lay an item on the table". The Director spent multiple meeting sessions prior to the General Assembly reviewing those two areas of concern to ensure students were able to participate in the conference with a basic level of understanding.

Conversations with the students throughout their parliamentary procedure training revealed that although they did understand what was happening in the meetings per se, they weren't really clear on the intent of the general assembly itself. Therefore, the Director has resolved to look at the Student Senate General Assembly in a more holistic manner for the 2017-2018.

Strategies to improve Student Senate knowledge of parliamentary procedure in the context of the Statewide General Assembly include:

1.) Continue to offer the pre-tests, post-tests, and general training on parliamentary procedure that has occurred for past Student Senates as one of the most important skills necessary for the General Assembly.

- 2.) Explain the makeup of the 10 different regions in the Statewide Student Senate and the importance of attending regional meetings to gain necessary perspective prior to the conference.
- 3.) Pending the Statewide resolution distribution timeline, spend at least 2 meetings reviewing resolutions slated to be discussed at the upcoming General Assembly.
- 4.) Review past resolutions approved at the Statewide General Assembly and current impact at CHC. (Ex. Strongly encouraged Food Pantries on campus, Homeless Student access to showers, gender neutral restroom facilities, etc.)

#### C.) Action Steps

In an effort to continue to create a more well rounded marketing strategy that addresses those varying preferences, the Director will add two components to the 2018 commencement participation strategy (Despite the Director's best intentions, she was unable to incorporate these changes into the 2017 Commencement):

- a.) Work with the Marketing Department (or appropriate responsibility center) to text an abbreviated version of the same graduation information received via email/Twitter feed/website to all students who opted to get campus text alerts on their phones.
- b.) Send out a "Graduation FAQ" email to the entire campus asking colleagues to please share the information with any interested student during their face to face interactions with them.
- c.) Send out the Graduate letter in November, March, the week before and the day before Commencement to remind students of critical information pertaining to the event.

D.) SLO's: None at this time

## **5. Unit's Performance on Institutional Quantitative Effectiveness Indicators**

Please discuss your program's performance on each data item below.

### a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

### 5a) The Department of Student Life has identified two significant innovations that have increased department efficacy:

1. Improvements to the Marketing of Commencement activities to Commencement Participants  
In an effort to increase student participation in Commencement related activities, the Director of Student Life instituted two new practices to the Commencement Marketing plan: tweeting pertinent event information twice a day for two weeks prior to the event (2016) and sending out an emailed "Letter from the Director" with similar information to all eligible graduates the week before and day before the event.

To determine if these improvements were effective, the Director compared participation rates in Commencement Ceremony and Rehearsals from 2014 and 2015 when these enhancements had not been implemented to participation rates in 2016 and 2017 when students had been subjected to the innovations listed above. The Director took the total number of Commencement participants in 2014 (173) and added it to the total number of Commencement participants in



2015 (256) for a total of 429. She did the same thing for Rehearsal participation rates in 2014 (176) and 2015 (49) for a total of 225.

The Director then divided total number of Rehearsal participants in 2014/2015 (225) into the total number of Commencement Ceremony participants for those two years (429) and found that 52% of graduates attended both the Commencement Rehearsals and Ceremonies during that time.

In contrast, following the same formula for the 2016 and 2017 Commencement events revealed that 85% of graduates attended both the Commencement Rehearsals and Ceremonies for the 2016 and 2017 academic years. These calculations were determined by taking the number of Commencement Ceremony participants in 2016 (242) and adding it to the number of Commencement Ceremony participants in 2017 (223) for a total of 465. The same was done for 2016 Rehearsal participation (209) and 2017 Rehearsal participation (188) which amounted to 397. The Director then divided 397 into 465 which showed a 33% increase in participation in Commencement activities in 2016 and 2017 when compared to 2014/2015 . This increase is directly related to the innovations created to improve the marketing of Commencement to the graduates for those two years.

## 2. Improvements to the Tour Program.

Given the increasing demand for campus tours, the Director began tracking requests in the 2016-2017 school year. In doing so, she found that over 1,000 individuals (not including tours given at High School Senior Day in Spring 2017) went on campus tours that academic year.

These tours were given voluntarily by unpaid Student Senate members at the time which made it difficult to hold students accountable. To help improve this problem, the Department was fortunate enough to receive ISEEK funds to hire and train five dedicated tour guides for the 2017-2018.

In addition, the Director conducted exit interviews with graduating Senate members who functioned as tour guides to get their perspectives on what existing practices could be more streamlined.

Two major suggestions emerged from the interviews: 1.) the standard route variations made it difficult to see the entire campus in 30-45 minutes

2.) It was harder for more introverted tour guides to build strong connections with their groups than it was for their extroverted counterparts.

Using this feedback and with the help of the Department Secretary, the Director rewrote 4 distinct versions of the campus tour script with four different starting points (to prevent from creating bottlenecks at high traffic buildings). The Department Secretary then walked each new route to ensure that the order of location stops made sense and could conceivably take 30 minutes.

To help make it easier for introverted tour guides to create more meaningful relationships with their guests, the Director inserted conversation prompts relevant to each building. For example, after pointing out all of the student services in the Crafton Center, the script asks tour guides to do the following:

“This is a good opportunity to talk about clubs. There are over 40 clubs and organizations on campus, but if you can’t find something specifically for you, it is really easy to start one yourself! Talk about any of your extracurricular activities”

Although hard data on these improvements to the campus tour program have yet to be collected, the Director felt it was important to highlight the progress being made towards efficiency in this area. Ultimately, the hope is that when evidence is collected, the data will reveal that these changes have proved to be effective.

5a. ii. The Department of Student Life has four internal partnerships that substantially impact the quality of service to students:

1.) Partnership with the Crafton Hills College Foundation- As mentioned earlier, the Department of Student Life has partnered with the CHC Foundation and hired 5 Student Ambassadors who function as tour guides for the 2017-2018 academic year. This collaboration has given the Department the ability to provide training and uniformity to all campus tours. Additionally, the Student Ambassadors are used to field off campus Outreach requests to help continue the consistent messaging offered during campus tours. The implementation of a structured campus tour program that includes standardized training, scripts, and uniforms for tour guides will most likely have a substantive and positive impact on the quality of service to students. However, data will be collected during the 2017-2018 year, so definitive answers on the impact of this partnership on quality of service are pending.

2.) Partnership with CHC Student Services for the annual RoadRunner Rally event- For the last 5 years, the Department of Student Life has teamed up with CHC Student Services to offer Student ID Card production for the duration of the RoadRunner Rally. ID Card production numbers for each of those dates reveal that large numbers of incoming students take advantage of the ID card benefit at the event. Please see ID production numbers for the last 3 RoadRunner Rally events below:

08/11/15 181 Student ID's made

08/10/16 170 Student ID's made

08/09/17 211 Student ID's made

The number of Student ID's made at the RoadRunner Rallies show that not only do incoming students perceive getting Student ID's at the event worthwhile , it also points to the fact that students believe having access to this service one week prior to the start of the academic year provides a substantive, positive impact on the quality of service they receive .

3.) Partnerships with CTE Signature programs (ex.EMS, Paramedic, Respiratory) for Student Badges- The Department of Student Life regularly partners with our signature programs to ensure that their students can come into the office for student badges one week before school starts every semester. This allows students in those programs to avoid peak times in our office and ensures that they have the proper identification needed for ambulance ride alongs, hospital visits, etc. weeks before those portions of their instruction begin. An additional benefit of having this collaboration is that these students are more likely to have a smooth ID printing process because the ID machine hasn't been taxed as much in the beginning of the semester and is less likely to breakdown.

The Department of Student Life can attest that this service has had a substantial and positive impact on the quality of service provided to our CTE students because the partnership with these programs for badges has occurred every semester since the Fall of 2006.

4.) Partnership with the Fire Program for Campus Tours- The Department of Student Life regularly joins forces with the Fire Program for campus tours to offer an additional 30-45

presentation on the Fire Program to those who are interested. A Fire Academy staff member talks to the group about program requirements, shows off the fire engine, and promotes other aspects of their area. Usually last year's tour data, 3 local Public Safety Academies/PSA's (Desert Hot Springs PSA, Mojave River PSA, San Bernardino PSA) and one middle school (Arrowhead Middle School) requested this presentation last year. These visits exposed 285 children to our Fire Program. Based on the interest from our external community for a "Fire Technology" presentation to be added to the campus tours, the Department of Student Life is confident that the partnership with the Fire Technology Program has a substantive, positive impact on the quality of service to potential students.

## **6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)**

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.
- b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

6a. Rubric Item-How do your program student demographics relate to the college demographics? What are the discrepancies?

To answer this question, Department of Student Life staff created an Excel spreadsheet listing student ID numbers identified in each of the 28 chartered club packets and sent it to the Office of Research and Planning (ORP). ORP then provided the Director with a breakdown of club participant demographics in comparison to general college demographics. The Department of Student Life proud to report that analysis of this data revealed it has higher participation rates from disproportionately impacted students than the general campus. For example, per ORP data, the campus lists 5.8 % Asian, 8.5% African American, and 45.2% Male representation. In contrast, Student Life data show that 1.3% more Asian Students (7.1%), 2.2% more African American students (10.7%) , and 2.4% more Male students (47.6%) are represented in campus clubs than they are as compared to college demographics. Additionally, demographic analysis revealed that 13.6 % more students who participate in Department of Student Life activities receive Financial Aid than the campus in general (63.1% versus 49.5%). However, Student Life demographic data also brings to light the fact that Caucasian students are underrepresented in departmental activities by 3.9% less than the general campus (33.3% versus 37.2%) and that 25-29 year olds are inadequately represented at departmental events by 6.6 % as compared to all other Crafton students (8.3% versus 14.9%).

6b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certifiants, student contacts, students serviced, etc.

Number of Chartered Clubs\*- The Department of Student Life will measure its effectiveness in providing a "robust program of student activities" by doing two things. First, we will compare the number of chartered clubs at Crafton to the number of student organizations present at four other community colleges in the state who are similar in FTE size to Crafton. Those schools are College of the Redwoods, College of Alameda, Canada College, and the College of Marin. (See listing below) Second, we will calculate the number of student clubs that charter every academic year with the intent of maintaining the same amount or increasing club offerings by one or more clubs per year

College Fall 2015 FTES

Redwoods 4,839

Alameda 5,888

Crafton Hills 5,896

Canada 6,215

Marin 6,284

Using these metrics, there were 36 chartered clubs through the Department of Student Life in Fall 2016 ( There were 26 chartered organizations in Fall of 2015 and 24 registered clubs in Fall 2014). When compared to the previously mentioned campuses, it appears that the Department of Student Life has offered 22 more student organizations than the College of the Redwoods, 19 more than the College of Alameda, and 10 more than both Canada College and the College of Marin for the Fall 2016 semester. Please see the listing below. Thus the Department of Student Life has effectively met its goal to provide a "robust program of student activities" and puts Crafton Hills College students at an advantage to other students at similarly sized colleges in the state because of its opportunities for student engagement. Additionally, the increase in club charters points to the general awareness from the student body that the Department of Student Life exists and guarantees that a diverse group of students will have access to advanced leadership opportunities such as participation in InterClub Council, High School Senior Day, Student Senate, and more.

College	Fall 2016 Number of Student Organizations
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Redwoods	14
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Alameda	17
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Crafton Hills	36
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Canada	26
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Marin	26
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Data collection from the Fall 2016 semester proves that the Department has met its goal to provide a large variety of student clubs for the student body. It is clear that there are practices being employed by the department which had a positive impact on student engagement. As such, the Department staff will continue to promote the club charter process in face to face interactions, classroom presentations, as well as online through the department Twitter, Instagram, and Facebook feeds. They will also keep tweeting regularly about club meetings,

posting information about each club on the tv screens in the Crafton Center, and working with clubs to make the marketing of their organizational events to the student body as easy as possible.

6c. What improvements/ changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

Based on the analysis of the data mentioned above, the Department of Student Life will:

-Work with Financial Aid to promote their workshop series at InterClub Council and Student Senate meetings every semester since these groups stand to greatly benefit from the information provided.

-Work with the Office of Research and Planning to add a question to the 2018 Student Success and Satisfaction Survey (What student clubs would you be interested in?) and ask them to break down results by categories (Caucasian, 25-29 year olds). Use results of the survey to create clubs that will recruit more of these departmentally underrepresented populations.

\*= Definition of Terms

Chartered Club- The Department of Student Life defines a chartered club as any student organization that submits a document to the Student Senate of Crafton Hills College for approval outlining the conditions under which it is organized. This document also addresses the group's rights and privileges, their mission, meeting dates and times, membership rosters, Advisor information, and so on.

## 7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

The Department of Student Life struggles in the following areas:

Alternative modes and schedules of delivery- Due to the lack of staffing, the Department of Student Life is unable to provide evening and weekend services.

Staffing- As mentioned above, having a two person staff limits the amount of services that can be provided to the campus. Funding for an additional staff member would help offer alternative services and develop programs that are not offered at this time.

The Department of Student Life is doing well in the following areas:

Innovation and Implementation of best practices- The Department of student Life has implemented several innovations and implementations of best practices in the last three years including sending a "Letter from the Director" to Commencement participants, the use of television screens in the Crafton Center and social media (Instagram, Twitter, Facebook) to promote student activities, and the implementation of QLESS Queue Management Software to track ID card efficiencies.

Efficiency in operations- The Department has done a comendable job of maintaining order and productivity since 2014 despite having only 2 full time employees and inconsistent student worker support (due to lack of grant funding). Participation in clubs and Graduation Breakfasts has increased as well as preparation for signature events (ex. Commencement, Food Truck demand) but the staff has been able to maintain consistent quality of service. Although ID machine service interruptions have been an issue in the past, the College Administration graciously made budgetary adjustments in 2015-2016 to cover the cost of supplies and maintenance which should greatly reduce these types of interruptions in the future.

Efficiency in resource use- The Department of Student Life has had strong support from several departments, faculty, staff, and students during the last three years despite having only a two person staff and a very small budget.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?) The Director and Department Secretary are both actively involved on a variety of campuswide shared governance committees. The Director sits on the Senior Day, RoadRunner Rally, Foundation Gala, Friends of CHC, and Three Peaks Challenge Committees among others as well as chairs the Commencement Committee. The Department Secretary attends the Student Services Classified Senate meetings, the Student Services All Secretaries Council, and serves on other committees as needed.

Professional development and training- Since 2014, the Director and Department Secretary have received training on topics such as: Undocumented Student rules and regulations, FERPA, QLESS, Questica, ADP, Starfish, and more.

Group dynamics (e.g., how well do unit members work together?) The Director and Department Secretary have regular weekly meetings to discuss relevant topics, develop plans, and make decisions together. This constant open communication has led to strong teamwork among the staff that can best be observed during Departmental events such as the Student Recognition Dinner, Graduation Breakfast, and Commencement.

Compliance with applicable mandates- The Department of Student Life has been in compliance with District policies, San Bernardino County Health and Safety regulations, and the California Education Code.

## 8. Vision

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item ([Vision Alignment](#)):** The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance the vision of the college?**

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Four years from now, the Director would like the Department of Student Life to have a fully staffed student activities program with strong student, faculty, and staff participation. This would include a Campus Center Specialist and multiple student workers to help meet the demand of increased participation.

b. Alignment with the college Vision: Rubric Item (Vision Alignment): In what ways does your program advance the vision of the College? The Department of Student Life's offering of

extracurricular activities (ex. clubs/ organizations, Student Senate, 3Peaks Challenge) provides students with a variety of experiences that promote deep learning through exposure to diverse cultures and ways of thinking ( Engberg & Mayhew, 2007; Kuh, 1994; Hurtado, et al, 1999). These activities facilitate social interaction among students and staff which not only provide access to social networks but serve as the foundation for the development of a supportive community (Palmer & Gasman, 2008). Student reflections on their extracurricular involvement and integration of what they've learned in and out of class then lay the groundwork for personal growth (Astin, 1993; Kuh, et al, 2006).

## 9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Increase Student Engagement**

To increase student engagement, ensure that students participate fully in shared governance committees

Priority Rank:

1

**Objectives:**

- **1.1 - Objective - Increase student engagement and involvement by facilitating increased participation in student clubs as measured by an increase in the number of students participating in clubs as well as the number of club activities on campus.**

Increase student involvement in co-curricular activities

Priority Rank:

1

Original Start Date:

08/15/2011

Original End Date:

07/31/2016

Revised Start Date:

08/15/2016

Revised End Date:

07/31/2018

Responsible Person:

Ericka Paddock

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Resource Requests:**

- **1.1.r1 - Student Center Specialist**

**Description**

Student Center Specialist

**Rationale**

Student participation in co-curricular activities is an important factor in student persistence. A full time Student Center Specialist is requested to assist with club activities, Inter-Club Council, and Faculty Advisor Education. CHC has more chartered clubs than our sister college. However, SBVC has a Student Center Specialist. The Student Center Fee will be used to pay for this position's salary and benefits. No general fund money is needed.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$67,788.00/\$0.00

**Actions/Activities:**

▪ **1.1.a1 - Advocate**

Advocate and support hiring a full time Student Center Specialist

Start Date:

08/15/2011

End Date:

06/29/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

▪ **1.1.a2 - Hire**

Hire a Student Center Specialist

Start Date:

08/13/2012

End Date:

06/27/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

▪ **1.1.a3 - Promote**

Promote clubs, advisor education, and inter- campus partnerships with programs such as EOPS, Orientation, and the CHC Foundation.

Start Date:

08/18/2014



End Date:

06/26/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

▪ **1.1.a4 - Personal Leadership Development**

The Director will increase personal leadership development skills of Student Senate and club participants by addressing the role of the Advisor, appropriate dress code, and conversational skills. This has been accomplished by creating a visual presentation defining casual, business casual, and professional attire that has been presented to the InterClub Council and the Student Senate. Additionally, both groups have been participated in a Small Talk primer modeled after speed dating where students have been taught the basics of introductions, finding common themes, and exiting conversations gracefully.

To ensure these skills are mastered, student leaders are asked to volunteer in high profile events such as the first Annual AAUW/CHC/ University of Redlands "Elect Her" Conference, the CHC Foundation Gala, and the "Friends of CHC" Luncheon where attire and conversational skills are put to the test.

Start Date:

08/15/2013

End Date:

06/30/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

▪ **1.1.a5 - Advisor Education**

In an effort to increase student, faculty, and staff participation in student clubs, a series of Advisor Workshops are being developed to increase knowledge of relevant District policies, procedures, and informal mentoring techniques. The first two of these sessions were held in conjunction with the Professional Development Committee in March and April of 2013. Both were very well received and Faculty offered suggestions for other ways to offer support. As a result of these meetings, future projects will include faculty input.

Start Date:

02/27/2015

End Date:

02/27/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.2 - Objective - Continue to support the development of positive mentoring relationships between faculty mentors and student representatives as measured by feedback received from mentors.**

Train management/faculty/classified mentors to engage students in the committee process by using techniques described in the “Mentoring Guidelines” handout and by maintaining regular communication with the Director of Student Life with regards to student progress

Priority Rank:

2

Original Start Date:

08/15/2012

Original End Date:

06/29/2016

Revised Start Date:

08/15/2012

Revised End Date:

06/30/2020

Responsible Person:

Ericka Paddock

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

**Actions/Activities:**

- **1.2.a1 - Continue to train mentors**

Upper Management (ex. VPSS, VPI ), Management, Academic Senate, Classified Senate, Committee Chairs. Managers/Faculty/ Classified staff will be much more efficient and effective mentors if they are given the tools and techniques necessary to engage student leaders prior to being assigned to a specific student. Additionally, having all mentors be well versed on the same techniques will provide a more uniform and consistent experience in the shared governance process for student participants

Start Date:

01/03/2011

End Date:

06/30/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.2.a2 - Data Collection**

Collect data to determine if the focus on mentoring and training of mentors yielded positive results

Start Date:

08/15/2011

End Date:

06/22/2016

Responsible Person:

Ericka Paddock

Status Code:

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

## **10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)**

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses.

**In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Increase Student Engagement**

To increase student engagement, ensure that students participate fully in shared governance committees

Priority Rank:

1

**Objectives:**

- **1.1 - Objective - Increase student engagement and involvement by facilitating increased participation in student clubs as measured by an increase in the number and demographics of students participating in clubs as well as the number of club activities on campus.**

Increase student involvement in co-curricular activities

Priority Rank:

1

Start Date:

08/15/2016

End Date:

07/31/2018

Responsible Person:

Ericka Paddock

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

**Resource Requests:**

- **1.1.r1 - Student Center Specialist**

**Description**

Student Center Specialist

**Rationale**

Student participation in co-curricular activities is an important factor in student persistence. A full time Student Center Specialist is requested to assist with club activities, Inter-Club Council, and Faculty Advisor Education. CHC has more chartered clubs than our sister college. However, SBVC has a Student Center Specialist. The Student Center Fee will be used to pay for this position's salary and benefits. No general fund money is needed.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

First Year Cost/Savings:

\$67,788.00/\$0.00

**Actions/Activities:**

- **1.1.a1 - Advocate**

Advocate and support hiring a full time Student Center Specialist

Start Date:

08/15/2011

End Date:

06/29/2018

Responsible Person:

Ericka Paddock

- **1.1.a2 - Hire**

Hire a Student Center Specialist

Start Date:

08/13/2012

End Date:

06/27/2016

Responsible Person:

Ericka Paddock

- **1.1.a3 - Promote**

Promote clubs, advisor education, and inter-campus partnerships with programs such as EOPS, Orientation, and the CHC Foundation.

Start Date:

08/18/2014

End Date:

06/26/2018

Responsible Person:

Ericka Paddock

- **1.1.a4 - Personal Leadership Development**

The Director will increase personal leadership development skills of Student Senate and club participants by addressing the role of the Advisor, conflict resolution, and communication skills. This has been accomplished by asking student leaders in both the InterClub Council and the Student Senate to verbally present reports at their weekly meetings. Additionally, both groups have received a visual presentation on the role of the Advisor and been part of a series of meetings where they have worked together to solve problems related to their events.

To ensure these skills are mastered, student leaders are regularly asked to volunteer at events such as the 3Peaks Challenge Activities, the CHC Foundation Gala, and the "Friends of CHC" Luncheon where problem solving and communication skills are put to the test.

Start Date:

08/15/2016

End Date:

06/30/2018

Responsible Person:

Ericka Paddock

- **1.1.a5 - Advisor Education**

In an effort to increase student, faculty, and staff participation in student clubs, a series of Advisor Workshops are being developed to increase knowledge of relevant District policies, procedures, and informal mentoring techniques. The first two of these sessions were held in conjunction with the Professional Development Committee in March and April of 2013. Both were very well received and Faculty offered suggestions for other ways to offer support. Although there has been a series of one on one conversations with club Advisors in 2014/15, 2015/16, and 2016/17, formalized group training has not occurred since 2013 despite the Director's good intentions. This is due to the increased responsibilities attached to the Director (ex. 3Peaks Challenge, Roadrunner Rally, campustour program, etc.) and lack of staffing.

Start Date:

08/27/2017

End Date:

08/27/2019

Responsible Person:

Ericka Paddock

- **1.1.a6 - Increase Commencement Participation**

In an effort to continue to create a more well rounded marketing strategy that addresses those varying preferences, the Director will add two components to the 2018 commencement participation strategy:

- a. Work with the Marketing Department (or appropriate responsibility center) to text an abbreviated version of the same graduation information received via email/Twitter feed/website to all students who opted to get campus text alerts on their phones.
- b. Send out a "Graduation FAQ" email to the entire campus asking colleagues to please share the information with any interested student during their face to face interactions with them.
- c. Send out the Graduate letter in November, March, the week before and the day before Commencement to remind students of critical information pertaining to the event.

Start Date:

01/18/2018

End Date:

06/30/2018

Responsible Person:

Ericka Paddock

- **1.1.a7 - Recruit underrepresented populations**

The Department Director will work with the Office of Research and Planning to add a question to the 2018 Student Success and Satisfaction Survey (What student clubs would you be interested in?) and ask them to break down results by categories (Caucasian, 25-29 year olds). Use results of the survey to create clubs that will recruit more of these departmentally underrepresented populations.

Start Date:

04/15/2018

End Date:

04/15/2020

Responsible Person:

Ericka Paddock

- **1.1.a8 - Increase Financial Aid Knowledge**

Demographic data of students who participate in Student Life activities revealed that 63.1% of those students receive Financial Aid, the Director will work with the Office of Financial Aid to promote their workshop series at InterClub Council and Student Senate meetings every semester since these groups stand to greatly benefit from the information provided.

Start Date:

01/18/2018

End Date:

04/15/2020

Responsible Person:

Ericka Paddock

- **1.2 - Objective - Continue to support the development of positive mentoring relationships between faculty mentors and student representatives as measured by feedback received from mentors.**

Train management/faculty/classified mentors to engage students in the committee process by using techniques described in the "Mentoring Guidelines" handout and

by maintaining regular communication with the Director of Student Life with regards to student progress.

Priority Rank:

2

Start Date:

08/15/2012

End Date:

06/30/2020

Responsible Person:

Ericka Paddock

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

**Actions/Activities:**

- **1.2.a1 - Continue to train mentors**

Upper Management (ex. VPSS,VPI ), Management, Academic Senate, Classified Senate, Committee Chairs. Managers/Faculty/ Classified staff will be much more efficient and effective mentors if they are given the tools and techniques necessary to engage student leaders prior to being assigned to a specific student. Additionally, having all mentors be well versed on the same techniques will provide a more uniform and consistent experience in the shared governance process for student participants

Start Date:

01/03/2011

End Date:

06/30/2018

Responsible Person:

Ericka Paddock

- **1.2.a2 - Data Collection**

Collect data to determine if the focus on mentoring and training of mentors yielded positive results

Start Date:

08/15/2011

End Date:

06/22/2018

Responsible Person:

Ericka Paddock

## **11. Comments**

This space is provided for participants and managers to make additional comments. Comments are not required.

**There are no comments for this plan.**

## **12. Supporting Documents**

This question is for attaching supplemental materials. Supporting documents are not required.  
**There are no supporting documents for this plan.**