

[Plans for Student Life](#) >> 2019 - 2020 Student Life CHC Student Services Annual Plan 2019-2020

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Name :

2019 - 2020 Student Life CHC Student Services Annual Plan 2019-2020

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Planning Participants :

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Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

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

Updating this Question is Optional on the Annual Plan!

- 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?**

2. Description of Program

Updating this Question is Optional on the Annual Plan!

- 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 1). The Director also serves as Advisor to the Student Senate of Crafton Hills College as well as the Inter Club Council.

b. Mission, or primary purpose-The Department's mission is to cultivate and support opportunities for learning, involvement, leadership, advocacy, and innovation as part of a meaningful campus experience for students.

c. Whom you serve (including demographics and representativeness of population served) The majority of the department's clientele are registered students although members of the community do occasionally stop in to use services such as poster approval and vendor approval. Demographic information of these populations is consistent with the demographic information offered for the College as a whole.

d. What kind of services you provide - Rubric Item: Pattern of Service - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)

d1. The Department of Student Life provides the following services and activities to the campus community from CCR 153 (first door on the left in the new building):

i. Issuing of Student I.D. cards such as general ID, EMT Basic ID's, Respiratory Care Instructor Badges, Paramedic Intern ID's, and Respiratory Care Student Badges. Appointments are available for those needing ID's outside of regular business hours.

ii. Approval of flyers and posters for display on campus

iii. Copy services are offered to campus clubs and organizations who are interested in copying flyers, making posters, using supplies, etc.

iv. Serve as liason between Club Advisors and all departments having to do with on campus events. For example, the Facilities Use Department for Room Reservations, Audio Visual Department for Sound Equipment requests, the Campus Business Office for balance transfers or balance sheets on club accounts, Maintenance and Grounds for table and chair requests, etc.

v. Responsible for the implementation and improvement of all items dealing with the Annual Commencement Ceremony. Examples include staffing, training, and coordinating volunteers.

The Director of the Department also authors written documents, oversees creation, implementation, and distribution of all marketing materials for the Graduation Information Campaign (This includes posters for the Grad Fair, Graduation Breakfast, and Commencement Ceremony as well as Commencement Ceremony Satisfaction Surveys and the Commencement Program itself).

vi. Serves as the liason for campus Clubs/Club Advisors and the SBCCD Office with regards to policies, procedures, etc,

vii. Serve as the clearinghouse for all information regarding campus Clubs. Items such as the annual Club Directory, Club Charter Packets, Food and Bake Sale Guidelines, and Funding Request Forms among others are available in the Department of Student Life.

viii. Responsible for the development, education, training, activities, and otherwise associated with the Inter Club Council.

ix. Responsible for the development, education, training, activities, and otherwise associated with Club Advisor Education.

- xi. Responsible for the development, activities, training and otherwise for the Student Senate. This includes but is not limited to: providing one on one counseling, organizing trips to pertinent conferences, and leadership development activities such opportunities for personal reflection.
 - xii. Serve as the main source of student volunteers for campus tours.
 - xii. Serve as the Responsibility Center for all off campus vendors. Interested parties visit the Department of Student Life to fill out the appropriate paperwork, reserve a date, request tables and chairs, etc.
 - xiii. Responsible for the Student Leader portion of the Annual High School Visitation Day.
 - xiv. Frequently asked to provide student volunteers for various campus events including Promise Scholars Tours, UCLA Transfer Day Registration, and CHC Foundation Events.
 - xv. Responsible for the Department of Student Life Twitter account used to promote student activities and volunteer opportunities.
- d2. 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.

3. External Factors with Significant Impact

Updating this Question is Optional on the Annual Plan!

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 has established a positive relationship with the Educational Opportunity Programs and Services Department (EOPS) for the last four years to bring in a CalWorks Student for one semester per year, usually in the Spring. The selected student helps relieve some of the pressure on the two person department staff while gaining valuable work experience at little or no cost to the Department of Student Life. Additionally, the Department of Student Life was able to secure grants in Fall Semester 2013 and Fall 2014 through the Department of Resource Development and Grant Management and the San Manuel Band of Mission Indians to employ five students. 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.

b. Service area demographics- The student demographics seen by the Department of Student Life are similar to those served by the College as a whole. The only difference may be the small to

moderate number of outside vendors (depending on the season) who visit or call the Department in hopes of setting up a table in the Quad or request student volunteers for their upcoming events.

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 in student clubs/organizations at their chosen four-year university.

d. 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 many programmatic improvements aimed at increasing Student Senate and student leader employability in the last five years. For instance, after reading a recent Wall Street Journal article about the need for "soft skills" (ie. social intelligence, curiosity, optimism, creativity) in college graduates due to higher education's increasing reliance on online and hybrid education, the Director has implemented a series of presentations on topics such as Dress Code (Casual/Business Casual/Professional), and the Art of Small Talk (in a Speed Dating format) that are presented to both the Student Senate and members of the InterClub Council.

e. Job market- The Department of Student Life is not directly impacted by changes in the job market but does see an increase in those students who chose/ were forced to come back to school as a result of job market instability when they come into the office to get a new Student Identification card. Numbers of Student Identification cards appear to have steadily increased as the strength of the economy decreases.

f. The Director of the department makes a consistent effort to stay abreast 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, maintaining positive relationships with Student Life departments at San Bernardino Valley College, MiraCosta College, Moreno Valley College, Mount San Jacinto College, 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, and the Wall Street Journal.

g. Competition from other institutions- The Department of Student Life is currently not negatively affected by competition from student activities at other campuses. However, as mentioned earlier, 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.

h. 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. To help disseminate information about these different entities, regular meetings featuring relevant district/ campus employees are held with both students and faculty regarding new processes .

4. Progress on Outcomes Assessment

Updating this Question is Required on the Annual Plan!

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.

1. A.) Progress on SLOs /SAOs since last program review: During the 2015-2016 Program Review cycle , the Director and her staff made the decision to measure the following items:

i. Participation in Commencement 2016-This will be measured by comparing the number of students who participated in Commencement 2015 to the number of students who participated in Commencement 2016 with the intent of increasing participation by 2%.

Department of Student Life Commencement Check In records reveal that there were 242 graduates that participated in the 2016 ceremony as compared to the 256 graduates that participated in Commencement 2015 (there were 176 graduates that participated in the Commencement 2014 ceremony). At first glance, it appears as though the 2% increase in participation was not met.

The goal in 2014 was to increase participation in the 2015 ceremony by 10% or approximately 17 students (for a new target of 193). However, there was an actual increase of 80 students in the 2015 ceremony which represented an improvement of approximately 45% participation from the 2014 Commencement Ceremony instead of the anticipated 10%. Therefore, although the 242 participants in the 2016 ceremony represents a loss of 5%(14 students) when compared to 2015 commencement participation, they represent an increase of 18% (68 students) in comparison to the 2014 commencement participation rate.

Overall, this pattern of having the lowest number of participants in 2014, the highest number of participants in 2015, and a 2016 return to a baseline higher than the lowest point in 2014

demonstrates long term gains in commencement ceremony participation over the last three years.

ii. Knowledge of Parliamentary Procedure- This item will be 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 following up with a post-test on Parliamentary Procedure toward the end of the Spring 2017 semester to coincide with the Statewide Student Senate General Assembly in late April/early May 2017.

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

i. Participation in Commencement 2016- After reviewing three 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.)

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 2017 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 2017 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.

ii. Knowledge of Parliamentary Procedure- As mentioned in the section above, the Director will administer a pre-test on Parliamentary Procedure in early January 2017 to 10 student senators. The results of the pre-test will indicate the Senate's general understanding of the topic and determine which areas the Director will need to focus/improve on prior to the Student Senate's attendance at the statewide Student Senate General Assembly in late April/early May 2017.

C.) Plan for continuously completing the Assessment cycle:

i. Knowledge of Parliamentary Procedure- Using the 2015-2016 parliamentary procedure assessment as a model, the Director will provide the same amount of training (Retreat Workshops, peer to peer training, regional training) on the same subject matter (7 main motions) to the 2016-2017 cohort. Having said that, the Director will pay special attention to the 2 motions that caused minor confusion to the 2014-2015 cohort (i.e. 'move to previous question', 'majority vote needed to make amendments'). A pre and post test will be administered in the Spring of 2017 to determine if the subject mastery remained the same as the 2015 assessment (92%) and what steps need to be taken to improve student knowledge of the subject matter.

ii. Participation in Commencement 2017- Given that the college Commencement Ceremony is one of the major responsibilities housed in the Department of Student Life, the Director and her staff will continue analyze participation rates for the Commencement 2017 Ceremony with the goal of increasing participation by 5% (or 12 students) as compared to the 2016 ceremony . The hope is that by keeping an ongoing focus on the ceremony participation rate, the Department will be one step closer to creating the most efficient way to increase student engagement in this important benchmark for student success.

D. Departmental SLO's: None at this time.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Optional on the Annual Plan!

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.

4b.1.) Progress meetings goals 5a.-5C in most recent Program Review?

In question 5a), I identified six areas that the Department would focus on:

1. Increasing Staff Member Recognition
2. Increasing the number of Chartered Clubs
3. Increasing Student Participation at Primary Events
4. Increasing Faculty Participation at Primary Events
5. Increasing the number of Participants in Student Government
6. Increasing the number of Student Government Participants that Transfer to a 4 year

Institution.

Question 5b. asked for a summary of the results of those measures. In looking at the way I answered Question 5A, three things become clear:

1.) I misunderstood the question, 2.) I didn't set targets for the amounts/percentages I wanted to increase the various categories by and 3.) The Department of Student Life has little control over the amount of recognition/ applause cards they receive each year and no control over the number

of student government participants that transfer to four year universities. Therefore, if I could go back and answer this question a second time, I would remove numbers 1 and 6 from the list. I would also add " by 10%" to the end of items 1-4 in this category. Since I just noticed these inconsistencies today, I have no data or summary of those results. Finally, had I understood the question better at the time, I would have worked with the OIERP to see if there were measures directly related to the CCSSEE that would have yielded more relevant results.

Question 5c. asked what I learned from the evaluation of these measures, and what improvements I implemented or planned to implement as a result of analysis of these measures. Since I didn't understand the question the first time around, the measures and analysis I did do not apply. However, by realizing that I need to work with the OIERP to find more relevant measures today, I plan to improve on the Department of Student Life's collection of data for the next cycle.

4b. Based on the PPR Feedback form for Student Life, the committee identified Question 1D as an area where I needed to add targets. The targets for Section 1D of the 2013-2014 plan for Student Life appear below.

4b. 2) Targets for 2013-2014 Plan:

- i. Increase the number of Student ID cards issued (general ID's) by 10% (Pending the appropriate funding source)
- ii. Create system to track the number of approvals of flyers and posters we do each semester. (I will build on this with a more appropriate target once a baseline number is established.)
- iii. Create system to track the number of copy services are offered to campus clubs and organizations who are interested in copying flyers, making posters, using supplies, etc. (I will build on this with a more appropriate target once a baseline number is established.)
- iv. Reach out to all Club Advisors at least 3 times a year.
- v. Increase the number of student participants in the Annual Commencement Ceremony by 10%.
- vi. Talk to Clubs/Club Advisors regarding SBCCD policies, procedures, etc, pertaining to clubs at least once per semester.
- vii. Update and promote items such as the annual Club Directory, Club Charter Packets, Food and Bake Sale Guidelines, and Funding Request Forms at least once per year.
- viii. Attend weekly ICC meetings to ensure the development, education, and training of the Inter Club Council.
- x. Host one event per year focused on Club Advisor Education.
- xi. Develop one new activity or refine one existing training module for the Student Senate per year.
- xii. Provide student volunteers for at least two campus tours per semester.
- xiii. Bring two new off campus vendors to campus per semester.
- xiii. Refine the Student Leader training portion of the Annual High School Senior Day by one improvement per year.
- xiv. Provide student volunteers for various campus events including Promise Scholars Tours, UCLA Transfer Day Registration, and CHC Foundation Events every semester.
- xv. Use the Department of Student Life Twitter account to promote at least 2 student activities/ volunteer opportunities per semester .

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

Updating this Question is Optional on the Annual Plan!

- 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?

7. Evaluation

Updating this Question is Optional on the Annual Plan!

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 exhibits the following strengths:

Representativeness of the population served in that most, if not all, of its customers are students Partnerships (internal and external) due to its constant involvement with a variety of on campus departments (i.e. EOPS, CHC Foundation, etc.) and off campus causes (ex. "Elect Her" University of Redlands, Redlands Family Services, etc.)

Implementation of best practices such as having student leaders sit on shared governance committees, participate in high profile activities (ie. High School SOAR Visits, Retirement Luncheon, Foundation Gala, Friends of CHC Luncheon, Chancellor HSI Committee etc.) and pair up with faculty/staff mentors are all examples of ways the Department of Student Life utilizes evidenced based activities to guarantee student success.

Efficiency in operations/Efficiency in resource use- The Department of Student Life has had strong support from faculty, staff, and students during the last five 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 campuswide shared governance committees. The Director sits on the Senior Day, RoadRunner Rally, Foundation Gala, Friends of CHC, and CHC2 Mentoring Committees among others as well as chairs the Commencement Committee. The Department Secretary attends the Student Services Classified Senate and serves on other committees as needed.

Professional development and training- The Director has served as a Mentor in the CHC Mentoring Program for the last three years and attended Professional Development Workshops provided at In Service Days.

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

Innovation- The Department of student Life has implemented several innovations in the last five years including the use of smartphones to supply registration statements, moving from printed materials to digital marketing materials for Commencement, and regular one on one meetings with club presidents to ensure their increased participation in InterClub Council.

Compliance with applicable mandates- The Department of Student Life has been in compliance with District policies and the California Education Code.

Weaknesses

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

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

8. Vision

Updating this Question is Optional on the Annual Plan!

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?**

9. Progress on Prior Goals

Updating this Question is Optional on the Annual Plan!

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:

08/15/2011

Revised End Date:

07/31/2016

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)

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:

-- Pick One --

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:

-- Pick One --

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:

-- Pick One --

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:

-- Pick One --

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:

-- Pick One --

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:

06/29/2016

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:

06/30/2016

Responsible Person:

Ericka Paddock

Status Code:

-- Pick One --

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:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

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

Updating this Question is **Required** on the Annual Plan!

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 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:

08/15/2011

End Date:

07/31/2016

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:

06/29/2016

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:

06/26/2016

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, 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

▪ **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

○ **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:
06/29/2016

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:

06/30/2016

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:

06/22/2016

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.