

[Plans for Student Life](#) >> **2024-2025 Student Life CHC Student Services 2Yr. or SLO Plan 2024-2025**

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Name :

2024-2025 Student Life CHC Student Services 2Yr. or SLO Plan 2024-2025

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Instructions

The two-year 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 year-to-year [schedule](#) for all PPR programs.

1. Mission

Updating this Question is Optional on the 2Yr and SLO 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 Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

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.

The Department of Student Life advances the mission of the college to support the educational, career, and personal success of the campus by providing extracurricular student activities. These activities translate into opportunities for student engagement and

learning. For example, the Department of Student Life spearheads or plays a significant role in hosting various monthly cultural celebrations for the campus such as National "Coming Out" Day, Hispanic Heritage Month, and Native American Heritage Month. To increase engagement, the Department provides multiple opportunities for students to engage with campus clubs (ex. In Person and Virtual" Club Rush") as well as with community organizations (ex. TODEC Legal Center, Redlands Family Services). Additionally, the Department of Student Life provides advocacy experiences through their sponsorship of events such as Undocumented Student Action Week and significant support of One Book One College events.

2. Description of Program

Updating this Question is Optional on the 2Yr. and SLO Plans

Please describe your program, including the following:

- 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)

b. 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 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. For instance, according to the Fall 2021 snapshot, the Crafton student population is 56% female and 43% male. The top four ethnicities on campus are Hispanic (50.3%), Caucasian (32.2%), Asian (6.1%), and African American (3.4%).

c. List and brief description services provided, 3 years trend data for each service -
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 Crafton Center):

i. Issuing of Student I.D. cards such as general Student/Faculty/Staff ID, EMT Basic ID's, Respiratory Care Instructor Badges, Paramedic Intern ID's, and Respiratory Care Student Badges.

In Fall 2018, 2019, we issued xxx of Student/Faculty/Staff ID, EMT Basic ID's, Respiratory Care Instructor Badges, Paramedic Intern ID's, and Respiratory Care Student Badges. To address COVID 19 safety concerns, students are asked to upload pictures of themselves as well as copies of their registration statement to request an ID. Their request is processed in 7-10 business days and students are then notified via email to stop by the office for pick up.

Using this method, the Department has processed 454 IDs since the start of the Fall 2021 semester and data suggests that students are very satisfied with the ease of the new process.

ii. Oversight of the campus Food Pantry (as of Fall 2020)- To address COVID 19 safety concerns, students are asked to fill out an online form to request food from the Food Pantry. Their request is processed in 1-3 business days and students are notified via email to stop by the campus lockers for pick up. The email assigns students a locker and provides directions as well as an individualized 4 digit code to be used to access the food.

Using this method, the Department has processed 90 food pantry requests since the start of the Fall 2021 semester and data suggests that most students are comfortable using the online form to request food.

iii. Approval of flyers and posters for display on campus.

Due to the COVID 19 Pandemic and the campus being entirely remote for Spring 2020 thru Spring 2021 the the Department of Student Life did not approve any posters during that time. However, the Department of Student Life has approved 60 community flyers thus far in Fall of 2021.

iv. Copy services are offered to campus clubs and organizations who are interested in copying flyers, making posters, using supplies, etc. These serves stopped being offered in March of 2020 due to the closure of campus because of the Pandemic and although clubs have made aware that they once again have the option to request copies in the Fall of 2021, no requests have been made at this time.

v. Serve as the liason between Club Advisors and all departments having to do with on campus events. For example, the Director and Administrative Secretary communicate with 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 used in Club Rush set ups, and so on.

vi. 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 Commencement Ceremony Satisfaction Surveys and development of the Commencement Program itself).

vii. Serve as the liason between campus Clubs/Club Advisors and the SBCCD Business Services Office with regards to board deadlines, allowable expenses, policies, procedures, and so on.

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

iv. Responsible for the development, education, training, activities, and events associated with the student leaders who comprise the Inter Club Council.

x. 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 implementing leadership development activities such as opportunities for personal reflection and service learning.

xi. Serve as the primary source of student volunteers for campus tours (may be transitioning to the Dean of Counseling soon).

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 Senior Day (may be transitioning to the Dean of Counseling soon).

xiv. Frequently asked to provide student volunteers for events including tours, District requests, and CHC Foundation Events. Also regularly ask the Student Senate to appoint student representatives to campus shared governance committees.

xv. Responsible for the CHC Student Senate Instagram account used to promote student activities and volunteer opportunities.

d. Rubric Item: Pattern of Service - Standard Hours of Operation (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)

d1. How does each service meet the needs of students?

Students are able to access the Department of Student Life by visiting in person or online during regular business hours (Monday thru Thursday 8:00am-5:00pm and Friday online only through Cranium Cafe from 8:00am -5:00pm). Due to the nature of poster approval, those services are not available online.

d2. How do these services meet the needs of students?

The Department of Student Life has changed its practices to meet the needs of students during the pandemic by providing the following services:

- Flexible event offerings (both online and in person events)
- Flexible service delivery (in person and online thru Cranium Cafe during regular business hours (Monday thru Thursday 8:00am-5:00pm and Friday online only through Cranium Cafe from 8:00am -5:00pm)
- Contactless Student ID/ badge generation (Students do not need to come in contact with office staff to receive an ID or badge. They just need to upload the required documents to a specific server. Depending on their comfort level the card can either be mailed to them, given to their instructor, or picked up in person.)
- Contactless Student Club Charter Process (Students do not need to come in contact with office staff to submit an application for Club Charters. They can simply complete the online Charter Application found on the Department Website. Depending on their comfort level, this form can also be picked up in person.)
- Virtual Student Senate Application Process (Students do not need to come in contact with office staff to submit an application for Student Senate. They can simply complete the online Student Senate Application found on the Department Website. Depending on their comfort level, this form can also be picked up in person.)
- Virtual Student Senate Election Process (Students do not need to come in contact with office staff to vote in annual Student Senate Elections. They can easily complete the online Student Senate Elections Ballot created and administered by the Office of Research and Planning during the Spring of each year.)

- Increased chatbot capability for frequently asked questions
- Anonymous Food Pantry Pick Up (Students can pick up "Grab and Go" Meal Kits from a nondescript locker. To access the locker, students are given step by step instructions via email once the food is available.)
- Autonomous Food Pantry Pick Up (Students can pick up "Grab and Go" Meal Kits assigned to them at any time within 12 hours of receiving step by step instructions on how to access the food via email.)
- Multiple marketing strategies to regularly communicate with students (Examples of such strategies include the use of the Student Senate Instagram, regular submissions to the CraftonNow email, and weekly emails to the database of students who have registered to participate in Department of Student Life events in the past.)

3. External Factors with Significant Impact

Updating this Question is Optional on the 2Yr. and SLO Plans

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 as well as recent oversight of the campus Food Pantry budget. Therefore, activities hosted the Department of Student Life involve very little physical or monetary resources (ie. Three Peaks Challenge coordination, various virtual cultural celebrations) and rely heavily on human resources (ex.partnerships with the Student Senate, campus equity funds, other departments, SBCCD DEIA funds, etc.)

Since there are no departmental 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 various departments on campus to help support student employees. For example the Department of Student Life was able to secure grants in Fall Semester 2019, Spring 2020, and Fall 2021 through the Department of Institutional Development, the Promise Program, EOPS, and Federal Work Study to employ five students. These students have been useful in meeting the rising demand for student id's, daily operation of the campus food pantry, help with set up and tear down at campus wide events such as Club Rush, and implementation of the virtual "Students of the Year"websites in 2020, 2021.

b. Competition from other institutions- The population served by the Department of Student Life entireky dependent on campus enrollment as it compares to other community colleges in our region. That being said, 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. Examples of this include connecting with Directors of Native American Heritage programs at CSUSB, UCR, and the University of Redlands to share resources for Native American Heritage Month and working with Loma Linda University to offer examples of how we ran our campus Food Pantry during as well as post Pandemic. These efforts efforts to connect with university and high school students may lead to increased goodwill and raise the profile of the Department of Student Life at these institutions.

Additionally, for the last two years, CHC's Director of Student Life has taken the initiative to host a CHC/ SBVC Commencement group that she has convened multiple times leading up to and during their respective 2020, 2021, and current (2022) Commencement seasons. Doing so has allowed for Districtwide collaboration from multiple constituencies (ex. KVCR, District Health & Safety) as well as created multiple opportunities for shared resources and uniformity of Commencement Ceremonies at both campuses.

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, diversity and inclusion, 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 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; the County of San Bernardino Division of Environmental Health Services regarding student food and bake sales; as well as the State regulations with regards to campus food pantries and resources for homeless students. 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.

For example, the Department of Student Life regularly complies with Education Code mandates regarding student fee increases by working in tandem with the District Department of Fiscal Services and the District Application Workgroup every semester to make sure student fees are being billed correctly.

e1. 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. 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 (to help with public speaking in public settings such as Board meetings) that are presented to both the Student Senate and members of the InterClub Council.

e2. 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 Profesional 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 college 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. For example, as a result of the innovations developed in contactless and virtual service offerings, the Department of Student Life Director is regularly sought out by on and off campus partners for her expertise.

4. Progress on Outcomes Assessment

Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans

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 disproportionate impact (if the data is available) has been identified, and whether 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), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

4a. Summary of Service Area Outcome (SAO) Assessment Results and Discussion of targets

SAO #1 By fostering collaboration with other Student Services Departments, our objective is to enhance student engagement and participation in activities organized by the Department of Student Life. (Goal 1, Objective 1)

This SAO is being measured using the following metrics:

Student Engagement in Spring Club Rush 2023- To measure student engagement and participation, the Department of Student Life and the Counseling Department collaborated on organizing SpringFest, a ClubRush event. We employed methods such as monitoring the distribution of event resources to assess student involvement. (Goal 1, Objective 1.1a) Data specific to assessing disproportionate impact is not currently available. We plan to enhance our data collection methods to include this analysis in future assessments. (Goal 2, Objectives 1-3)

The Department of Student Life collaborated extensively with the Counseling Department to ensure the event's success. For example, we joined forces on targeted outreach activities including personalized letters from the College President, use of the Eventbrite platform for registration/ emails, social media promotion, Canvas announcements, classroom presentations, and CraftonNow emails. These efforts resulted in a significant increase in student participation from Spring Club Rush 2023, demonstrating the effectiveness of our engagement strategies.

Our target was to increase student turnout when compared to Fall Club Rush 2022 and we achieved our goal. Comparing student registrations on Eventbrite between Fall Club Rush 2022 and Spring Club Rush 2023, we observed an approximate increase of 100 more students registering for Spring Club Rush 2023.

SAO #2 Increase awareness and utilization of Pantry services .

This SAO is being measured using the following metrics:

Analysis of Student ID Data- To measure student awareness and increased usage of the Pantry, the Department of Student Life will conduct an analysis of Student ID (SID) data collected by the Pantry for every student served. Data specific to assessing disproportionate impact is not currently available. We plan to enhance our data collection methods to include this analysis in future assessments. (Goal 2, Objectives 1-3)

The Department of Student Life worked with the Office of Research & Planning to review Student ID Data collected through the Qualtrics Food Pantry intake Form for the 2021/ 22 and 2022/23 academic years. Evaluation of the results showed a significant increase in student pantry usage from 2022 to 2023, demonstrating the effectiveness of our marketing strategies.

Our target was to increase student awareness and utilization of the pantry services by 5% within the academic year and we achieved our goal. Comparing student ID numbers for Food Pantry intake forms between Fall 2022 and Fall 2023, we observed an approximate increase of 149 students in Fall of 2023 .

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

SAO #1 Student Participation in Future Club Rush Events-

Due to the success of our partnership with the Counseling Department, we are not planning on making any major improvements to the existing model. However, pending consensus from all stakeholders, the Department of Student Life plans to sustain its collaboration with the Counseling Department for future Club Rush events while further optimizing operational efficiency. Without specific data on disproportionate impacts, our current improvements are based on general observations and SAO outcomes. We aim to integrate more DI data analysis in future cycles (Goal 2, Objectives 1-3)

SAO #2 Food Pantry Utilization and Awareness- Due to the success of our promotion of the Food Pantry, we are not planning on making any major improvements to the existing model. However, the Department of Student Life plans to maintain its partnership with the Office of Research & Planning to continue assessing student awareness and usage of the the Food Pantry for every SAO cycle. Without specific data on disproportionate impacts, our current improvements are based on general observations and SAO outcomes. We aim to integrate more DI data analysis in future cycles (Goal 2, Objectives 1-3)

C.) Addition of objectives or action steps to Question 10 as a result of SAO assessments listed above:

SAO #1 Continued Student Engagement in Club Rush Events- In response to our SAO assessments, and to address the lack of data on disproportionate impacts, we have established a new goal and objective. Aligned with Goal #3: Develop and Implement Comprehensive Program Assessments, our Objective 1: Enhance data collection and analysis for Student Life by establishing specific benchmarks, analyzing service satisfaction, and identifying areas of strength and improvement.

sao #2 Disproportionate Impact Assessment of Food Pantry Users- In response to our SAO assessments, and to address the lack of data on disproportionate impacts, we have established a new goal and objective. Aligned with Goal #3: Develop and Implement Comprehensive Program Assessments, our Objective 1: Enhance data collection and analysis for Student Life by establishing specific benchmarks, analyzing service satisfaction, and identifying areas of strength and improvement.

D. Departmental SLO's: N/A

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Optional on 2Yr. and SLO Plans

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.

5i. Innovation- The Department of student Life has implemented several innovations in the last five years. For example, the Department has changed its practices to meet the needs of students during the pandemic by providing the following services:

- Flexible event offerings (both online and in person events)

During the Pandemic, the Department of Student Life helped keep valuable extracurricular activities going by initiating or contributing to 51 online cultural celebrations, including Hispanic Heritage Month, National "Coming Out" Day, Undocumented Student Action Week, the inaugural "Conversations on Race", Black History Month, and *GayPril*. Compare to previous years, the number of events supported by the Department of Student Life have increased significantly. For example, pre-Pandemic the Department hosted approximately two "in person" events per month. Post-Pandemic, the Department hosts between one and four virtual/ "in person" events per week.

- Flexible service delivery (in person and online thru Cranium Cafe during regular business hours (Monday thru Thursday 8:00am-5:00pm and Friday online only through Cranium Cafe from 8:00am -5:00pm)
- Contactless Student ID/ badge generation (Students do not need to come in contact with office staff to receive an ID or badge. They just need to upload the required documents to a specific server. Depending on their comfort level the card can either be mailed to them, given to their instructor, or picked up in person.)
- Contactless Student Club Charter Process (Students do not need to come in contact with office staff to submit an application for Club Charters. They can simply complete the online Charter Application found on the Department Website. Depending on their comfort level, this form can also be picked up in person.)
- Virtual Student Senate Application Process (Students do not need to come in contact with office staff to submit an application for Student Senate. They can simply complete the online Student Senate Application found on the Department Website. Depending on their comfort level, this form can also be picked up in person.)
- Virtual Student Senate Election Process (Students do not need to come in contact with office staff to vote in annual Student Senate Elections. They can easily complete the online Student Senate Elections Ballot created and administered by the Office of Research and Planning during the Spring of each year.)
- Increased chatbot capability for frequently asked questions
- Anonymous Food Pantry Pick Up (Students can pick up "Grab and Go" Meal Kits from a nondescript locker. To access the locker, students are given step by step instructions via email once the food is available.) Using this method, the Department has processed over 90 food pantry requests since the start of the Fall 2021 semester and data suggests that most students are comfortable using the online form to request food.
- Autonomous Food Pantry Pick Up (Students can pick up "Grab and Go" Meal Kits assigned to them at any time within 12 hours of receiving step by step instructions on how to access the food via email.)
- Multiple marketing strategies to regularly communicate with students (Examples of such strategies include the use of the Student Senate Instagram, regular submissions to the CraftonNow email, and weekly emails to the database of students who have registered to participate in Department of Student Life events in the past.)

In making significant innovations to support the needs of students for the last two years, the Department staff has had to spend a lot of time considering how to make these processes work and how to maintain them. This shift in priorities has made it difficult to keep up with the duties provided by the Department in the manner which we would like.

5ii.

External Partnerships with the San Bernardino County Youth Court Project, the American Association of University Women (AAUW) Redlands Chapter, the Redlands Family Services Association, and the San Manuel Band of Mission Indians substantially affect the quality of service to our students.

For example, collaboration with the San Bernardino County Youth Court Project allows predominantly African American and Latino High School students who have had some interaction with the San Bernardino County Youth Court System to visit our campus and

consider higher education as a viable option. For many of these students it is first time they have visited a college campus. The experience is equally beneficial to our student leaders who participate in the program because it offers them an opportunity to consider others' life experiences and understand the importance of advocating for all.

Our partnership with the American Association of University Women (AAUW) Redlands Chapter offers our female student leaders the chance to apply for an all expense paid trip to a national women's leadership conference held at the University of Maryland, College Park and participate in leadership development activities with collegiate women from all across the country. The Department Director also worked closely with representatives from the San Manuel Band of Mission Indians for the planning of Native American Heritage Month and Congregation Emanu El for GayPril.

Our relationship with the Redlands Family Services Association allows our students to offer valuable volunteer support through the annual Three Peaks Challenge event. Our campus participation has traditionally drawn from students, faculty, and staff to their location which helps them sort through an average of 20,00 pounds of donated food in about 3.5 hours. Additionally, on Friday, October 29, the 2021/ 2022 Student Senate co-sponsored a Halloween themed "Trunk or Treat" celebration for the families and children served by the Redlands Family Services Association. Children wore costumes provided by Redlands Family Services and were treated to a "carnival like" experience. Upon arrival, they were given punch cards which sent them to different game booths and included visiting the more than 10 vehicles gathered to offer candy. Once the punch cards were completed, children were able to redeem the cards for a toy of their choice and enjoy a pizza party. Finally, with the addition of the campus Food Pantry to department offerings, the staff has developed a partnership with the Yucaipa Food Pantry where they assist any of our students who are Yucaipa residents and may need additional resources our pantry is unable to provide (ex. access to dairy, meat, clothing, etc.)

Internal Partnerships with the Health and Wellness Center and CHC Foundation have proven to be very valuable. For example the partnership with the Health and Wellness Center has led to many successful events including the Movies for Mental Health Initiative in 2018, 2019, 2020, 2021, 2022, the Club Rush Health Fair in Spring 2020 and the Spring 2021 Club Rush which featured a COVID-19 Safety Presentation from the Center Director. The Director of Student Life is also heavily involved in One Book One College event coordination. For example, the Director creates all registration pages for OBOC events, creates zoom links associated with those events as requested by the Planning Team, and shares information with event participants leading up to and after events. Similarly, she facilitates discussions and events as directed by the team.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only) **Updating this Question is Optional on 2Yr. and SLO Plans**

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? **Please visit the [Demographics Dashboard](#) 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.). **Please visit the [Degrees & Certificates Dashboard](#) 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? Include any plans in the action plan (Q10).

6a. Program Student Demographics -The majority of the department's clientele are registered students although members of the community do 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. For instance, according to the Fall 2021 snapshot, the Crafton student population is 56% female and 43% male. The top four ethnicities on campus are Hispanic (50.3%), Caucasian (32.2%), Asian (6.1%), and African American (3.4%).

- Food Pantry pop demographics from ORP, First time students fall semester

6B. Summary of Effectiveness Measures

Given that the Department of Student Life has been hosting more events within the last two years, the department has seen an increase in engagement from the campus community. For example, within the last two years, 807 unique individuals have not only registered to attend Department of Student Life virtual events but also opted to receive emails about upcoming events.

While engagement is important, the Department of Student Life has also been diligent about collecting data to measure student satisfaction. To measure whether or not students were experiencing meaningful connections with the Department of Student Life in a virtual environment, the Department Director worked with the Office of Research and Planning to develop a survey. This survey asked students to rate their reactions to a short series of statements regarding information they learned and connections they made as a result of attending the virtual Spring 2021 Club Rush event. Students were asked to react to statements such as "As a result of attending this event, I am familiar with the Club Chartering process at Crafton Hills College" and "Now that I have attended Club Rush, I am more likely to join a club/ get involved on campus". Student response to the event was very positive. For example, of the students who responded to the virtual Spring 21 Club Rush Evaluation, 94% said that they planned to attend more events offered by Student Life and would recommend events like this to other students.

SATISFACTION OF SERVICES

6C. Improvements/ Changes as a result of Analysis- The Department of Student Life has chosen to capitalize on the interest of those 807 people who have self selected to receive more information regarding student activities at the College. The Director regularly sends that group targeted emails about upcoming events sponsored or supported by Student Life and sees "repeat customers" at activities as a result. Additionally, when existing events receive positive post event feedback on the follow up surveys (ex. Spring 21 Club Rush), the Director and her staff use those responses to help formulate future iterations of that event.

7. Evaluation

Updating this Question is Optional on 2Yr. and SLO Plans

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:

Alternative modes and schedules of delivery-

- Flexible service delivery (in person and online thru Cranium Cafe during regular business hours (Monday thru Thursday 8:00am-5:00pm and Friday online only through Cranium Cafe from 8:00am -5:00pm)
- Increased chatbot capability for frequently asked questions
- Autonomous Food Pantry Pick Up (Students can pick up "Grab and Go" Meal Kits assigned to them at any time within 12 hours of receiving step by step instructions on how to access the food via email.)
- Multiple marketing strategies to regularly communicate with students (Examples of such strategies include the use of the Student Senate Instagram, regular submissions to the CraftonNow email, and weekly emails to the database of students who have registered to participate in Department of Student Life events in the past.)

Innovation of best practices -

- Contactless Student ID/ badge generation (Students do not need to come in contact with office staff to receive an ID or badge. They just need to upload the required documents to a specific server. Depending on their comfort level the card can either be mailed to them, given to their instructor, or picked up in person.)
- Contactless Student Club Charter Process (Students do not need to come in contact with office staff to submit an application for Club Charters. They can simply complete the online Charter Application found on the Department Website. Depending on their comfort level, this form can also be picked up in person.)
- Virtual Student Senate Application Process (Students do not need to come in contact with office staff to submit an application for Student Senate. They can simply complete the online Student Senate Application found on the Department Website. Depending on their comfort level, this form can also be picked up in person.)
- Virtual Student Senate Election Process (Students do not need to come in contact with office staff to vote in annual Student Senate Elections. They can easily complete the online Student Senate Elections Ballot created and administered by the Office of Research and Planning during the Spring of each year.)

- Anonymous Food Pantry Pick Up (Students can pick up "Grab and Go" Meal Kits from a nondescript locker. To access the locker, students are given step by step instructions via email once the food is available.) Using this method, the Department has processed over 90 food pantry requests since the start of the Fall 2021 semester and data suggests that most students are comfortable using the online form to request food.

Implementation of best practices include facilitating a well planned calendar of diversity events, offering regular opportunities for service learning, having student leaders sit on shared governance committees, participating in high profile activities (ie. High School Senior Day, District DEIA Committee, feeder city Christmas Parades 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- The Department of Student Life has demonstrated strong operational efficiency in their ability to provide high quality services with fewer resources. For example, the Department offers several critical services to the campus (ex. Oversight of Student Senate, Campus Clubs, Student ID production, Diversity programming, Food Pantry, coordination/ support of campuswide initiatives such as Three Peaks Challenge, Commencement,etc.) and others despite having only two full time employees.

Efficiency in resource use- The Department of Student Life makes every effort to maximize their limited resources for the betterment of the campus. For example, to lessen the impact on human resources, they have created multiple virtual events and contactless service offerings (ex. Student ID's Student Government Elections/ Applications processes, Club Charter processes, event registration processes, etc.). To reduce unnecessary purchases, the Department has strong inventory and storage management. Finally, the Department has healthy partnerships with groups on and off campus that are often used to support events and operations.

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 campuswide shared governance committees. The Director sits on several campus committees such as the One Book One College Planning, Senior Day, SEAP, Foundation Gala, Friends of CHC, BIT, and Three Peaks Challenge committees. She also chairs the Commencement, CHC/SBVC Commencement Planning, Homeless Resource, and RoadRunner Rally Committees as well as multiple cultural heritage/ diversity committees. Additionally, the Director serves on District wide committees such as the Chancellor's HSI and SBCCCD HR DEIA Committees. The Department Secretary serves on the Commencement, Homeless Resource, and Three Peaks Challenge Committees. She also attends the Student Services Staff Support Group, and serves on other committees as needed.

Professional development and training- The Director has served as a Conduct Officer for the last five years and attended Professional Development Workshops related to that role (Title IX, Advanced Threat Assessment, etc) as well as workshops provided at In Service Days. In her role on the One Book One College Planning Committee, the Director represented the College at the 2020 Leading From the Middle Conference and has presented various topics related to the One Book One College program at the Fall 2020, Spring 2021, and Fall 2021 In Service Days since then . Additionally, the Director

attended the 2021 North American Association of Commencement Officers Conference to learn more about virtual Commencements.

The Department Secretary attends all the trainings required by the SBCCD HR Department such as "Slips, Trips, and Falls", "Sexual Harrassment", and so on. She also attends various workshops offered as part the campus In Service offerings at the start of each semester.

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. During these meetings, clear goals and completion deadlines are created for each person. Conversations are informal and always focused on using everyone's skillsets in a way that directly contributes to the department's successful completion of tasks at hand. This open communication has led to strong teamwork that can best be observed during departmental activities such as such as the creation of "Students of the Year" webpages, Club Rush, and Commencement.

Compliance with applicable mandates- The Department of Student Life makes every effort to maintain compliance with District policies, statewide regulations regarding applicable areas (ex. Food Pantry), and the California Education Code.

Weaknesses

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

8. Vision

Updating this Question is Optional on 2Yr. and SLO Plans

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 empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

8A. Unit Vision

In an ideal setting, the Department of Student Life would have a full time staff of 5 people (1 Director, 1 Administrative Secretary, 3 Coordinators) to provide students with a wide variety of opportunities to engage with their on and off campus community. Examples of the program offerings the Department would offer include:

Creative/ Graphic Design Services - A member of the Student Life staff would serve as liason between the CHC Digital Media Academy, the campus, Art Faculty, and student activities so that student clubs and other organizations on campus could request creative/ graphic design services for their events. This partnership would enable students in our Multimedia and Graphic Design courses to experience working with clients, meeting deadlines, and give them tangible examples to build their portfolios. It would also provide faculty the ability to build in real world activities to their curriculums. Note: This idea was piloted on a micro-level in March of 2021, when students in Professor Jacqueline Buttice's Graphic Design class were asked if anyone students would be interested in voluntarily designing the graphics for the Gay-Pril 2021 Closing Ceremony featuring CHC Alumni and

LGBTQ Activist, Carey Smith. Several students submitted proposals and of those two separate designs were used in the final marketing materials for the event.

Service Learning Programs- A member of the Student Life staff would coordinate and expand service learning programs such as the Three Peaks Challenge "Day of Service" partnership with Redlands Family Services Association in the Fall. Examples of additional activities in this area include an Alternative Spring Break/ Spring Break of Service, and other day long volunteer opportunities such as the Redlands Bicycle Classic. The ultimate goal would be to provide students countless avenues to explore civic leadership through the introduction of new interests, connections with others, and building community in ways that both support and challenge them.

Multicultural Programs - A member of the Student Life staff would implement and expand educationally based cross-cultural/ diversity programs on campus such as Heritage Month celebrations, Indigenous People's Day, Undocumented Student Action Week, and more. Examples of additional activities in this area include hosting day long cultural events like a Pow Wow and more. The intent of events in this arena would aim to create a more equitable and inclusive campus environment while encouraging students to think critically about diversity and social justice.

LGBT Programs -A member of the Student Life staff would develop and expand existing activities aimed at creating an inclusive campus climate for students with marginalized sexual orientations, romantic orientations, gender identities, and gender expressions through educational events such as National "Coming Out" Day, Gay-Pril, and more. Through these activities, students would be asked to explore issues of identity.

Womens Programs- A member of the Student Life staff would lead and arrange programs dedicated to empowering students through activities focused on leadership development, campus safety, gender equity, and social change. Examples of such activities include Womens History Month, International Womens Day, mainting our existing partnership with the American Association of University Women (AAUW) Redlands Chapter, and more. Programs in this arena would focus on issues which affect the lives of women locally, nationally, and globaly.

Club/ Advisor Education - A member of the Student Life staff would provide services, support, and opportunities for students to create and engage in student clubs and organizations. This person would also work with Faculty Advisors to ensure that club events and transactions lead to personal development, transferable skills, and meaningful connections for all involved. Examples of such activities include Semestrly Club Rush, Senior Day, and more.

Leadership Development Programs - A member of the Student Life staff would develop and coordinate programs aimed at helping students discover their strengths, weaknesses, values, and personal definitions of effective leadership. Activities in this area would feature training sessions centered around collabaration, theoretical frameworks, and guided self reflection.

Food Pantry-A member of the Student Life staff would address student nutritional needs by handling tasks related to the campus Food Pantry and offering referrals to other resources such as Redlands Family Services Association and other community food banks.

They would also manage additional food security programs (ex. vegetable donations from the campus garden) and other food related events.

Student Senate -A member of the Student Life staff would work with members of the Student Senate to accurately represent student concerns and causes to the administration, to provide resources for and support campus clubs, to serve as a reliable source of information for the student body, to foster community among students, and to promote quality leadership on campus. Examples of these activities include Student Open Forums, Trustee Forums, and Student Government Elections.

8B.Alignment with the College Vision - The Department of Student Life advances the vision of the College in several ways. For example, the Crafton Hills College vision statement states, "The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, ". Department of Student Life activities align with this goal of deep learning through the variety of diversity programs hosted/ supported by the department which present thought provoking material in an accessible format. The concept of deep learning is also central to the themed activities the Department helps facilitate in its partnership with the One Book One College program. These activities touch on potentially controversial topics such as immigration, race, and identity. Participants of all of the activities mentioned above are almost always asked to participate in some form of self reflection. Guided conversations on these subjects helps students process the information and make meaningful connections between what they've learned and how those concepts translate into their lived experiences.

The College Vision statement also says, " the College is to be the college of choice for students who seek ...personal growth, ". Department of Student Life activities such as the Student Senate, InterClub Council, and campus clubs are closely associated with supporting this section of the College vision. Each of these experiences offers multiple elements necessary for personal growth including the chance to set goals autonomously, learn new skills, challenge existing personal limits, identify resources, and receive feedback from the Advisor/ Director along the way.

Finally, the College Vision statement makes clear that, " the College is to be the college of choice for students who seek ... a supportive community, ". The Department of Student Life helps bolster the College vision create a supportive community by coordinating a variety of events and programs that foster meaningful connections with students. Examples of such activities include the annual "Roadrunner Rally" to welcome new students and introduce them to campus resources, the Three Peaks Challenge events throughout the year as a way to serve our surrounding community while strengthening our own; and oversight of the campus food pantry and related promotional events like the Thanksgiving Food Baskets

9. Progress on Prior Goals

Updating this Question is Optional on 2Yr. and SLO Plans

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 have the opportunity to participate in a variety of in person and virtual events including clubs and diversity programming.

Priority Rank:

1

Objectives:

- **1.1 - Objective - Facilitate increased participation in student clubs and club related activities.**

Increase student involvement in co-curricular in person and online activities such as Club Rush and club specific events (ex. meetings, etc.)

Priority Rank:

1

Original Start Date:

08/15/2021

Original End Date:

07/31/2026

Revised Start Date:

08/15/2021

Revised End Date:

07/31/2026

Responsible Person:

Ericka Paddock

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Only Students

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.1.a1 - Nurture partnerships with existing programs**

Utilize inter-campus partnerships with programs/ groups such as Counseling, EOPS, Honors, SAS, Child Development Center ,Athletics, Academic Senate, and the CHC Foundation to promote departmental activities to diverse student populations .

Start Date:

08/01/2021

End Date:

07/01/2026

Responsible Person:

Ericka Paddock

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a2 - Administer leadership development activities**

The Associate Dean will continue to focus on implementing and supporting leadership development activities for Student Senate and club participants. By providing opportunities for student leaders to feel actively involved in their personal development of knowledge and skills related to effective leadership, the Associate Dean can help inspire students to adopt behaviors critical to long term student success. These include the ability to cope with challenges, embrace social responsibility, and implement tasks . For example, by tasking students to plan all aspects of Club Rush and other events once per semester, students are asked to solve real world problems (ex. how much can we afford?, how do we manage current safety concerns?, how can we get everything done in the allotted time frame? who will take the lead?, etc). In doing so, they gain relevant life skills such as logistical experience, conflict resolution, and time management skills. Completion of these events provides guaranteed outcomes and the Associate Dean's guided assessment conversations with the students post events offers valueable opportunities for self reflection.

Start Date:

08/01/2021

End Date:

07/01/2026

Responsible Person:

Ericka Paddock

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.2 - Objective - Facilitate increased participation in diversity and service learning activities.**

Priority Rank:

3

Original Start Date:

08/15/2021

Original End Date:

07/31/2026

Revised Start Date:

08/15/2021

Revised End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.2.a1 - Lead and support cultural activities**

The Associate Dean will continue to do her part in creating a more equitable and inclusive campus environment by leading, facilitating, and supporting cultural programming such as Heritage Month events. Examples of these include: Hispanic Heritage Month (September 15-October 15), Indigenous People's Day (October 11), and Native American Heritage Month (November 1-30). The goal is for these activities to make space for students to learn about different cultures and think critically about diversity and social justice.

Start Date:

08/01/2021

End Date:

07/01/2026

Responsible Person:

Dr. Ericka Paddock

Status Code:

-- Pick One --

Progress Description:**Measurements/Documentation of Progress:**

- **1.2.a2 - Lead and support activities related to Identity**

The Associate Dean will continue to do her part in creating a more equitable and inclusive campus environment by leading, facilitating, and supporting activities throughout the year that encourage students to examine the intersections of identity. Examples of these include National "Coming Out" Day (October 11), Undocumented Student Action Week (Third week in October), and Gay-Pril (the month of April). The goal is for these activities to make space for students to examine the intersections of identity and think critically about diversity and social justice.

Start Date:

08/01/2021

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Status Code:

-- Pick One --

Progress Description:**Measurements/Documentation of Progress:**

- **2 - Goal - Develop and Implement Comprehensive Program Assessments**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Objective 1: Improve Data Collection and Analysis**

Priority Rank:

2

Original Start Date:

12/19/2023

Original End Date:

07/31/2026

Revised Start Date:

12/19/2023

Revised End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Strategic Direction :

3. Increase Student Success and Equity

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Establish outcomes and benchmarks**

Establish a set of measurable program outcomes and benchmarks tailored for Student Life.

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.1.a2 - Data Collection**

Collect and analyze data on satisfaction with the services provided by Student Life

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.1.a3 - Assessment**

Identify strengths, weaknesses, and areas for improvement

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. 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 2Yr. Plans and Optional on SLO Plans**

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 have the opportunity to participate in a variety of in person and virtual events including clubs and diversity programming.

Priority Rank:

1

Objectives:

- **1.1 - Objective - Facilitate increased participation in student clubs and club related activities.**

Increase student involvement in co-curricular in person and online activities such as Club Rush and club specific events (ex. meetings, etc.)

Priority Rank:

1

Start Date:

08/15/2021

End Date:

07/31/2026

Responsible Person:

Ericka Paddock

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Only Students

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Actions/Activities:

- **1.1.a1 - Nurture partnerships with existing programs**

Utilize inter-campus partnerships with programs/ groups such as Counseling, EOPS, Honors, SAS, Child Development Center, Athletics, Academic Senate, and the CHC Foundation to promote departmental activities to diverse student populations .

Start Date:

08/01/2021

End Date:

07/01/2026

Responsible Person:

Ericka Paddock

- **1.1.a2 - Administer leadership development activities**

The Associate Dean will continue to focus on implementing and supporting leadership development activities for Student Senate and club participants. By providing opportunities for student leaders to feel actively involved in their personal development of knowledge and skills related to effective leadership, the Associate Dean can help inspire students to adopt behaviors critical to long term student success. These include the ability to cope with challenges, embrace social responsibility, and implement tasks . For example, by tasking students to plan all aspects of Club Rush and other events once per semester, students are asked to solve real world problems (ex. how much can we afford?, how do we manage current safety concerns?, how can we get everything done in the allotted time frame? who will take the lead?, etc). In doing so, they gain relevant life skills such as logistical experience, conflict resolution, and time management skills. Completion of these events provides guaranteed outcomes and the Associate Dean's guided assessment conversations with the students post events offers valueable opportunities for self reflection.

Start Date:

08/01/2021

End Date:

07/01/2026

Responsible Person:

Ericka Paddock

- **1.2 - Objective - Facilitate increased participation in diversity and service learning activities.**

Priority Rank:

3

Start Date:

08/15/2021

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Strategic Direction (Goal):

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Actions/Activities:

▪ **1.2.a1 - Lead and support cultural activities**

The Associate Dean will continue to do her part in creating a more equitable and inclusive campus environment by leading, facilitating, and supporting cultural programming such as Heritage Month events. Examples of these include: Hispanic Heritage Month (September 15-October 15), Indigenous People's Day (October 11), and Native American Heritage Month (November 1-30). The goal is for these activities to make space for students to learn about different cultures and think critically about diversity and social justice.

Start Date:

08/01/2021

End Date:

07/01/2026

Responsible Person:

Dr. Ericka Paddock

▪ **1.2.a2 - Lead and support activities related to Identity**

The Associate Dean will continue to do her part in creating a more equitable and inclusive campus environment by leading, facilitating, and supporting activities throughout the year that encourage students to examine the intersections of identity. Examples of these include National "Coming Out" Day (October 11), Undocumented Student Action Week (Third week in October), and Gay-Pril (the month of April). The goal is for these activities to make space for students to examine the intersections of identity and think critically about diversity and social justice.

Start Date:

08/01/2021

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

• **2 - Goal - Develop and Implement Comprehensive Program Assessments**

Priority Rank:

2

Objectives:

○ **2.1 - Objective - Objective 1: Improve Data Collection and Analysis**

Priority Rank:

2

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **2.1.a1 - Establish outcomes and benchmarks**

Establish a set of measurable program outcomes and benchmarks tailored for Student Life.

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

- **2.1.a2 - Data Collection**

Collect and analyze data on satisfaction with the services provided by Student Life

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. Ericka Paddock

- **2.1.a3 - Assessment**

Identify strengths, weaknesses, and areas for improvement

Start Date:

12/19/2023

End Date:

07/31/2026

Responsible Person:

Dr. 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

This question is for attaching supplemental materials. Supporting documents are not required.

There are no supporting documents for this plan.