

EXECUTIVE SUMMARY

Unit name: Campus Life

Assessment year: 2020-21

Mission:

The mission of Campus Life is to enhance the student experience by building a vibrant community. We are committed to training, developing and empowering students through programming and services which strengthen self-advocacy, analytical thinking, teamwork, physical health and a commitment to social responsibility.

Assessment Results:

Goal 1: Organize campus-wide social and civic engagement initiatives to encourage student interaction and connection to the college environment.

Supporting Strategic plan goal: Enrich the Student Experience and Build Inclusive Community to Achieve the College Mission.

Objective/outcome 1.1: Students will network with like-minded individuals in the college from all backgrounds in the pursuit of improved physical and mental well-being.

Measures:

- Student satisfaction survey responses
- Program attendance

Overview of findings, recommendations and next steps

- Due to the pandemic, facilities remained closed and all programs were virtual. There was very little response from the program surveys; therefore, there is no quantitative data. Verbal feedback was positive.
- Informational wellness-based programs were less successful than interactive programs that involved discussion and personal connection. The department focused on hybrid model programming which incorporated more interaction among the participants through virtual engagement.
- The use of student satisfaction surveys will continue as pandemic restrictions lessen and more on-campus interaction is permitted. Cross collaborations and strategic partnerships on programs related to well-being and physical activity will continue to be created based on student interest.

Objective/outcome 1.2: Students will interact with peers to engage in supporting civic-minded activities

Measures:

- Civic engagement program attendance
- Financial donation to the food pantry as a result of a civic engagement initiative
- Number of letters written from the social justice campaign

Overview of findings, recommendations and next steps

- The transition from in-person civic engagement initiatives to fully virtual during the pandemic negatively impacted participation. Results imply that in-person interaction is a key component to the success of the department's overall civic engagement programming. Although virtual events might focus on the same subject matter as previous in-person programming, the experience is not the same and does not yield similar results. Virtual civic engagement

- programs that were connected to a class had satisfactory attendance; however, there was minimal student response on whether or not the action items related to the civic engagement programs were completed and no additional tracking mechanisms were available at the time. Although there were challenges with civic engagement programming, collaborative efforts from the Student Government Association, The Food and Nutrition Management Club and the college's Food Pantry Committee resulted in a program, *Do You Have Access to Food Today?*, which helped raise \$1,460 for the college's food pantry the day of the event.
- The department will pilot the use of online polling to gather feedback for virtual civic engagement programs as a replacement for student satisfaction surveys. In compliance with the college's COVID guidelines, collection of tangible items will resume once there is a more substantial in-person student presence on campus. The department will continue to generate partnerships across the division and with student groups.

Goal 2 Enhance the skills of emerging student leadership through opportunity, programs and trainings.

Supporting Strategic plan goal: Build Inclusive Community to Achieve the College Mission

Objective/outcome 2.1: Students will engage in activities on campus pertaining to enhancing leadership skills.

Measures:

- Program attendance
- Student satisfaction surveys
- Student learning outcomes (SLO) in reflection essays

Overview of findings, recommendations and next steps

- There has been a decrease in program participation due to the pandemic. In fall 2019, ten students completed the comprehensive leadership program in-person as compared to six students virtually in fall 2020. Five students completed the comprehensive virtual leadership program in spring 2020 with three students completing it in spring 2021.
- Survey results continue to show that participants were overall satisfied with the leadership programming, and the reflection essays indicate the greater percentage of those who complete the essay are meeting SLO's. Presentation topics will be revised to reflect evolving concepts in leadership development.
- Going forward, the use of online polling will replace student satisfaction surveys in virtual leadership sessions. Reflection essays will still be used as a means of assessment for those who complete the leadership program in its entirety.
- Over the next three years (six semesters), the department will maintain a 60% positive minimum responses from survey participants showing they intend to use the leadership information presented in the program sessions.

Objective/outcome 2.2: Club executive leaders, Crear Futuros and BMEC mentors will demonstrate increased knowledge on leadership topics.

Measures

Assessment methods included the following:

- Mentor survey responses
- Program attendance
- Cohort tracking logs
- Approval of club budgets and event implementation

Overview of findings, recommendations and next steps

- Crear Futuros mentors were trained by The Hispanic Federation, while the Black Male Empowerment Cooperative (BMEC) mentors were trained by College Access: Research and Action (CARA). Program mentors are surveyed by their respective training organization at the end of the academic year. The Hispanic Federation requested feedback on leadership development while CARA's survey focused more on the relationship between the mentor and student cohorts. Due to the pandemic, co-curricular virtual programming for student cohorts was facilitated by mentors and college staff. The data indicates that at least half of the Crear Futuros mentors believe their development in leadership, public speaking and confidence has increased. BMEC lost one mentor and had a total of two by the end of the spring term. BMEC survey data was minimal. Mentors continue to maintain a tracking log to supervise the progress of their student cohorts.
- Participation in club executive training sessions were relatively equal from fall 2020 to spring 2021 with a difference of two students. Fifteen clubs received budgets, and a total of eighteen programs were sponsored by student clubs. Approved club budgets and the implementation of club events will continue to serve as a method of assessment.
- All trainings will continue to be virtual until further notice due to the pandemic. A survey will be created to assess the overall leadership development experience of both Crear Futuros and BMEC mentors at the college. In addition, mentors will continue to complete the training surveys provided by the outside organizations.

Overall summary

There was a decrease in student participation this year. Objectives remained the same as the previous year due to the assumption that limited in-person programming in fall 2020 or spring 2021 might be possible. As the pandemic continued, all program offerings remained virtual. Since recreation facilities continued to be closed, online programs consisted mostly of informative wellness-based events which were less appealing to students than programs that allowed for more peer interaction. Virtual Fall Fest and Spring Fest both have a social component which permits students to get information from each other about extra-curricular and civic-minded opportunities. These two virtual events proved to be popular among students based on program attendance; however, results also imply that in-person engagement is an essential element of the department's programming. Signature events that were reconfigured to accommodate a distance learning environment provided a different student experience and resulted in lower participation.

Executive club leadership training sessions resumed in the fall, and there was an increase in virtual club-sponsored activities from fall to spring. Approval of club budgets and event implementation will continue to be used as a method of assessment. Training for peer mentors in the Crear Futuros and BMEC programs will continue to be facilitated by outside organizations. Although the mentors in each program share the same responsibilities, each organization used their own assessment survey and inquired about different aspects of the mentor experience. A comprehensive survey will be designed by the college's program administrators so that the collection of data is consistent.

As we transition back to campus, there is potential to continue virtual offerings and resume in-person programming. Ongoing activities such as voter registration and the collection of other tangible items related to

civic engagement are more suitable for in-person engagement and will recommence once there is a more substantial student presence on campus. Electronic platforms for civic engagement activities that have a financial component should continue to be utilized.

Appendices:

- Appendix A Civic Engagement Program Activity Descriptions 2020.21
- Appendix B GRACE Student Satisfaction Survey Results Fall 2020
- Appendix C GRACE Student Satisfaction Results Spring 2021
- Appendix D GRACE Program Description and Prompts 2020.21
- Appendix E Hispanic Federation Feedback 2020.21 – CF Mentors
- Appendix F CARA Feedback 2020.21 – BMEC Mentors