

2021-2022 Program Review



CAN Program Review (Student Services) - Student Life & Leadership Development (Fall 2021)

STEP 1: Program Review Narratives

2021-2022

Student Services Program Review (SSPR)

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Program Context

1A. Mission: Our mission at The Center for Student Life and Leadership Development is to create a learning environment outside of the classroom. We aim to do this by providing services, programs, and information that promote leadership development. We encourage students to participate in campus life through our clubs, student government, and volunteer opportunities. We also support student success in leadership roles and processes.

1B. Mission Alignment: Our program provides the entire campus with a learning centered environment outside of the classroom. We support students through thinking critically and creatively while understanding and appreciating different points of view through our campus-wide educational events as well as provide tools for students to communicate effectively through our leadership and workshops.

2A. Program Description: Our services and responsibilities are: ASCC (Student Senate, Clubs, Programming Board), Commencement, Clubhouse Rental, Educational Events, Free Speech, Game Room, Housing Assistance, Online Resources, Posting on Campus, Programming Board, Student Body Card and Discounts, Transportation Assistance, Vendors, Vending Commission Fund, and Participatory Governance student delegates.

2B. Student Goals: Service Goals:

Increase Awareness of the Center for Student Life and Leadership Development Resources

Student Senate Vision

Through building community, we can become more aware and stronger together; to make positive change around us, mentor each other for our group success and resilience, and become transformative leaders for the rest of our lives.

Student Goals and Benchmarks

COMMUNITY: The ASCC Governing Council will learn how to plan events, know more about campus programs, and the diverse cultures on campus, and become aware of the social justice needs that exist. This benchmark will be made evident through their role chairing at least one campus-wide ASCC event, participation in at least one programming committee for a campus-wide ASCC event, and volunteering at every campus-wide ASCC event.

CHANGE: The ASCC Governing Council will understand the College and District participatory governance processes. This benchmark will be made evident through their participation in ASCC Student Senate and by attending ASCC Student Senate meetings, participation in at least one District/ College Participatory Governance Committee and by attending the Committee's Meetings, and their articulation of Brown Act and Parliamentary Procedures at the meetings attended.

MENTORSHIP: Students will learn where they can go on campus to get support in college, teambuilding, and how they are responsible for each other's success and retention in college and in ASCC. This benchmark will be made evident through their participation in a mentor/ mentee relationship with another ASCC member, and scoring at least 75% on the ASCC Exit Exam.

LEADERSHIP: The ASCC Governing Council will learn team building, identify strengths, and effective communication skills. This

benchmark will be made evident through their participation in at least one ASCC Leadership Retreat and/ or ASCC Student Leadership Conference, through their "This is Me" Presentation/End of the Year Presentation, and in ASCC Student Senate weekly ice-breakers and workshops

2C. Community Partnerships: Collaborative and partners with all areas of the college to support student access, retention, success and completion. There is strong collaboration with Outreach, Promise, EOPS and SparkPoint where affordability is often the primary access barrier. We also regularly partner with Transfer Services and the Stem Center to provide workshops and one-on-one appointments to help students understand how financial aid may differ at their four year universities.

Through our Vending Commission, we also partner with at least 12+ faculty members and programs each academic year on community wide educational events.

2D. Anti-Racism Contributions: - In teaching and taking Quality Online Teaching & Learning Work Group the Center for student Life and Leadership made suggestions about challenging colorblind training

- Contributed to the Bias Response Team
- Participated in the Cañada College Latino Thought Maker's Event
- Supported and collaborated on the Black Students Union demands and coordinated a training with Director Sims.
- Presented first Anti-Asian Racism Flex Day workshop
- Led two AAPI workshops AND townhall
- Developed Black Lives Matter and Asian American and Pacific Islander statements and events with Student Senate
- Collaborated with SafeZone to centralize an Anti-Racism lens in SafeZone Training.
- Michiko Kealoha, alongside Director Mary Ho, gave a powerful presentation and group discussion titled: Brave Space: Unpacking Anti-Asian Racism during one of our Senate business meetings.
- Student Senate former President Adrian Afif led a "How to be Anti-Racist" Reading series.

3A. Equity & Access: Student Life has made many efforts to ensure equitable access to its students. We address equity through:
The addition of a Prayer/Meditation room for all students within Student Life's Clubhouse last cycle

The service of free printing for all students with a student body card (not provided at other colleges in the district)

A subsidized meal bundle

Discounted bus tokens

The addition of free laundry on campus

The requirement and inclusion of ADA statements and activities in all club and event advertising

The inclusion of late night and day events for both day and night students as well as off campus student body card special events

The inclusion of late night office hours for both day and night students

The new addition of Leadership Over Lunch workshops open to all of campus surrounding social justice topics

The addition of workshops, training, and consulting workshops on inclusion and equity for other programs

3B. Equity Gap Elimination: One Year Covid Town Hall - Commissioner Fernandez Giorgi shared about the Technology Initiative's collaboration with the Technology Committee on collecting information about students' experience accessing resources, advertising the ability to share and rent free laptops and wifi hotspots, working with the district on campus drive up wifi, and vocalizing student perspectives on online learning in this virtual world.

The Campus Inclusion Team - provided feedback on virtual resources and websites so that more students, faculty, and staff can easily access and understand support options and reporting processes.

- Vending commission funded Hotspots for Students

3C. Delivery Method Considerations: As seen in the last cycle, housing has been a major barrier for students. We have seen an increase in housing insecurities for our international student population. The addition of the Food Pantry and the meal subsidies program has enabled many students to have a basic snack need met while on campus. These issues have sparked the Student Senate and Participatory Governance delegates to create more of a focus on support services provided through Student Life.

Looking Back

4. Major Accomplishments and Challenges (500 Word Limit): Though the years 2017 -2018 The Center for Student Life and Leadership Development has developed a well-rounded and well-known educational program outside of the classroom; this is shown through the data's dramatic increase within the past several years in: use of program services, knowledge of services, and overall increase in the satisfaction with the department's services. Cañada's Student Life student leaders have been a part of, and spearheaded, many student support initiatives over the years including: free printing, discounted bus tokens, meal subsidies programs, and free laundry on campus.

The 2018 - 2019 Golden Anniversary was a fulfilling year for the Center for Student Life and Leadership Development. Student

Life continues to serve over 50 students a day in their center, providing free printing for everyone with a Student Body Card; and has provided 63,685 prints this year, saving student \$7,642.20. Student Life is also five years into their transportation assistance program, and provided 9,000 rides to and from campus this year with their discounted bus tokens, saving students \$11,250. There has also been a successful continuation of the Meal Bundle Program in which students may get a discounted meal on campus in partnership with the Bookstore and Sparkpoint, as well as the Leadership Over Lunch Series, which included workshops on ChicanX Identity, Intro to Social Justice, a Blindspotting screening with post-film talk-back, and a Reclaiming Names day. New initiatives this academic year have been: a partnership with the Early Childhood Education Department to create a Student Life Childcare Resource List to support students, a partnership with the district International Student Housing Program, in with Cañada's Student Senate worked with students and district staff to create a new home-stay form for international students to use, and a Student Senate Housing Resolution for emergency housing that was proposed to the Chancellor. Working with the Chancellor and Chief of Staff, Cañada's Student Senate has just passed a '19-'20 initiative for a free hot meal service to students.

Student Senate was also very active in the '18-'19 year, hosting 65 campus wide events and putting in over 7,420 hours of volunteer service. Highlights from Student Senate's events include: sending three students to Cannes Film Festival; hosting the 50th Showcase to close out the 50th Anniversary, with student performances in dance, singing, piano, and spoken word; a continuation of their annual Black Excellence, LatinX Celebration and Lunar New Year celebrations; putting on their 3rd Annual Alternative Spring Break; and hosting their annual campus-wide Sexual Assault Awareness Event, this year with the topic "Demystifying Social Media and Sexual Harassment."

The Student Senate of Cañada College was able to put on many campus-wide events to this extent because of the multiple trainings their delegations were able to attend. In the summer, student leaders were able to attend the Association for the Promotion of Campus Activities to meet with colleges and universities from across the country to learn about best practices for campus events. While in New York, the Cañada Student Senate delegation went on an educational tour of the United Nations to learn how to incorporate the United Declaration of Human Rights into their programming. The delegation also visited Ellis Island, and deepened their personal learning on the United States' history of immigration. The Senate also attended the National Conference on Race and Ethnicity, where students covered topics including: navigating triggers, microaggressions, UnDocuAlly Training, post traumatic slave syndrome, reclaiming names, and honoring land and indigenous peoples. Student Senate also trained at the National Conference on Student Leadership, where Cañada hosted a state-wide Community College Pre Conference, and learned about team recognition, shared vision, authentic self inventory, and how self care is revolutionary. To close the year, the Center for Student Life and Leadership Development submitted their work on participatory action research regarding student and staff collaborative writing for humanizing pedagogy, and was chosen as the NASPA opening featured speaker in the TedX style stage presentation: "Chasing Rainbows: The Power of Autoethnographic Poetry". Additionally, at the conference attended by 7,000 professionals from 20 countries, The Center for Student Life and Leadership Development partnered with the Promise Program, Student Senate, and Counseling, to present their workshop "Hip Hop Hour: Utilizing Critically Responsive Pedagogy to Support Student Identity, Self Efficacy and College Engagement". The Center for Student Life and Leadership Development looks forward to the 2019-2020 year and continuing to serve the campus and community through their work with Student Senate, Inter-Club Council, campus-wide events, Student 3Body Cars, posting, vending, free speech, the campus game room, the Leadership Over Lunch series, housing assistance, and transportation assistance.

Despite the unprecedented challenges encountered campus-wide in the 2019 - 2020 term, by the COVID-19 Pandemic, the Center for Student Life and Leadership Development was innovative in continuing to enhance program services. In the late summer, prior to transitioning online, the Center for Student Life and Leadership commenced the academic year by participating in the 4th of July parade with a transformation theme. In the Cañada College Community, our center was active in providing professional development opportunities campus-wide through Flex Day Presentations, SafeZone Trainings, and leadership development trainings for ESO Adelante. In addition, the Center for Student Life and Leadership has contributed to various student affairs association in both the state and national level, including the NASPA Regional Conference, NASPA Community Colleges Division (CCD), National Conference of State Legislatures (NCLS) and California Campus Camp. In March of 2021, when the campus transitioned to a virtual modality, The Center for Student Life and Leadership was the first group to hold a virtual meeting out of the entire campus. To the same manner, we continued to host and sponsor the most campus wide events.

The 2019-2020 Student Senate created an informational commercial for students to spread awareness regarding what student life services "looked like" online. The video received tremendous positive feedback and students were able to stay connected with student life and via student senate. Cañada College's Student Senate took a major role in highlighting the student experience during the pandemic, by working with ASES on the March 5th Flexday on Student Experience. The Student Senate integrated "at large positions" to work with specific divisions on initiative and action items to benefit students in these divisions. In addition, the One8Foundation (previously the Jacobson Family Foundation) awarded seven Cañada College Student Senate members each with a \$5,000 scholarship due the amount of work and time they dedicated to leading their college. The students were: Htet Htet Win Pyone Ei, Karolyn Paz-Rubio, Rabida Abduwali, Gabriela Ramirez, Leanna Moreno, Tamarik Rabb and Juyi Yang. The One8 Foundation supports highly talented leaders and teams with a growth mindset and are committed to excellence in their work.

In 2020 – 2021, The Center for Student Life and Leadership continued to serve students online and marked an active and monumental year. To bridge the challenges in community connection, our center created an all campus video on the who, what, when, where, and why of the college. The Center for Student Life and leadership also led an active role in various social justice movements taking place in the San Mateo Community College District. Manager Michiko Kealoha took part in leading two AAPI workshops, and was the first to lead a Flex Day workshop on AANAPISI in 8 years. In 2020, the Student Life website integrated a SafeZone website page which included resources, SafeZone training videos and ally information. Also in 2020, Student Senate adopted a lane at the Community Market both semesters, where our group distributed X pounds of groceries for the community. In addition, three members of our Student Life team were able to be the closing speakers for the district's first TedX event at CSM on how art can help engage during uncertain times.

During the Spring 2021 semester, Student Senate was able to hold 10 events that highlighted the Cañada pride and desire to strengthen the diversity and family behind the campus community. Starting off with the Black Excellence event, Student Senate celebrated the entire month with a Black Excellence share out each day, ad a screening of Self Made: the story of Madam C.J. Walker, with a discussion between students, faculty, and staff that included lessons on colorism, hair, and entrepreneurship. Another included the Sexual Assault Awareness Event, Director Sims, shared important information and answered questions about online consent and Title IX. The term was one filled with growth, leadership, collaboration, community, and positive change, all despite being completely online.

6A. Impact of Resource Allocations Process: NA

6B. Disproportionately Impacted Students Affects: NA

7. SAOs & SLOs: Service Area Outcomes (SAOs)

Increase student visitation to the Center for Student Life and Leadership Development

Increase awareness of Center resources

Student Learning Outcomes (SLOs) for Student Senate:

CHANGE: The Associated Students of Cañada College (ASCC) Governing Council will understand the College and District participatory governance processes. This department learning outcome aligns with the following institutional learning outcomes: Communication, and Critical Thinking.

LEADERSHIP: The ASCC Governing Council will learn team building, identify strengths, and effective communication skills. This department learning outcomes aligns with the following institutional learning outcomes: Communication, and Critical Thinking.

COMMUNITY: The ASCC Governing Council members will learn how to plan events, know more about campus programs, the diverse cultures on campus and become aware of the social justice needs that exist. This department learning outcome aligns with the following institutional learning outcomes: Communication, Creativity, and Community.

MENTORSHIP: Students will learn will where they can go on campus to get support in college and how they are responsible for each other's success and retention in college and in ASCC. This department learning outcomes aligns with the following institutional learning outcome: Community.

7B. SAO Assessment Plan

We administer a hard-copy survey to random students on the Upper Lawn during the morning and night of two days. In '14-'15, we passed out this survey the first month of classes in the Spring semester. In '15-'16, we passed out this survey during the last week of April. In '17-'18 the survey was administered online, and in person on the Upper Lawn as well as in Student Life. We receive 70-200 responses each year. We also keep multiple live excel logs utilizing our scanner system to track our numerous services.

8. SAO/SLO Assessment Results & Impact: Student Senate Overall Results '19-'20 (14 students)

Received a score of 90% or higher= 7 (50%)

Note: second year students scored on average 32% higher, after their second year in the program

Received a score of 80%-89%= 5 (36%)

Received a score of 75%-79%=3 (21%)

Received a score of 60%-74%=0

Student Senate Overall Results '20-'21 (10 students)

Received a score of 90% or higher= 6 (60%)

Received a score of 80%-89%= 3 (30%)

Received a score of 75%-79%=1 (10%)

Received a score of 60%-74%=0

What are some improvements that have been, or can be, implemented as a result of SAO Assessment?

Continue to Incorporate Students in Flex Workshops

Change in administrative leadership meant that there was an increase in opportunity for student leader participation in Flex Day. This must continue. Student voice and student presence in training days is crucial to our college's success. In the Fall 2018 semester, the Student Senate was invited to perform for the opening of Flex Day which made them feel very valued. The Student Life and Leadership Manager, in the same semester, also incorporated three students in a workshop about Love Languages that was attended by 40 faculty and staff members. This gave students an incredible opportunity to share their voice, feel valued, and receive professional development needed for life-long learning.

Increase the Campus-Wide Leadership Workshops We Offer

Garnering a wider audience with the new inclusion of Colts Con, ESO, International Student Center, Middle College, Promise, Outreach, and Leadership Over Lunch workshops, Student Life may look at increasing their reach on campus through further development of all-campus workshops and classroom-visit workshops

Increase in Free Speech

Because of the political climate, Student Life has seen a dramatic increase in Free Speech applications on campus. To become better equipped with the laws and best practices, the Student Life and Leadership Manager attended the National Student Affairs Conference that centered around Free Speech on campus

Assess Game Room Use

Although the Student Senate utilized their "Special Projects" account to purchase a new air hockey table, ping pong table, Xbox, and Playstation in the '17-'18 year, there has been a decrease in the service. Assessment must be done to see why students are not seeking the Game Room as a place to "hang out" pre-pandemic. This may be a moot point in Spring 2022 and beyond because of the pandemic's effects on in-person activities.

Housing Assessment

Working with the District, all three college Student Life departments should be assessing students' housing needs further. Why has our number gone down yet the number of students in California having housing insecurity rising significantly? Further partnerships and work must be done with Sparkpoint, as possible drop in Student Life numbers in this area could be due to overlap housing assistance services in Sparkpoint. Creating meaningful interventions and assistance for students is crucial--this service's mission both at the college and within the district must be further developed. Within future cycles, Student Life must work closely with the Sparkpoint staff to see where overlap lies. Our department has spent money and many staff hours sending the Student Life and Leadership Assistant to Housing trainings and conferences and we must develop a college action plan.

Increase Student Body Card Use

There was also a decrease in Student Body Cards in the past academic year--potentially due to missing ink at the beginning of the year when card creation is the busiest. This combined with lower enrollment could play into the decrease of Student Body Cards. Student Life must do more night card creation nights and class visits to increase this number.

Continue to Fund Free Printing and Bus Tokens

We continue to be the only college in the district to provide discounted bus tokens and free printing. In the last two years bus token services provided have doubled and free printing services use has triple in three years. These programs must continue to be part of the budget, as a well used, further advertised support service to students.

Club Training

Within this cycle, we've seen the highest number of clubs in numerous years. This could be due to the streamlined process after a lot of re-working to a transition on google forms, including the constitution within the application questions itself.

Financially Support Club Advisors

With the national election and appointment, our center received many comments from students who had culture and political clubs that they didn't want to be involved and put themselves out in the public eye after the election. Our Center also heard from Club Advisors who didn't want to be advise and be liable when protests arose and liability became more real for Advisors. Our center will continue to advocate for Faculty and Staff to be compensated for the crucial and needed volunteer time of being a Club Advisor. Further research must be done as Club Participation is at an all-time high in 2019. This could be due to the addition of a Summer 2018 Colts Con workshop on how to start a club and what club events students would like to see. This workshop must be continued in future years.

Looking Ahead

9. SAOs & SLOs for the Next Review Cycle: State your SAOs for the next review cycle. Describe how you will address identified opportunities for improvement.

The Center for Student Life and Leadership Development will provide student engagement opportunities for the student body at Cañada College

Key Performance Indicators (KPIs)

Student Government Involvement

Student Club Participation

Student Event Attendance/Participation

Leadership Conference/Retreat Participation

All-campus Leadership Workshops

Leadership Awards

Welcome Week

Spirit Week

Club Rush

Students, staff, faculty, and administration of Cañada College will benefit from The Center for Student Life and Leadership services

Key Performance Indicators (KPIs)

Forms Processed

Equipment Check Out Forms

Free Speech Areas

The past SAOs of "increase" services has been sufficiently met with the exception of Housing Assistance, and a new direction for Student Life's SAO's can now be about the meaningfulness behind the services. With the addition of KPIs for next cycle, SAO's meaningful assessment can be more efficient. These KPIs and SAOs were developed from a research presentation and partnership with Orange Coast College

Student Learning Outcomes (SLOs)

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MENTORSHIP: Students will learn where they can go on campus to get support in college and how they are responsible for each other's success and retention in college and in ASCC.

Thoughts looking forward as we emerge from the pandemic:

The Center for Student Life and Leadership Development must continue to work with students and faculty/staff club advisors to assess and understand what modality works best for the coming years. With virtual programs throughout the 2020-2021 year, our center learned that a very different student population came to these meetings. Additionally, with a virtual modality for meetings such as Inter-Club Council, more representatives were able to be present for each club. With the building of hybrid style classrooms, Inter-Club Council (due to it's non-Brown Act format) could be a good test for hybrid meetings so that an increase in participation can be explored. The continued addition of virtual events must also be explored, as many of the student senate members flourished in planning these all-online events.

Another major update to our services due to the pandemic is the ability to create student body cards, MEDA and RAD Tech badges online and send these to students. This created more accessibility for students to garner their cards, and can be continued for access in the future.

Although the California Brown Act has set some potential limitations for future virtual advocacy meetings, we must continue to challenge and find the lines of where we can allow students to participate in their desired modality. Many students who would not otherwise participate in person have been able to "have a seat at the table" do to virtual modality. Our center must look at how Student Senate represents the entire student population, similar to how data collection on representation is shared on faculty senate and planning and budgeting council.

The pandemic has also taught our center the importance of humanizing this work and support. In working with technology committee, or faculty members, students advocated for more support services and a broader empathy on students' lives. This

empathy and support must continue post-pandemic.

Looking ahead, the Center for Student Life and Leadership Development must look at the possibilities of partnering with Guided Pathways, Promise Scholars Program, and Dual Enrollment beyond participatory governance. Along with collaborative leadership training, and making college program assistance funds an advertised and transparent resource to these programs, our departments must look at working together towards similar goals and explore what this collaboration can look like.

10. Program Improvement Initiatives: Increase in Free Speech Knowledge

Attend additional Free Speech conferences and workshops and create a Cañada College Free Speech workshop by the end of the next cycle

Assess Game Room Use

Assessment of game room usage and partner with Student Senate to create a plan of action, implement plan of action and collect data by the end of the next cycle

Housing Assessment

Working with the District to assess students' housing needs further

Partner with Student Senate to create a plan of action, implement plan of action and collect data by the end of the next cycle

Increase Student Body Card Use+ Create Student Body Cards that Can Load a Meal Plan

Working directly with the District Chancellor on his initiative, research a method to load money/meals on cards so that students have access to free/discounted meals on campus using the Student Body Card

Support Club Advisors

Conduct state-wide research and work with Student Senate to implement an action plan to better support club advisors with the purpose to have thriving clubs and active staff and faculty on campus

Program Review Narrative Status: Complete

Goal Description: Student Body Card Universal Use

To research methods to load Student Body Cards with meals/money, purchase the necessary materials, and provide students with free hot meals on campus

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2019-2020

Estimated Start Date: 02/04/2019

Estimated Completion Date: 06/30/2019

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity diversity and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Action Plans

2018-2019 - Purchase a new Student Body Card machine and cards. Work with Student Life Managers across the district and Chancellor to load cards with meal funds. (Active)

Who's Responsible for Completing this Action Plan?: Michiko Kealoha

Estimated Completion Date: June 2019

Resource Requests

Student Body Card Machine, New Student Body Cards - The San Mateo County District Chancellor has made the request directly to Student Life to begin a more broad, effective, and meaningful meal subsidies program. Student Life has the opportunity to work directly with the Chancellor to create a hot meal plan service utilizing students' Student Body Cards. With the purchase of a new student body card machine and new student body cards which allow the loading of funds, the Chancellor will be able to load promised funds to students' cards. These funds could directly help students with food insecurities, providing high needs students, Promise students, EOPs students, and CalWorks students with a free hot lunch. The ease of swiping their Student Body Cards at

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the Bookstore, Pony, and The Grove would allow for anonymity/embarassment of utilizing the free meal program. The allocation of free and hot meals would fully support students so that they are able to be successful and to study with the basic need of food no longer a worry or barrier. With the addition of this machine and cards, all students in the distrct would also have access to put money on their cards for books, school materials, and meals without worry and with the ease of swiping their Student Body Cards. The broadening use of Student Body Cards would also allow for ease and access of larger student assessment data--tracking students' full use of all services around campus.

Type of Resource: Equipment (Items Over \$5000)

Cost: 5000

Goal Description: Student Life and Leadership Goals

Student life and Leadership Development program direction

Goal Status: 2 - Continuing (PR)

Relevant Program Review Cycle: 2022-2023, 2023-2024, 2024-2025

Estimated Start Date: 10/31/2021

Estimated Completion Date: 10/17/2023

Who's Responsible for this Goal?: Michiko Kealoha & Joshua Forman Ortiz

Please select the college goals with which your program goal aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the college strategic initiatives with which your program goal aligns.: Develop Clear Pathways, Improve Student Completion, Create an Alumni Network, Hold On-Campus Events, Implement Professional Learning Plan, Create Process for Innovation, Promote a Climate of Inclusivity, Institutionalize Effective Structures to Reduce Obligation Gaps