#6

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Service Area(s) Reviewed:

Student Affairs

Q2 Lead Author and Collaborators:

Lauren Vaknin and Collaborators: Steven Hanna, Roberto Weiss, Lori Senini, Jesus Suarez

Q3 Lead/Dean:

Lauren Vaknin

Q4 Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

During the 2017-2018 year, the Student Affairs Department developed and expanded several new activities and programs, which included (a) Engagement Activities and Programs, (b) Student Conduct and Title IX trainings and handbook, and (c) UndocuAlly events. In addition, there were staffing changes within the Mental Health Services and Student Affairs areas.

Engagement Activities
Student Affairs partnered with the Associated Student Government to develop new engagement activities. For example, Student Affairs provided support for the new Magnum Opus graduation celebration. This event recognized graduating students from various underrepresented areas. In addition, Student Affairs and the Associated Student Government developed several new engagement activities for Welcome Week, which included the "Meet the President" event for students. During this event, students had the opportunity to ask President Barnes questions and discuss any of their concerns. The Associated Student Government "Free Library" program was established and located outside the Student Center.

Student Affairs partnered with several faculty members to support the logistics for classroom field trips. Funded through equity, instructors were provided transportation and logistical support for classroom field trips.

In an effort to expand student engagement activities, the Cross Cultural Center was utilized as a space for student organization meetings, which promoted student leadership. Student organizations hosted club workshops. In addition, student planning meetings took place at the Cross Cultural Center for events, such as the Safe Space program, Cultural Heritage Months, and College Hour programs.

Student Affairs collaborated with faculty, students, and staff to develop a planning group to implement the Monthly Heritage program series. Events included guest speakers, movies and discussions, book clubs, and educational displays.

Student Conduct & Title IX
Student Affairs at both campuses worked with a new company (Get Inclusive) to offer Title IX online training for all students. At the beginning of both semesters and at the start of the 8-week sessions, students were sent a welcome email with the Get Inclusive training link. During the 2017-2018 year, there were 5,203 students in the district who completed the training program.

In addition to implementing a new online training program for Title IX, the Student Affairs Departments at both campuses revised the GCCCD Student Disciplinary Procedures handbook and the revisions were approved. The revised handbook focused on a student development approach, which included changing language such as "guilty" to "responsible" and "charges" to "alleged violations." There were revisions made to the steps for a student conduct hearing to eliminate duplicate steps for students and a process that included a step by step approach to the entire conduct process.

Staffing
There were staffing changes to the Student Affairs Department. After several years of having interim hires, the full-time Student Services Specialist position was filled. The previous Mental Health Supervisor position was vacant in February and a new Mental Health Supervisor (20-hour position through the Foundation) was filled. Due to an increase in demand of services, the hours for this position was increased from 12 to 20 hours per week. In addition to the increased number of hours for the Mental Health Supervisor, there were new volunteer Graduate Trainees and Interns providing mental health services. The trainees and interns also facilitated wellness workshops for students. These sessions included:
• September 18, 2017: Effective communication skills
• September 25, 2017: Personal preferences, cultural considerations and social context.
• October 2, 2017: Love languages and boundary setting
• October 9, 2017: Managing conflict and building meaningful relationships
• September 1, 2017: Stress Management Part I
• September 8, 2017: Stress Management Part II
• September 15, 2017: Communication Skills Part I
• September 22, 2017: Communication Skills Part II
• September 29, 2017: Motivation to Succeed Part I
• October 6, 2017: Motivation to Succeed Part II
• October 13, 2017: Stress Management Part I
• October 20, 2017: Stress Management Part II
• October 27, 2017: Communication Skills Part I
• November 3, 2017: Communication Skills Part II
• November 17, 2017: Building a Network of Support
• March 2, 2018: Stress Management Part I
• March 16, 2018: Stress Management Part II
• April 6, 2018: Stress Management Part I
• April 20, 2018: Stress Management Part II

UndocuAlly Programs
Student Affairs partnered with students, staff, and faculty to create programming and resources to supported undocumented students. These resources and programs included a website, posters, buttons, and a resource guide. In addition, the UndocuAlly training program was established and offered to students, staff, and faculty.

Page 2: II. Student Learning Outcomes/Student Services Outcomes Assessment Reflection

Q5 Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

Student Learning Outcome #3- Students will be able to explain the importance of academic integrity in a college environment.
After the individual workshop sessions, students were asked to complete a question on the assessment asking them to explain the importance of academic integrity in a college environment. Based on the 15 total survey responses, 12 students answered the question correctly and 3 students didn't answer the question correctly (80%).

Student Learning Outcome #4- Students will be able to explain the definition of academic integrity
After the individual workshop sessions, students were given a survey to determine their understanding for the definition of academic integrity. There were (15) completed surveys, and there were 14 students who answered the question correctly (93%).

Student Learning Outcome #5- Students will be able to name two sanctions for engaging in academic misconduct.
After the individual workshop sessions, students completed a question on the survey to determine if they could name two sanctions for engaging in academic misconduct. Based on the 15 survey responses completed, there were 9 students who answered the question correctly and 6 students who didn't answer the question correctly (60%).

Q6 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

AI Workshop 2017-2018.docx (14.7KB)

Q7 How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

The results from the 2017-2018 student learning outcomes will be utilized for program improvement and advancing student success. Since only 60% of the students met SLO #5, there will be an additional focus during the workshops on students being able to list academic misconduct sanctions. In addition, there will be more focus on students describing the importance of following the student code of conduct. By having students understand and follow the conduct policies, they can be more successful by not having a student disciplinary file.

Q8 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Q9 What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

During the 2018-2019 year, we will be assessing the student learning outcomes pertaining to conduct/academic misconduct (#3,#4,#5).

In addition, we are planning to assess the student learning outcomes pertaining to conflict resolution and managing disruptive behavior from students in the classroom.
Students will be able to articulate three strategies to diffuse conflict

Students will be able to describe two ways to change their disruptive classroom behavior

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Q10 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Page 3: III. Student Achievement and Institutional Effectiveness

Q11 Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

Student Discipline
2017-2018

The following charts, which details the composition of students served through the Student Conduct process, also provides information on the types of conduct that were handled through the Student Affairs Department. The following information represents the number of conduct cases that were processed through the Student Affairs Office for the 2017-2018 year. The data includes formal student discipline, academic misconduct cases, informal class removals, and Title IX reports.

Total Cases: 61 (*59 total students-there were two students involved in repeat cases)

Gender Breakdown-Total Students (59)

33- Males
26-Females

Types of Academic Misconduct Cases (49- Cases)

31-Cases Plagiarism
18-Cases Cheating

Types of General Conduct Cases (12-Cases)

6-Cases Disruptive Behavior
2-Cases Threatening Behavior/Fighting/Harassment
4- Cases Other

In addition to official conduct cases, there were also student informal discussions to address disruptive behavior and discussions after students received a one or two-day removal from class by their instructor:

6-Removals Removals from Class (One or Two-day Removal)

Title IX Reports 10- Reports

Mental Health Data
2017-2018

In addition to the data pertaining to student conduct, the following information represents the number of students served through Mental Health Services. The data reflects the number of students who applied and engaged in services and the number of students who applied but didn't engage in service.
(Refer to attached file with Mental Health data.)

Q12 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Cuyamaca Mental Health Student Demographics 181109.pdf (96.1KB)

Q13 What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups?To access a detailed report on the College's equity data, click here. To access college-wide student demographic and outcome data, click here.

Student Conduct

The steps that will be taken to improve student services/and or outcomes for the College's disproportionately impacted student groups will include expanding the student conduct/academic misconduct workshops. By providing additional opportunities to prevent student discipline/academic misconduct issues, it could lead to less disciplinary files and increase student success and transfer rates. When students receive a disciplinary file, they typically need to disclose this information on their transfer application, which could be an issue when applying to transfer. In addition, since there are students receiving a class removal for disruptive behavior, steps could be taken to develop additional workshops for students to manage disruptive behavior issues.

Mental Health
2017-2018

Based on 2017-2018 data from mental health, there were (41) students who applied for mental health counseling services, but didn't follow through with attending counseling sessions. As a result, there can be additional steps taken to outreach to these students and to increase numbers with students following through with attending sessions. Based on the (41) students who applied, but didn't follow through with engaging in mental health counseling services, (29) students indicated that degree/transfer was their goal. More than half of these students were economically disadvantaged and underrepresented.

As a result of this issue, there have been changes made to the Mental Health area to allow students to be assigned an appointment or have the option for a walk-in appointment. The Mental Health Counseling program was not set up for students to be seen immediately, which created issues with students not engaging in services at a later time. By seeing students either immediately or soon after they apply for services, the goal is to retain the students who applied for mental health services.

In addition to increasing the number of students who apply, but do not engage in mental health counseling services, additional steps can be taken to increase the number of students attending group sessions.

Q14 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Page 4: IV. Previous Goals: Update (If Applicable)

Q15 Would you like to provide an update for your previous program review goal(s)?

Yes

Page 5: Previous Goal 1

Q16 Previous Goal 1:

The Student Affairs Department will provide leadership opportunities for students through student government, student organizations, leadership programs, and Campus-Wide Committees. These opportunities will supplement the classroom experience and provide learning opportunities for students.

Q17 Link to College Strategic Goal(s): **Student Validation and Engagement**

Q18 Goal Status **In Progress**

Q19 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This goal is ongoing and will continue to be evaluated.

Q20 Please provide the rationale for this goal:

By offering these leadership and engagement opportunities for students, they can connect their curricular and co-curricular experiences, thus enhancing their college experience.

Q21 Please provide the goal action steps for the year (previously "Activities"):

Leadership/Community Opportunities

The Student Affairs Department sponsored two leadership opportunities for students to participate in community parades, which included the MLK Parade and the Pride Parade.

During the 2017-2018, there were two student leaders who attend the California Community College Student Senate event. During the conference, students attended a variety of leadership development workshops and the college resolution sessions.

During the 2017-2018 year, approximately 8-10 students completed the requirements for the Diversity & Leadership co-curricular certificate.
Student Affairs sponsored eight College Hour programs offered on a variety of topics:

College Hour Schedule

Fall 2017

Monday, August 28, 2017
Chaldean Culture and Traditions
2:00 to 3:00 PM
Grand Lawn

Thursday, September 14, 2017
Latino Heritage Celebration
11:30 AM to 12:30 PM
Grand Lawn

Wednesday, October 25, 2017
Disabilities Awareness College Hour
Noon to 1:00 PM
Cuyamaca Gym

Tuesday, November 21, 2017

Tuesday, November 21, 2017
Native American Heritage
1:00 to 2:00 PM
Grand Lawn

Spring 2018

Friday, February 9, 2018
Black History Month
11:00 AM to 12:00 PM
Student Center

Wednesday, March 14, 2018
Women's History Month
10:00 to 11:00 AM
Student Center

Monday, April 16, 2018
Health Fair
1:00 to 2:00 PM
Student Center

Tuesday, May 8, 2018
Career Development Workshop
9:00 to 10:00 AM
Student Center
Social Justice Institute

The Social Justice Institute was offered on May 3, 2018. The Social Justice Institute helps students gain a greater awareness and understanding of social justice from their own experiences as well as commit to an action that will benefit their greater community. The institute was developed several years ago, and we now integrate the program within the Diversity Dialogue workshop series. The institute was presented by Grace Bagunu, UC San Diego
Leadership Development Opportunities

Students had the opportunity to participate in a variety of leadership development opportunities. For example, students were able to attend Diversity Dialogue workshops, Cultural Competency Institute, and Monthly Heritage presentations. These sessions included the Latinx workshops, Martin Luther King Jr. & Malcolm X celebrations, Women's History month leadership sessions, and Pride Month activities.

In addition, students also served on campus-wide committees and attend Associated Student Government programs, such as the Region X meetings and the California Community College Student Senate Association. Student organization had the opportunity to participate in leadership activities. For example, Phi Theta Kappa members attended the PTK Awards luncheon in Sacramento in April 2018.

Associated Student Government leaders had the opportunity to facilitate the "Get the Scoop" activity during the Fall and Spring Semester Welcome Week to promote leadership developments.

Several student leaders were selected to present a workshop to staff during the CSEA Appreciation Day in March 2018. Students served on a panel and presented to staff during the session.

Diversity Dialogue Programs

Student Affairs offered 18 Diversity Dialogue workshops. The topics for the year included:

Fall Semester 2017
• Developing a Positive Multicultural Orientation towards Diversity: Self-Reflection about our Diverse Identities and Cultural Orientation

• Diversity & Social Justice

• Teaching Tolerance- Supporting Students from Immigrant Families and Undocumented Students

• The Border Corrido: Music of Resistance

• Learning about Filipino Culture & Traditions

• Aversive Racism and Microaggressions

• Understanding your Cultural Identity

• Breaking Barriers to Build Bridges: A Mental Health Initiative

• Developing Cultural Humility

Spring Semester 2018
• Creating Bridges of Mutual Understanding- Workshop Series Session I (Religion)

• Safe Zones Training

• Creating Bridges of Mutual Understanding- Workshop Series Session II (Sexual Orientation and Gender Identity)

• Share the Dream

• UndocuAlly Training

• Getting to Know American Muslims and Culture: Demographics, Beliefs & Practices

• Creating Bridges of Mutual Understanding- Workshop Series Session III (Exploring Different Ethnic Groups)

• Being a Successful Hispanic Serving Institution and Latinx through the Power of Storytelling

• Social Justice Institute

Q22 **OPTIONAL** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q23 Do you have another goal to update?   **Yes**

Q24 Previous Goal 2:

The Student Affairs Department will coordinate programs and provide services on campus, which not only promote a sense of community, but also appeal to a diverse group of students.

Q25 Link to College Strategic Goal(s):   **Student Validation and Engagement**

Q26 Goal Status   **In Progress**

Q27 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We will continue working on this goal next year.

Q28 Please provide the rationale for this goal:

Students will have the opportunity to participate in programs and services that build a sense of community on campus and can contribute to their engagement opportunities.

Q29 Please provide the goal action steps for the year (previously "Activities"):

Cultural Heritage Months:

Black History Month

The Black Student Union, Umoja, Associated Student Government, and Student Affairs & Engagement sponsored several programs throughout the month of February to celebrate Black History Month. On February 2, more than 100 students, staff, and faculty attended the Dr. Martin Luther King, Jr. & Malcolm X Celebration. There was a Spoken Word performance, a keynote speech presented by Laila Aziz from Pillars of the Community, and a step show performance by the Phi Beta Sigma Fraternity & Delta Sigma Theta Sorority. The events continued throughout the month:

• Black Student Union & Umoja Meet & Greet event

• Mental Health in the Black Community

• Black Excellence Panel

• "Brotha to Brotha" program

• The Pillars of the Community presentation

• Book Club: The New Jim Crow

• Department of History Panel
Dolores Huerta & Cesar Chavez Celebration

On April 6, Student Affairs, Associated Student Government, and Equity & Engagement sponsored the Dolores Huerta and Cesar Chavez event in front of the Communication Arts building. More than 100 students participated in this event and enjoyed free food and entertainment. The keynote speaker was Fernando Vega, who is an accomplished author, singer, and poet. Fernando was nominated for the best musical performance by the San Diego Theatre Critics in 2015. There were also speeches from President Barnes, Vice President Robinson, and Dean Munoz. The event included two student poets who performed their original works.

Commencement 2018
On June 6, 2018, there were more than 350 students who participated in the Commencement Ceremony. As a way to appeal to a diverse group of student graduates, there were two student speakers who were selected. In addition to the ceremony, students were able to attend the celebration event after the program. The ceremony and student "after event" promotes a sense of community and recognized the Class of 2018.

9/11 Flag Display
Student Affairs and the Associated Student Government developed a flag display with 2,977 flags to pay tribute to the victims of 9/11. This event brought together the campus community as everyone worked together to place the flags in the ground.

The Associated Student Government leaders coordinated the "Kudapaw Festival" at the end of May to celebrate the end of the academic year. This event brings together the campus community as they celebrate the end of the semester. Student organizations and departments hosted information tables. The Health & Wellness Center developed "stress free" activities to help students relax prior to the start of finals.

Welcome Week (2017-2018)
The Welcome Week events were held during the first week of the semester in the fall and spring. There were various activities held throughout the week, which promoted a sense of community on campus.

These events included:
• Outreach Ambassador Tables

• Free Food Welcome Tables

• Student Veteran Organization Meet and Greet

• Student Organization Meet & Greet Events

• Health & Wellness Open House

• Student Involvement Fair

• Department Resource Information

• Student Leadership Information

• Welcome Week BBQ (Faculty, Staff, and Student Meet and Greet)

• DSPS Open House

Q30 **OPTIONAL** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Cuyamaca 2018 Commencement Participant Survey Results 180802.pdf(94.6KB)

Q31 Do you have another goal to update?   Yes

Page 7: Previous Goal 3

Q32 Previous Goal 3:

The Student Affairs Department will create civic engagement opportunities for student leaders, such as service-learning opportunities and lobby and advocacy programs.

Q33 Link to College Strategic Goal(s):   **Student Validation and Engagement**

Q34 Goal Status   **In Progress**

Q35 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This is an ongoing goal and will continue to be evaluated.

Students complete assessments after the Diversity Dialogue workshops. During the Fall Semester 2017, there were 83 surveys completed. The following are a sampling of survey responses:
Why did you decide to attend?
The majority of the students responded that it was recommended by their instructor, wanted to earn the recognition certificate, and they wanted to understand other cultures.

Students were asked to list 2-3 skills gained from Diversity Dialogues and the majority of the responses included:
 Listening and Engaging with others and Understanding different identities.

Students were asked how they can apply these skills, and the following were several of the responses:
respecting other beliefs
Create a safe space
Apply to specific class content

For all workshops, the majority of the students agreed that they gained a deeper understanding and appreciation of other cultures, backgrounds, current issues.

Q36 Please provide the rationale for this goal:

Student Affairs will offer advocacy and civic engagement opportunities to provide students with exposure to various forms of leadership development experiences.

Q37 Please provide the goal action steps for the year (previously "Activities"):

Constitution Day 2017
The Associated Student Government leaders and Student Affairs sponsored a "Constitution Day" event on September 15, 2017. Students completed a constitution quiz and received free pocket guide constitutions. During the event, students had the opportunity to register to vote.

Student Senate 2017
The Associated Student Government leaders attended the California Community College Student Senate General Assembly Conference. Student leaders participated in student development workshops, regional meetings, and resolution sessions. After attending the conference, student leaders shared the information from workshops with the other Associated Student Government leaders at Cuyamaca College.

Voter Registration 2017-2018

The Associated Student Government leaders at Cuyamaca College developed the "500 in 2018" program, which focused on several voter education and registration programs. Student Government leaders registered students to vote, and they provided them with an opportunity to update their voter information to be eligible to vote. In addition, student leaders provided non-partisan information and resources to students at Cuyamaca College.

The student leaders developed a plan to strategically target various student communities within Cuyamaca College, such as the Pathway Academy student program, the student athletes, and student organizations. The student leaders worked closely with various academic departments on campus to encourage students to register to vote.

The Associated Student Government members integrated their efforts with student events and programs on campus. For example, the students had voter registration tables and educational resources available at the Diversity Dialogue workshops, Cultural Competency Institute, and the Cultural Heritage Month events.

Q38 **OPTIONAL** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Diversity Dialogue Assessment (1).docx (18.1KB)

Q39 Do you have another goal to update?   **Yes**

Page 8: Previous Goal 4

Q40 Previous Goal 4:

The Student Affairs Department will develop programs that encourage a strong understanding of the importance of academic integrity and honoring the Student Code of Conduct.

Q41 Link to College Strategic Goal(s):   **Student Validation and Engagement**

Q42 Goal Status   **In Progress**

Q43 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

This is an ongoing goal and will continue to be evaluated.

Q44 Please provide the rationale for this goal:

The Student Conduct/Academic Misconduct process can be viewed as an educational and student developmental process. Therefore, student code of conduct/academic misconduct workshops and trainings are offered to students as a way to change behavior and turn academic misconduct behavior into academic integrity decisions. As a result of attending workshops and informal discussions, students understand the consequences of their actions and possible sanctions for any further violations. The goal of these sessions if for students to make a better decision in the future and avoid a student disciplinary file.

The Crisis & Prevention team was established as a proactive method for handing students of concern.

Q45 Please provide the goal action steps for the year (previously "Activities"):

Academic Misconduct/Integrity Workshops
Students who engaged in academic misconduct violations in their classes, participated in a individual workshop focusing on academic misconduct and the student code of conduct. Participants discussed the GCCCD Student Code of Conduct and policies for any further violations. Student discussed ways to change academic misconduct to academic integrity behavior.

Student Conduct Procedures
Student Affairs Departments at both campuses revised the GCCCD Student Disciplinary Procedures handbook and the revisions were approved. The revised handbook focused on a student development approach, which included changing language such as "guilty" to "responsible" and "charges" to "alleged violations." There were revisions made to the steps for a student conduct hearing to eliminate duplicate steps for students and a process that included a step by step approach to the entire conduct process.

Class Session Removals
In addition to official conduct cases, there were also student informal discussions to address disruptive behavior and discussions after students received a one or two day removal from class by their instructor:

Crisis & Prevention Team
Student Affairs and the Crisis & Prevention Team facilitated two workshops during the 2017-2018 year. These sessions focused on student conduct, academic misconduct, and students of concern. During the sessions, faculty and staff participated in scenario questions to address ways to manage situations with students of concern or disruptive student behavior in the classroom.

Title IX Education
Student Affairs at both campuses worked with a new company (Get Inclusive) to offer Title IX online training for all students. At the beginning of both semesters and at the start of the 8-week sessions, students were sent a welcome email with the Get Inclusive training link. During the 2017-2018 year, there were 5,203 students in the district who completed the training program.

In addition to the online training program, Student Affairs & Health and Wellness Center partnered with the Center for Community Solutions to offer training workshops. The sessions were offered on October 26, 2018 & March 12, 2018. The workshops focused on a variety of Title IX topics.

Q46 **OPTIONAL** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Student Conduct Procedures Booklet 2018.pdf (476.2KB)

Q47 Do you have another goal to update?   **Yes**

Page 9: Previous Goal 5

Q48 Previous Goal 5:

The Student Affairs Department will develop training and resources focused on handling Title IX issues and student conduct related matters.

Q49 Link to College Strategic Goal(s):   **Student Validation and Engagement**

Q50 Goal Status   **In Progress**

Q51 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The goal was evaluated based on the Title IX training program (Get Inclusive) that the students completed. In addition, we reviewed the number and types of Title IX events and resources that were offered to students.

Q52 Please provide the rationale for this goal:

The Title IX and student conduct trainings are an educational opportunity for students to recognize issues surrounding Title IX and student conduct matters. In addition, students are given tips and tools pertaining to bystander intervention. The goal is for students to learn how to report and learn about specific strategies to avoid Title IX and student conduct violations.

Q53 Please provide the goal action steps for the year (previously "Activities"):

Student Discipline
2017-2018

The following charts, which details the composition of students served through the Student Conduct process, also provides detail on the types of conduct that were handled through the Student Affairs Department:

Total Cases: 61 (*59 total students-there were two students involved in repeat cases)

Gender Breakdown-Total Students (59)
33- Males
26-Females

Types of Academic Misconduct Cases (49- Cases)

Types of Academic Misconduct Cases (49- Cases)
31-Cases Plagiarism
18-Cases Cheating

Types of General Conduct Cases (12-Cases)
6-Cases Disruptive Behavior
2-Cases Threatening Behavior/Fighting/Harassment
4- Cases Other

In addition to official conduct cases, there were also student informal discussions to address disruptive behavior and discussions after students received a one or two-day removal from class by their instructor:

6-Removals Removals from Class (One or Two-day Removal)

Title IX Reports 10- Reports

Title IX Education
Student Affairs at both campuses worked with a new company (Get Inclusive) to offer Title IX online training for all students. At the beginning of both semesters and at the start of the 8-week sessions, students were sent a welcome email with the Get Inclusive training link. During the 2017-2018 year, there were 5,203 students in the district who completed the training program (attached results).

In addition to the online training program, Student Affairs & Health and Wellness Center partnered with the Center for Community Solutions to offer training workshops. The sessions were offered on October 26, 2018 & March 12, 2018. The workshops focused on a variety of Title IX topics.

Title IX Outreach & Education
The Health & Wellness Center and Student Affairs sponsored outreach events to provide Title IX information to students.
2017-18 Sexual Assault Prevention Education and Outreach

Fall Semester 2017
1/30 Health Outreach and Education (50 participants)
1/31 Health Outreach and Education (50 participants)
2/1 Health Center Open House (70 participants)
2/2 Wellness Walk/Health Education and Outreach (60 participants)
2/22 Career Fair Health Outreach and Education (50 participants)
2/28 Health Outreach and Education (50 participants)
3/2 Wellness Walk Health Outreach and Education (60 participants)
3/1-3/30 Sexual Assault Online Training (30 participants)
3/7 Health Outreach and Education (50 participants)
3/9 Wellness Walk Health Outreach and Education (75 participants)
4/13 Wellness Walk Health Outreach and Education (75 participants)
4/17 Health & Wellness Fair (75 participants)
5/3-5/4 Violence Prevention On-line Training (10 participants)
5/11 Wellness Walk Health Outreach and Education (75 participants)
5/24 Relaxation Station/Health Education (45 participants)
8/22 Relaxation Station/Health Outreach (50 participants)
8/23 Health Education and Outreach (35 participants)
9/1 Stress Management Workshop (15 participants)

9/1 Stress Management Workshop (10 participants)

9/7 Wellness Walk and Health Outreach (65 participants)

9/8 Stress Management Workshop (10 participants)

9/12 QPR Suicide Prevention Workshop (5 participants)

9/15 Communication Workshop (7 participants)

9/18 Communication Workshop (10 participants)

9/29 Motivation/Mental Health Workshop (8 participants)

10/2 Healthy Relationship Training (10 participants)

10/5 Wellness Walk (65 participants)

10/6 Motivation Workshop (10 participants)

10/9 Managing Conflict (8 participants)

10/12 Mood Screenings (250 participants)

10/13 Stress Management Workshop (10 participants)

10/20 Stress Management Workshop (10 participants)

10/23 Parenting Workshop (10 participants)

10/24 Health Education and Outreach (35 participants)

10/26 Sexual Assault Prevention (20 participants)

10/27 Communication Workshop (10 participants)

11/2 Wellness Walk/ Health Education (60 participants)

11/3 Communication Workshop (10 participants)

11/6 Time and Stress Management (10 participants)

11/8 Veterans BBQ/Health Education (35 participants)

11/13 Managing Burnout (10 participants)

11/15 Health Education and Outreach Table/Flu Clinic (35 participants)

11/17 Building supportive Networks (10 participants)

12/7 Wellness Walk/Health Education (50 participants)

12/12 Relaxation Station (50 participants)

Spring Semester 2018

1/30 Relaxation Station (35 participants)

1/31 Relaxation Station (35 participants)

2/1 Wellness Walk (55 participants)

2/6 Mental Health Workshop (10 participants)

2/14 health Education and Outreach (55 participants)

2/20 Health Education and Outreach (35 participants)

3/1 Wellness Walk/Health Education and Outreach (65 participants)

3/2 Wellness Workshop (20 participants)

3/7 Health Education and Outreach (15 participants)

3/8 Women's Health Education and Outreach (25 participants)

3/12 Sexual Assault Prevention Bystander Training (30 participants)

3/15 Health Education and Outreach (35 participants)

3/16 Wellness Workshop (15 participants)

3/21 Health Education and Outreach (45 participants)

4/5 Wellness Walk/Outreach Education (68 participants)

4/6 Wellness Workshop (20 participants)

4/16 Health Fair (225 participants)

4/20 Wellness Workshop (10 participants)

Q54 **OPTIONAL** Previous Goal 5 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Get Inclusive report June 2018.pdf (70.2KB)

Page 10: V. New Goals (If Applicable)

Q55 Would you like to propose any new goal(s)?   **Yes**

Page 11: New Goal 1

Q56 New Goal 1:

Expand the Mental Health Program to meet the needs of our expanding student population.

Q57 Link to College Strategic Goal(s):   **Student Validation and Engagement**

Q58 Please provide the rationale for this goal:

The Mental Health Program offered at the Health Center began during Spring Semester 2015 as a pilot program. The function of the Mental Health Supervisor position has evolved since 2015, and we will be piloting a new program for the upcoming year, which involves part-time counselors functioning in the position and expanding the number of graduate students.

Q59 Please provide the goal action steps for the year (previously "Activities"):

Action steps will begin in 2019-2020.

Q60 How will the goal be evaluated?

Assessment results will be utilized for the 2019-2020 program review.

Q61 **OPTIONAL** New Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.   **Respondent skipped this question**

Q62 Do you have another new goal?   **No**

Page 12: New Goal 2

Q63 New Goal 2:   **Respondent skipped this question**

Q64 Link to College Strategic Goal(s):   **Respondent skipped this question**

Q65 Please provide the rationale for this goal: **Respondent skipped this question**

Q66 Please provide the goal action steps for the year   **Respondent skipped this question**
(previously "Activities"):

Q67 How will the goal be evaluated?   **Respondent skipped this question**

Q68 **OPTIONAL** New Goal 2 Additional   **Respondent skipped this question**
Documentation: If you have any additional
documentation you would like to include in relation to
this goal, please use the "Upload" button below. You can
upload a Word document or PDF file.

Page 13: VI. Resources Needed to Fully Achieve Goal(s)

Q69 Is the program requesting resources this year to   **No**
achieve this goal?

Page 14: V. Faculty Resource Needs

Q70 Are you requesting one or more faculty positions to   **No**
achieve this goal?

Page 15: Faculty Position Request(s)

Q71 Please remember to complete the Faculty Position   **Respondent skipped this question**
Request Form (accessible here, under Staffing Request
Information) for this position that you are requesting and
upload it using the button below.The Faculty Position
Request Form (In Word) can be located here (under
Staffing Request Information).Brief Description of the
Position Requested:

Q72 Related Program Goal(s):   **Respondent skipped this question**

Q73 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Q74 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested:

Respondent skipped this question

Q75 Related Program Goal(s):

Respondent skipped this question

Q76 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Page 16: VI. Classified Staff Resource Needs

Q77 Are you requesting one or more classified positions to achieve this goal?

No

Page 17: Classified Staff Position Request(s)

Q78 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q79 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Q80 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

Q81 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

Q82 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

Respondent skipped this question

Q83 Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

Q84 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

Q85 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

Page 18: VII. Technology Resource Needs

Q86 Are you requesting technology resources to achieve this goal?

Respondent skipped this question

Page 19: Technology Request(s)

Q87 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

Q88 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

Page 20: VIII. Perkins and Strong Workforce Resource Needs

Q89 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

Respondent skipped this question

Page 21: Perkins Request and Strong Workforce

Q90 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q91 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 22: IX. Supplies/Equipment Resource Needs

Q92 Are you requesting supplies and/or equipment resources to achieve this goal?

Respondent skipped this question

Page 23: Supplies/Equipment Request(s)

Q93 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q94 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q95 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q96 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 24: X. Facilities Resource Needs

Q97 Are you requesting facilities resources to achieve this goal?

Respondent skipped this question

Page 25: Facilities Request

Q98 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form

Respondent skipped this question

Q99 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form

Respondent skipped this question

Page 26: XI. Professional Development Resource Needs

Q100 Are you requesting professional development resources to achieve this goal?

Respondent skipped this question

Page 27: Professional Development Request

Q101 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q102 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 28: XII. Other Resource Needs

Q103 Are you requesting any other resources to achieve this goal?

Respondent skipped this question

Page 29: Other Resource Requests

Q104 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q105 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 30

Q106 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question