

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

G R O S S M O N T
C O L L E G E



Name of Department or Program:	Student Engagement
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Writing semester:	Summer 2018
Presentation semester:	Fall 2018

STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

Table of Contents

Section 1: Mission & Overview

Section 2: Alignment with Strategic Plan

Section 3: Previous Program Review Recommendations

Section 4: Student Outcomes

Section 5: Student Data

Section 6: Goals and Improvement

Section 7: Staffing, Facilities, Resource Needs

Section 8: Comments and Recommendations

SECTION 1 – MISSION & OVERVIEW

Name of Program:	Student Engagement
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PURPOSE OF SECTION 1.1 - 1.3: To help the committee understand how the department/program supports the mission of GC.

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

Note: *College mission statement is currently under revision*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	<p>The mission of the Student Engagement program is to design and implement comprehensive programs that enhance the overall educational experiences of students through the development of, exposure to and participation in social, cultural, multicultural, intellectual, community service, leadership abilities and campus governance involvement.</p> <p>The program delivers comprehensive programs and services designed to meet the co-curricular needs of our diverse student population. We strive for excellence in the delivery of high quality programming, leadership activities, and effective services to students.</p>
Relationship to College mission:	<p><i>“Two thirds of a college student’s waking hours is devoted to activities other than attending classes or studying... alumni frequently report that out-of-class experience increased their competence and assurance”.</i></p> <p style="text-align: right;"><i>Involving Colleges: Fostering Student Learning and Development Outside the Classroom George D. Kuhl. et al</i></p> <p>Consistent with the Grossmont College mission of ‘an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities,’ our goal is to expose students to diverse events, that address the different facets of life within the campus community including involvement with individual students, student government, student organizations, faculty, staff, administration, and retirees/alumni.</p> <p>Student Engagement enhances the development of student life skills by promoting involvement, community awareness, service, and cooperative programming and leadership opportunities. We value our role as educators in the campus community, and advocate and embrace the appreciation of diversity, values and exploration. In addition, we are committed to ongoing staff development and training. We know students can succeed with continual support and engagement with the college.</p>

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	Student Engagement was created with faculty, staff and student input and involvement as part of the college-wide strategic plan. As the program is new, the mission was created with input from the Student Engagement Coordinator, students, and the Dean of Student Affairs.
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1.3 Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	N/A – new program
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PURPOSE OF SECTION 1.4 – 1.10 To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.

1.4 **HISTORY:** Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	<p>As part of the college-wide annual planning process, the Student Engagement Coordinator position, along with an Outreach Coordinator and Retention Specialist positions, were developed in response to the Strategic Plan initiatives that identified student engagement as one of its three key priorities for the college. After a comprehensive interview process with open campus forums, in April of 2017 the new position was filled. The Student Engagement Coordinator position is funded through statewide Student Equity funds and reports to the Dean of Student Affairs. The Student Engagement Coordinator is responsible for supporting the college's strategic priority of engagement, developing programs and services that address cultural competence, social justice, student leadership and advocacy.</p> <p>During the first year of the student engagement program there were many accomplishments and firsts for the college. The first accomplishment to happen be the opening of the student food pantry; Gizmo's Kitchen. Gizmo's Kitchen, in collaboration with the basic needs task force and the office of student affairs, opened in September of 2017. It kicked off with a community service project where classes were invited to learn about student food insecurities and the objectives of the food pantry. The community then assembled over 300 bags of food that would be handed out to students who faced food insecurities. Gizmo's Kitchen then expanded to include hygiene bags. Throughout the year many faculty included community service into their curriculum and allowed for extra credit opportunities by volunteering at Gizmo's Kitchen. The ESL department had their students volunteer with the pantry and incorporated what they were learning in the classroom to outside involvement. Many of the ESL classes hosted their own food drives on campus as well as put hygiene bags together that were then donated to the student food pantry. Gizmo's Kitchen also started collecting data about the users of the pantry and to see how we could continue to meet the needs of our students. We developed an intake survey that would capture this data. We also were able to work closely with the San Diego Food Bank where we received</p>
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grants to purchase food. We also applied for Grants that allowed us to obtain food donation bins, microwaves, and a mini fridge. Grants and monetary funding are essential to the long term sustainability of the food pantry. The high usage of the food pantry has shown a need for its own space which hopefully in the future we will be able to have a walk in food pantry where students can choose their own food which is important especially to meet both cultural and dietary needs. We are now working on hosting a fresh food market once or twice a month where students can pick up a bag of produce, breads, and potentially eggs.

Community Service is another highlight of student engagement. Throughout the first year student engagement created opportunities on campus for the community to participate in by giving back to Grossmont College. We collaborated with facilities to help enhance a portion of the campus. One of the projects was helping to create the letter "G" out of rocks near the new chiller plant. Grounds provided the tools that were needed while student engagement provided the volunteers and the food to help make this project happen. Student Engagement also connected with community service learning and began to collaborate and assist with community service learning month. Student Engagement helped create the advertisement as well as helped advertising the various opportunities to the campus and getting students to sign up online. We also added an additional event which allowed for the campus community to come together and enjoy an afternoon of dodgeball which benefited the student food pantry. Another program that student engagement created that clubs and classrooms could use was a guide on how to host your own food drive. We made a short presentation that was presented to classrooms as well as a handout.

The Common Ground was another component added to the student engagement initiative. The Common Ground is the official student engagement space. We worked closely with ASGC to locate a space that was conducive to being student centered and could house both the student food pantry and the student engagement space. ASGC worked with the student engagement coordinator on identifying this space. In January of 2018, student engagement was officially housed in 60-206 (the old ASGC Clubs room). The student engagement space was then named the, "The Common Ground". This space has been popular and well used by students, staff, and faculty. Programs and workshops were then developed focusing on a variety of student development themes as well as ways for students to engage each other and faculty/staff. The Common Ground kicked off programming with a series of workshops focusing on issues that students of color face on a daily basis. This series became known as the "Rise and Grind" student of color coffee talks. Students also have access to computers inside the space, free coffee and tea, additional study space, peer mentors, board games, and a place to meet their peers.

Another program that student engagement has embarked on is a social justice art project which has been named, The Faces of Grossmont. This project is working closely with the digital photography students, communications professor, student veterans, equity and inclusion, student clubs, and faculty throughout the campus. As of now we have had 4 phases roll out from this project. One focused on student veterans, another focused on intersectionality's, the next one on what the word justice means to an individual, and the 4th for the year was on cultural outfits. This year we are working closely with Joel Castellow to capture the voices of the LGBT community and begin to share their stories through art.

	<p>The two programs that really encompassed the student engagement space and helped launched the position are the Common Ground and Gizmo’s Kitchen which will be talked about further throughout this report. As well as the subcategories that this position implements. The collaborations, programs, workshops, populations, and the continuing vision on student engagement will be highlighted. Student engagement strives to provide a proactive forum for students to engage in co-curricular and extracurricular opportunities as well as in their journey to becoming responsible world citizens through co-curricular programs and activities that promote and develop college and community leadership</p>
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1.5 SERVICE POPULATION: What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population:	<p>Student Engagement serves all enrolled at Grossmont College who wish to become active members of the college community as well as faculty and staff. Collaborations have included:</p> <ul style="list-style-type: none"> ● ASGC and student clubs ● Puente ● Dreamers ● International Students ● ESL ● Umoja ● LGBTQIA students ● CalWORKs ● EOPS ● Athletics ● Student Veterans <p>Student Engagement focuses on providing programs that are intentional at being inclusive and ensuring that we are supporting student equity. We also ensure groups that are historically impacted have a space to connect with resources on campus that have been developed and implemented for their success. We work with counselors, faculty and staff on campus so that they are aware of the student engagement cross cultural space.</p> <p>Feedback from the 2017 Grossmont College focus groups that were conducted on campus listed Student Engagement has a high contact department. This was measured from the comments and feedback that the students gave.</p>
Needs:	<ul style="list-style-type: none"> ● Basic needs ● Leadership opportunities ● Engagement both in and outside of the classroom ● Equity and inclusion programming ● Ally ship training ● Community service

	<ul style="list-style-type: none"> ● Campus involvement ● Larger engagement center ● Cal Fresh workshops ● Connecting with faculty/staff mentors ● Academic support services ● Increase awareness of resources available on campus as well as off campus ● Increase in an active student campus
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1.6 **SERVICES:** Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
Common Ground Cross-Cultural Center	<p>The Common Ground hosts a variety of services and workshops. The Common Ground focuses on the student experience and provides opportunities for students to engage with their peers and the Grossmont Community. The services we provide are:</p> <p>Provides opportunities for student involvement on campus and implementation of co-curricular programs.</p> <p>Provides opportunities for student participation in student clubs, leadership workshops, cultural activities, educational lectures, and wellness programming.</p> <p>We have set up computers in the student engagement center and have study hours every day where we play meditation music and allow for no talking so that students who need a quiet place to study can. We also provide coffee and tea free of charge for students. We have seen an increase of students dropping by for the study hours.</p> <p>Peer Mentor drop in hours: Peer Mentors are hosting drop in hours where students can stop by and meet with a peer mentor if they have any questions. This is a new collaboration and we are tracking closely the benefits of having the peer mentors in the student engagement space.</p> <p>Discussion Groups: The Common Ground hosts a variety of discussion groups focusing on diverse topics. In collaboration with SOGI we hosted a book club where participants were given the book, 'Love Simon'. At the end of the book club the students then went to the theatre to watch the movie. This book club allowed for students to share their own experiences focusing on their identity. We also hosted a space for DACA students to share their own personal fears and concerns surrounding the current DACA policies. Other discussion groups included the student of color coffee talks, You Talks, women's empowerment, mental health, food insecurities, talks on micro aggressions, Umoja related conversations.</p> <p>Cal fresh workshops: Students have the opportunity to sign up for Cal fresh and meet with a Cal fresh liaison. These are hosted weekly.</p>

	<p>Community Service Opportunities: The common ground offers community service projects for students who wish to gain more experience in giving back to their communities. Faculty have also offered extra credit for students if they volunteer through the common ground.</p> <p>Internship site: Cross Cultural Studies has allowed for students to pick the Common Ground has a space to do their site internship. Last year we hosted 2 students through this collaboration. One focused on women’s empowerment programming while the other focused on food insecurities and homelessness.</p>
Gizmo’s Kitchen Student Food Pantry	<p>Gizmo’s Kitchen launched Fall of 2017. The student food pantry is designed to focus on serving basic needs. We offer Cal fresh workshops, connection to mental health counseling through student health, community service opportunities, classroom presentations, as well as providing a service as a food pantry for students where they are allowed a bag of food and hygiene products once a week. See attachment on the student food pantry which will show data on the students we serve.</p>
Basic Needs	<p>The student food pantry has given out over 3000 meals. The top 3 groups that utilized the student food pantry were EOPS, Student Athletes, and Student Veterans. Gizmo’s Kitchen continues to have high usage. We also work closely with Financial Aid, CalWORKs, EOPS, faculty and staff to help provide resources both on and off campus. If we are not able to provide a specific resource due to budget limitations we have connected with outside community resources which we then direct students towards. We host Cal fresh workshops on a regular basis where students can come and meet with a Cal fresh representative to see if they are eligible for food stamps. We have also had other resources on campus such as the California free phone program for low income students. We have worked to help create a website that students can go to find help or the resources that they may need.</p>
Community Service	<p>Student Engagement collaborates with Community Service Learning and helped collaborate with various programs on and off campus. Also, we provide community service opportunities through Gizmo’s Kitchen which faculty have allowed their students to earn extra credit by doing community service hours. Many classes have utilized the one theme/one campus and learned about food insecurities which they then do projects for their classes to benefit the student food pantry.</p>
Leadership Training	<p>Provide cultural, social, educational and leadership opportunities to support student development both in and outside of the classroom. The workshops focus on student success such as time management, study tips, and resources on campus. Other workshops were on suicide prevention training, food insecurities, micro aggressions, women’s empowerment, mindfulness, community service. Workshops are also being designed to help student clubs improve their programming techniques, advertisement, and how to engage students in their clubs and retain members. Student Safe Zone trainings will be rolled out and implemented during the Fall of 2018. These workshops are being done in collaboration with outreach, student activities, student health, sociology, Umoja, career services, student engagement, and student affairs.</p>

<p>Women's Leadership Development</p>	<p>We started a small group during the spring of 2018 where we focused on women's empowerment. Programs focused on leadership in the community, mental health and wellness, career advancement, feminism 101. We will continue these workshops since students have been asking for a space to be able to discuss more of these topics in-depth. Another portion of this is that the Common Ground has also worked closely with the student club American Association of University Women. The Common Ground hosted as the space to meet for the students and collaborated on programming and women's history month. Student Engagement assisted with women's history month by providing funding and assisting with signups and the creation of the programs. Student Engagement continues to partner with AAUW to ensure that students have a space to process and feel empowered. The AAUW was student club of the year. The partnership and collaboration between AAUW and student engagement strengthened throughout the year. According to the AAUW club advisor, Sue Gonda, "The vision and programming efforts could not have been as strong if it wasn't for the partnership of student engagement".</p>
<p>Social Justice Workshops</p>	<p>International programming and education, Micro-Aggression workshops, practical competence. Throughout the year we hosted a variety of workshops and trainings. We were invited to host workshops on social justice competency for the peer mentors and the ASGC. These workshops focused on leadership and being inclusive. Student engagement also presented a workshop to AAUW on gender and identity. Other workshops that we hosted were suicide prevention within the LGBT community, food insecurities, and true colors personality inventory. We also did a workshop on law enforcement and intersectionality's within communities.</p> <p>When workshops on particular topics were being presented we worked closely with faculty that we thought would benefit from their students attending. Departments that we worked with were AOJ, Psychology, Cross Cultural Studies, ESL, Athletics, Sociology, English, as well as Puente, dream center, and Umoja. We also invited the peer mentors to all of the programs.</p>
<p>Student of Color Coffee Talks</p>	<p>We provided a space where a weekly discussion group was developed for students of color. We invited outside community members to present on topics that were focused on careers, education, non-profit opportunities, issues within the community as well as success in college. These discussion groups included staff, faculty and students. They allowed for real honest discussions and the ability for students to connect with both on campus and off campus community members</p>
<p>Cross-Cultural Programming</p>	<p>Student Engagement collaborated with Cross Cultural Studies Chair Dr. Sue Gonda and several student clubs to present on social justice programming. The student clubs included Dreamers, SOGI, Puente, AOJ, AAUW, and Indivisible. We put on several interactive and engaging programs on for the campus. Student Engagement invited a panel of LGBT law enforcement officers including the first openly transgender police officer for SDPD. The topic focused on intersectionality of identity while working for law enforcement.</p> <p>We had another program in the quad where we asked students to talk about their idea of what justice means and they took photos for the faces of Grossmont project. Student Engagement also connected with the psychology department and hosted an LGBTQ</p>

	<p>suicide awareness workshop where an outside presenter taught students basic skills on how to talk with peers who might be struggling with thoughts of suicide specifically those in the LGBTQ community. We have also created Safe Zone trainings for students and student clubs which is being rolled out during the fall of 2018.</p> <p>The AAPI community is another community we recently focused on supporting. Student Engagement worked closely with Daniela Sow in English Department to implement Asian American Pacific Islander History Month. The AAPI student community is a disproportionately impacted community on campus. Student Engagement has worked to be an additional resource for this student community. The Common Ground hosted an AAPI community mixer where students, staff, and faculty had the opportunity to meet in a non-formal setting. This allowed for students to meet other members of the AAPI community on campus. This was a successful event. The other large scale program that Student Engagement collaborated with was the AAPI heritage month. Student engagement helped with additional funding as well as helping with the promotion of events. Student engagement also provided additional help with staffing some of the events. The 1st annual AAPI heritage month focused on a variety of topics that impact the AAPI community. Programs included micro aggressions within the community, cultural customs and practices, spoken word, cultural foods, as well as speakers that were experts within the community. We are already focusing on the 2nd year to ensure this is a continued tradition at Grossmont College.</p>
Cultural Competence in Career Development	<p>Professionals both in the Grossmont Community and in the surrounding San Diego community were invited on campus to talk with students about their careers and the importance of being culturally competent. Examples of programs that student engagement hosted and or collaborated with were LGBTQ and Law Enforcement, women in STEM, Politics and social justice, how to start your own non-profit, mental health profession, law and social justice advocacy.</p>
LGBTQ Safe Zone training	<p>Safe Zone training has been revamped to be more inclusive of students and allow for student clubs and leaders to become safe zone trained. We will now be offering a 2 hour workshop which is more focused on an introduction to being an ally.</p>
Wellness Programming	<p>Mindfulness meditation, De-stress programming, women and mental health, food insecurities workshops, sponsored activities during de-stress week. The Wellness programming focuses on a diverse topics as mentioned above. The collaborations have been with student health, student activities, ASGC, psychology, community service learning, EOPS counselor, and AAUW. These programs were mostly hosted in the common ground space. One of the most highly attended workshops was the suicide prevention training. We had capacity at that event. Psychology department offered their students extra credit to attend this workshop. Another workshop was a student designed workshop. One of the cross cultural student interns was passionate about women's mental health. She contacted an EOPS counselor and invited her to help facilitate a women's discussion group focusing on women's mental health. We are looking to continue this collaboration for the year 2018-2019.</p>
You Talks	<p>You Talks are a weekly discussion group opened to all students but with a focus on our ESL students. Every week a different topic is picked and this allows students to continue to practice their English with native English speakers. This also allowed for the</p>

	community to learn about cultures outside of their own. These are highly attended. These discussion groups were formed out of a collaboration between student engagement and an ESL faculty member. They are open to the entire community but focused on encouraging ESL students to engage with each other and to provide as an additional support for them.
Day to Day services	Student Engagement offers daily services to the student community. These services include peer mentor availability, peer to peer workshops, study space, free coffee and tea. A space for students and faculty to engage. Workshops on classroom engagement, social media help, help with creating event flyers, help with student programs and events, student club engagement, an additional support service to student activities, basic need resources, board games, weekly movies, social justice books, poster supplies, and meeting space for students. Help with Cal fresh enrollment. We also strive to be a place where self-awareness, self-understanding, and self-advocacy takes place. It's important that students understand their individual needs and are able to advocate for those by developing the skills that are necessary to be a self-advocate.
Latino Heritage Month	Student Engagement assists with the funding of Latino Heritage month and is a partner with this event. Latino heritage month is a program that focuses on and celebrates the identities of the Latin X community.
DACA Buttons	Student Engagement helped fund the purchase of the "I stand with Dreamers" buttons that ASGC passes out to the campus community. These buttons strive to create awareness of DACA students on campus as well as show visible support.

1.7 **STAFFING:** The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/FTE :	Responsibilities:
Student Engagement Coordinator 1.0 FTE	Under the direction of an assigned manager, coordinates the successful implementation of high quality educational and leadership development programs in support for the College's student success initiative focusing on student engagement. ESSENTIAL FUNCTIONS: Perform a variety of responsible supervisory duties related to the planning, organization, coordination and assessment of student activities in connection with various educational, social, and cultural programs which appeal to a diverse audience at the college and in the community.

Collaborate with a broad range of campus entities to create and execute a calendar of programs and activities that focuses on overall student development.

Supervise and evaluate the performance of assigned staff; assign and review work; determine staffing requirements and establish workloads; develop and implement staff training programs.

Provide programs and services that will support, promote and enhance the academic, social, emotional, and overall success of students with specific emphasis on our under-represented and/or disproportionately impacted student population. Provide leadership in the development of multicultural and diversity based programs.

Design and participate in professional workshops, conferences, meetings and seminars pertaining to student development/leadership.

Prepare a variety of reports and promotional materials related to program activities, special events, personnel, fiscal management objectives.

Partner with departments on programmatic cultural activities and events that supplement classroom experiences; work closely with faculty and staff in developing co-curricular activities for learning communities focused on multiculturalism and diversity.

May coordinate Ambassador and Peer Mentoring programs, to include selection, training and supervision of classified and hourly personnel.

Assist in monitoring student success and the development of intervention plans; notify department chairs and faculty advisors of students with low-midterm grades, low semester GPA, or students on probation.

Support student leadership programs through workshop development, trainings, ongoing assessment, and programming logistics.

Provide leadership in the development of the Student Engagement Center, enhance the infrastructure and community, including participation and involvement in various committees and projects.

Develop creative informative marketing materials, displays, posters and electronic outreach efforts to build visibility of programming in the Student Engagement Center.

Develop and manage the record keeping practices for the Student Engagement Center and for maintaining confidential files.

1.8 **STUDENT SUCCESS:** How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

Comments:	<p>The Student Engagement program focus on engagement opportunities both in and outside of the classroom. The student engagement space is where peer mentors meet with their mentees. We also have computers which students can utilize for homework and writing papers. We also offer programs on wellness and stress management. The Common Ground has become a place where students connect with their peers and develop relationships. We also are intentional with Equity, Diversity and Inclusion in our programming and workshops Civic Engagement and interpersonal competence was also a theme throughout the year in the programs that were implemented. As mentioned earlier, student engagement focuses on increasing engagement to the college for students as well as designing a platform for students to be self-advocates which they learn about resources on campus and are able to define their individual needs and seek out those resources. We develop realistic goals and value the student feedback that is given to us. This position has adapted to challenging situations such as this being the only position of its kind on campus and not having a history or something to build upon. Student Engagement is an organic in nature and in the inaugural year has developed a program that is beneficial to the campus community.</p>
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1.9 **STUDENT EQUITY:** Describe how your program identifies and responds to the unique needs of special populations?

Comments:	<p>Student Engagement is funded by student equity. The programs and services that are offered are centered on the concept of social justice and leadership, as well as working with student basic needs on campus such as food and housing insecurities. Student engagement also connects students with outside resources such as Cal Fresh and social services. Student engagement presents workshops on lgbt safe zone trainings, student of color coffee talks which helps connect students of color to the community members for mentoring and networking. As mentioned earlier many of our themes included unity and community, civic engagement and dialogue, personal wellness, international education and culture, humanitarianism and engagement, as well as arts and creativity and faculty/ staff involvement.</p>
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1.10 How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

Comments:	<p>Student Engagement is designed to serve special populations through programming as well as providing resources that students may need to be more engaged both inside and outside of the classroom. We have built partnerships with counselors on campus and have had counselors hold office hours in the student engagement space. We also have been designing programs to support our AAPI Students to ensure they are connecting to the community and finding a space where they can seek resources. We created discussion groups centered on students of color. We work closely with our DACA students and help ensure they have the legal support they need. We also collaborate with EOPS and CalWORKs. We have set up events to connect our LGBT students to staff and faculty who identify within the community.</p>
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	<p>We participate in Orientation sessions, peer mentors activities, Association of Grossmont Students, activities fairs, week of welcome, classroom presentations, flex week, professional development sessions such as, “What’s Happening” and advertise our services throughout the campus so that faculty and staff are able to connect students to the student engagement space as well as the student food pantry.</p> <p>We started collecting demographic data in Spring of 2018 to see which students were using the student food pantry. Athletes and EOPS students were the highest users of the food pantry. What this means is we need to design further educational resources for these students so that they are aware of basic needs in the city of San Diego. This also supports that the information is getting to these group of students that Grossmont has a student food pantry. It is important to increase the number of days Cal-Fresh workshops are on campus to help enroll as many eligible students as possible.</p>
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1.11 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (Note: Plans for new and improved partnerships are included in Section 6.9).

Partner	Activities
ESL	Empower through knowledge and sharing a message of being more inclusive. We hosted weekly discussion groups known as, You Talks, where students, staff and faculty learned about each other’s culture and perspectives. It allowed for those that attended to get out of their comfort zone as well as creating awareness about culture. ESL department also allowed for extra credit for their students that volunteered at the food pantry. Many of the classes dropped by for a workshop on food insecurities and hosted their own food drives after learning about the national crisis as it relates to food and housing insecurities.
Community Service Learning	Worked on the month of service together. Student Engagement helped promote the activities and assisted with sign ups. Also, Student Engagement hosted the 1 st annual all campus dodgeball tournament that had over 150 people in attendance and ended with an all campus food drive to benefit Gizmo’s Kitchen as part of the Grossmont Gives Back initiative.
Student Activities	Student Engagement participates in various aspects of student activities and provides support to student clubs and a space for them to meet if needed. Student Engagement also helps promote events and works side by side with ASGC to ensure the campus is student focused.
CSIS	We have participated in Flex Week with CSIS and did a presentation on how to engage students both online and in the classroom. We did exercises with them to show them unique and creative ways to get to know their students and how to create a classroom that allows for less stress and more engagement amongst their peers.
Athletics	Throughout the year we collaborated with athletics on programming. Athletics held a food drive in support of Gizmo’s Kitchen. We also teamed up to host the 1 st ever all campus dodgeball tournament that supports Gizmo’s Kitchen. We had over 150 people attend this event which was a success.

English	Faculty in the English department have been focusing on the one theme/one campus. After having a discussion, they then bring their classes to the common ground to then listen to a presentation about the services we offer as well as what food insecurities is and how it affects an individual. We also provide a presentation on the importance of community service.
Outreach	We collaborated with outreach by inviting them to participate in the community events such as the MLK and San Diego Pride Parade. We teamed up as well for various community service opportunities. These events allowed for Grossmont to be involved in the San Diego community and reach a base that we normally wouldn't be involved in. By participating in the parades and community service projects this allowed for a unique opportunity of engagement for the Grossmont college community while showing our support and advocacy for civic and social justice engagement. Student Engagement also participated in outreach events that took place on campus throughout the year such as the fairs in the quad.
Student Health	Student Health and Student Engagement teamed up by creating a joint collaboration in regard to Gizmo's Kitchen. Student Health assisted Student Engagement by volunteering to be a site where students who have food insecurities could pick up a bag of food. This site allowed for privacy for the students while have access to student health services if needed.
Psychology	Student Engagement teamed up with the Psychology dept. to co-sponsor mental health awareness week as well as put on workshops for their students focusing on diversity and psychology. Their students also learned about food insecurities inside the classroom and hosted food drives to help assist with keeping the student food pantry stocked.
Umoja	Student Engagement hosted a series of student of color coffee talks that were established with Umoja students in mind. Student Engagement connected with the Umoja coordinator to ensure that the student of color coffee talks were intentional and a space that students could have honest conversations without fear of being judged.
Puente	Student Engagement provided a space for Puente students when needed. Puente students were invited to programs that may have served the Puente student population. Many of the peer mentors also had Puente students as their mentee. Student Engagement collaborated with Puente when the opportunity presented itself. Many times this would be in the form of a presentation to discuss the resources that student engagement offered. The student food pantry also served Puente students.
Professional Development	Student Engagement collaborated with the professional development team by providing ongoing presentations about student engagement on campus. Professional development hosts a series of workshops that are open to faculty and staff. This allowed Student Engagement to make connections with faculty on campus and increase their awareness of student engagement opportunities available to both them and their students.
Foundation	The foundation awarded us the innovation grant that was \$2500 and we were able to use the money to help create leadership programming and lay the foundation for the student engagement center which became known as, "The Common Ground". The money allowed for us to create engagement programs that included the campus community. This money helped

	<p>fund the majority of our programs the first year we have been open. These programs targeted special populations on campus. We used the data presented to us by the achieving the dream initiative to make sure we were focusing on engaging those targeted groups that the data focused on. The funds helped create student centered programming and purchase items such as board games, books, educational movies, mindfulness supplies, art supplies, posters, etc. The Common Ground cross cultural space has become a popular space on campus which students feel welcome and are able to connect with faculty and staff in a setting that is more relaxing.</p>
Graphic Arts	<p>The faces of Grossmont is an on-going social justice art program. The first phase was rolled out this past year. We wanted as much student involvement as possible. Student Engagement and Graphic Arts collaborated on this project by utilizing a photography student to help take pictures of our students, staff and faculty with a social justice theme for each project. The student was involved with the ideas and the photo sessions. Student Engagement helped coordinate the project and gather the people needed for each project needs. The result of this project resulted in powerful expressions of the Grossmont College community.</p>
Dreamers	<p>The Dreamers club meets in the student engagement space where they are provided a safe space to hold their discussions and programs. Student Engagement also coordinated several legal workshops regarding DACA renewal in the Fall of 2017. The DACA workshops were in collaboration with Cal-Western school of law students who were willing to do work pro-bono. We also worked closely with the Dreamers to inform them of workshops taking place in the San Diego community. Students were informed of the \$750 scholarships offered by the California Community Colleges to help file their DACA paperwork. The students from Cal-Western answered any questions they may have had and assisted them with filling out the paperwork and mailing it off so that the paperwork would arrive in time.</p>
Wellness Committee	<p>The wellness committee teamed up with student engagement to help host an interdepartmental month long food drive as well as create awareness of food insecurities on campus. The wellness committee invited student engagement into their department meetings to present on what student engagement is and the type of programming we do. Afterwards they created donation boxes and encouraged several departments to collaborate in collecting food for the food drive. This was a highly successful event and will continue to lead to further collaborations with the wellness committee</p>
AAPI Heritage Month	<p>Data has shown that the AAPI student population tends to be an underserved community at Grossmont. One way to help increase awareness and support the AAPI community was to focus on celebrating the culture and heritage. Also increasing support on campus by visible awareness which was the implementation of Asian American Pacific Islander Heritage Month. Student Engagement collaborated with Daniela Sow from the English Department on how we could increase our efforts. From this discussion, AAPI Heritage month was created. A series of workshops, presentations, and socials were then developed and implemented. Presentations focused on cultural customs, dress, and foods. A presentation on micro aggressions took place and mental health within the APPI community. At the all campus AAPI student, staff and faculty social there were over 70 students, staff, and faculty that attended.</p>

<p>Cross Cultural Studies</p>	<p>Sue Gonda, Chair of the Cross Cultural Studies program has a class where students must do a semester long internship with a site that focuses on social justice and inclusion. The Cross Cultural Community Service learning class is a one unit class. The Common Ground has become a host site after Sue Gonda and Susan Berry connected about student learning and the importance of community service. This partnership allows for students to focus on creating programs for other students that are unique to Grossmont. We had a student focus on women’s empowerment workshops and another student on community service and social justice. Women’s empowerment programs came about due to the student intern. And the intern that focused on food justice helped raise awareness of Cal fresh workshops and was able to connect with student athletes to inform them of the additional services that were offered. Since the Common Ground does not have paid hourly student employees this was a creative way to get students involved and help with programming at the Common Ground as well as support co-curricular learning.</p>
<p>Cal Works</p>	<p>We collaborated with Cal Works to help purchase supplies and assemble baskets to hand out to families during Thanksgiving. Student Engagement provided the Turkeys/ Hams as well as the canned food items. Students helped assemble the baskets. Students were then allowed to sign up for a food basket to pick up the weekend before Thanksgiving. This successful partnership will continue.</p> <p>We also work closely with Cal Works on the Cal Fresh program. We let their students know when the workshops are being hosted and how to sign up.</p>
<p>Veteran Resource Center</p>	<p>Student Engagement sits on the Student Veteran Resource center task force. This task force focuses on various resources for student veterans and how to engage them on campus. Student Veterans also are among the top 5 user groups for the student food pantry</p>
<p>Basic Needs Task Force</p>	<p>Gizmo’s Kitchen in coordination with the Basic Needs Task force collaborated on partnerships throughout the 2017-2018 academic year. These collaborations focused on informing students of basic resources on campus such as homeless student liaisons who worked out of financial aid and met with students that struggled with housing insecurities. We also worked together in coordination to launching the student food pantry and creating a basic needs syllabus statement that faculty could include in their student handouts. We also gave recommendations on the latest issues in regards to student food insecurity in the United States.</p>
<p>Administration of Justice program</p>	<p>Student Engagement partnered with AOJ faculty on programming efforts to engage their students and the student AOJ club. The, “What is Justice” social justice programming was done in collaboration with AOJ Faculty and Students. The, “ What is Justice” program encouraged participants to engage with law enforcement and seek to have a better understanding of community policing and social justice. These programs were highly attended.</p>

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: Please demonstrate how your department/program links into GC’s strategic plans of Outreach, Engagement, Retention and Institutional Capacity.

Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competence, social justice, student leadership development and advocacy.

Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

- Use of **information technology & institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1 Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	Student Engagement has created several programs that include opportunity for outreach and engagement collaborations such as participating in the SD Pride Parade and the MLK parade. Also participating in outreach fairs that take place on campus.
Engagement	My job is the student engagement coordinator so everything Student Engagement does focuses on engagement opportunities for students at Grossmont. We also started to offer leadership programs, formed a network and leadership student club, and provided structured opportunities for faculty, staff, and students to engage face to face. Assisted faculty with developing activities that supported in classroom learning. Our day to day operations focus on creating a space for students to meet with one another and cultivate friendships. We have also become a place where students seek campus resources as well as a place for students to study. We have also been working on creating off campus engagement activities that allow Grossmont to connect with the greater San Diego community.
Retention	Student Engagement works closely with the Peer Mentors to help provide a space where they can meet with students and hold regular office hours. They have also helped with collaboration on leadership programs. Also overseeing the engagement center has provided an additional space for students and staff/ faculty to meet to make meaningful connections on campus

Institutional Capacity	<p>We have utilized sign in sheets and collected data regarding the use of the student engagement space and the student food pantry. Data shows that both services receive a high amount of student traffic. We are working toward creating a consistent program survey that students will fill out after each event so we can capture the student demographic as well as their overall experience with student engagement. It is important that we tell our story and show our successes through this data. We strive to be a high impact program and with the continual foot traffic our office receives it is imperative we capture this data. The inaugural year was much transition and learning. As well as fast growth for the program. The 2nd year we are focusing on expanding on the services that we provide to the campus. In order for this to happen all 3 areas of the strategic plan must communicate and work more collaboratively on ensuring success for all 3 areas.</p>
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2.2 Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	<p>Student Engagement would like to do more with outreach but is limited in regards with resources and funding. Outreach has the staffing and the funding to be able to do programming as where student engagement is restrictive in those resources.</p>
Engagement	<p>As student engagement continues to grow and expand the programs as well as the food pantry we are in need of a larger space. We have already outgrown 2 spaces. The programs have been well attended and it's beginning to get cramped in the space. Also the food pantry needs to be housed in only one space and not in 2. We have had many challenges this year with having the collection in one space and the distribution in another. It is confusing students as well as other campus partners. Also there has been some concerns with the service being provided by the distribution part of the pantry. In order to help students feel more comfortable the food pantry needs to be housed in a separate space as well as all in the same space. To build capacity and ensure future success this must be a priority as the campus need is great for students who are facing food insecurities. We need to have a more private space to provide social work type programs for students who need to sign up for outside services.</p>
Retention	<p>Student engagement is working to collaborate more with the retention specialists. Student Engagement is partnering with the student peer mentor program by having the mentor host office hours in the common ground. The Peer Mentors and Student Engagement will also be hosting workshops on how to become more involved at Grossmont as well as student success workshops focusing on time management, how to connect with peers in the classroom, what resources are available on campus. Student Engagement also had a counselor hold office hours in the Common Ground during the semester of Spring, 2018 which proved to be successful. Students enjoyed the opportunity of having a counselor available in a student centered space.</p>
Institutional Capacity	<p>Technology has been a challenge to collect the data that is needed for student engagement. We were limited in those resources by which Student Engagement was only recently given access to SARs. This also limit our ability for the student food pantry to be able to scan student IDs and collect a diverse set of data that is needed to further ensure we are providing as many resources as possible with basic needs. Right now we are using google docs and a paper survey for the student food pantry but it would prove more efficient to have an online system that students can fill out so that the data is collected more efficiently.</p>

SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

3.1 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	N/A
Response to Recommendations:	

SSPR Recommendations:	N/A
Response to Recommendations:	

SSPR Recommendations:	N/A
Response to Recommendations:	

3.2 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	
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SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4: To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

4.1 How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

Comments:	We currently do not have an official survey tool that student's use. So we have been doing paper surveys to gather student needs. We have students sign in when attending a workshop/ event hosted by student engagement. We are looking to move toward more online survey collections where it will be easier and accessible for students, staff and faculty. Moving forward, we will continue to seek feedback from the community in order to maintain a high level of satisfaction on the services and experience we provide.
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4.2 Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:

- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Program SSO	Equity, Diversity, & Inclusion -understand and appreciate intersectionality on an individual, group and organizational level		
	Assessment Tool	We did not utilize a formal tool to assess the various programs we hosted. For us it was about student to student contact and ensuring we were providing programs for various groups of students who have been disproportionately impacted. This include a space for LGBT students, AAPI, Umoja, Students of Color, Student Veterans, Homeless students, Dreamer students, and students who identify as female.		
	Next Steps & Timeline			
Semester: Spring 2019	Semester: Summer 2019	Semester: Fall 2019	Semester: Spring 2020	
Create an effective assessment to gather the data on the programs that we offer	To continue to gather the quality information that is needed to implement ongoing student engagement programming	To move from paper surveys to online surveys	To take the yearlong data that has been collected and show the strengths and areas for improvement focusing on student engagement	

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Program SSO	Leadership Development and Civic Engagement - understand the broader common purpose that link all social justice movements. To offer greater opportunities in co-curricular, community, and leadership activities to enhance students civic and academic performance.		
	Assessment Tool	Our leadership programs have been intentional to always have a global perspective them as well as social justice. We connected with many academic departments to program around what they were learning in the classroom and bring a real world perspective to the curriculum. Our feedback was informal because they students were then required to report back to their instructors about what they learned.		
	Next Steps & Timeline			
Semester: Fall 2018	Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2020	
Work closely with faculty, staff, and administrators in initiating, sustaining, and expanding programs that enhance student performance and success	Increase awareness of inclusion among the student body on all levels of diversity and equity	Offer students greater opportunities to participate in co-curricular, community, and leadership activities to enhance their overall Grossmont college experience	To design and implement a leadership-based institute for students and student clubs to attend once a semester. This would involve peer to peer education as well as faculty and staff as facilitators.	

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Program SSO	Basic Needs		
	Assessment Tool	An intake survey was designed to capture the data focusing on student food insecurities. This data allowed us to capture the student populations utilizing the food pantry and how often.		
	Next Steps & Timeline			
Semester: Fall 2018	Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2020	
To purchase a refrigerator so that fresh produce can be handed out a few times a month. To begin workshops on food insecurities and education	To focus on dietary needs and to have food such as gluten free and kosher. To design recipe cards that focus on cooking on a budget. To host workshops on cooking and how to make budget friendly meals.	Standalone/ walk in food pantry. In order to secure long term sustainability it is necessary to locate a space and open a walk in food pantry where students can pick their own items that meet their dietary needs.	As of 2020 we will have over 2 years of data. It is important to analyze this data to see if there is a need for a part time classified staff position to help with the staffing of the food pantry,	

4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Program SSO	High Impact student engagement practices <ul style="list-style-type: none"> - Peer to Peer Education - Experience with Faculty and Staff 		
	Assessment Tool	We did not utilize a formal survey but the programs that involved peer to peer learning as well as programs that included contact with faculty and staff were well attended and students would ask for continual programming that involved faculty and staff where they could hang out with them in an informal setting.		
	Next Steps & Timeline			
Semester: Fall 2018	Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2020	
Develop and implement a partnership with the via rapida peer mentor program. To host workshops on college success which are led by a peer mentor	Create opportunities that allow for students to interact directly with administrators, staff, and faculty outside the classroom	To increase engagement opportunities and programming outside of the classroom that are facilitated by other students	Design a leadership handbook that student clubs can use that would focus on empowerment and creating a space of inclusiveness.	

Student Learning Outcomes (SLO): Courses

Section 4.4 – 4.12 Applicable only to departments/programs that offer courses of instruction.

N/A No courses offered.

INSTITUTIONAL LEARNING OUTCOMES

PURPOSE OF SECTION 4.13: To describe how Institutional Student Learning Outcomes (SLOs) are supported by your department/program.

4.13 Check each ISLO supported by your program. Please describe two examples that demonstrates how the work of your department or program links to the selected OSLO(s).

ISLO		Description
<input checked="" type="checkbox"/>	Critical & Creative Thinking	<p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.</p>
Comments:		<p>1) Programs were designed around social justice and inclusion. We implemented a program series called, "What is Justice". This series of programs picked a current issue happening in the United States and allowed students to participate in a creative way. Students were invited to share their own experiences on how they have been affected by stereotypes. They would then speak their own truths but also understand others have their truths and individual experiences.</p> <p>2) We designed a series called, "Student of Color" coffee talks. We invite outside presenters to facilitate a conversation focusing on how the community challenges and invited open discussion. These series attracted students, staff, and faculty. The conversations focused on micro aggressions, lgbt issues, stereotypes, legal issues, and the undocumented community and so on.</p>
<input type="checkbox"/>	Communication Skills	Students will communicate effectively through reading, writing, speaking, and listening.
Comments:		
<input checked="" type="checkbox"/>	Global & Local Perspectives	<p>Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>
Comments:		<p>1) The Common Ground; Student Engagement and Cross Cultural space was designed to provide a space for students to have conversations focusing on global and local perspectives. The programs we hosted were focused on DACA, food insecurities, women's empowerment and feminism, justice and legal issues, lgbtqia community, student of color coffee talks, international student experiences, mental health awareness</p>

		2) We hosted a weekly group called, you Talks, which was in collaboration with an ESL instructor. Every week we picked a cultural topic and talked about our own identities and cultural perspectives. These groups averaged around 30 students a week. The students were engaged and interested in learning about each other and their culture.
<input type="checkbox"/>	Technology & Information Skills	<p>Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.</p> <p>Students will demonstrate skill in the use of technology and its ethical and responsible applications.</p>
Comments:		
<input checked="" type="checkbox"/>	Life & Career Skills	<p>Students will engage in self-reflection to cultivate their personal development and well-being.</p> <p>Students will engage in and interpret various forms of creative expression.</p> <p>Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.</p>
Comments:		<p>1) We supported this by hosting workshops focusing on the importance of being culturally competent in a global workforce. And how developing yourself as a leader also means understanding those may not look like you and the importance of the value of communication</p> <p>2) We presented to classes about the importance of giving back to your community and how we are all reflections and expressions of our community. We focused on housing and food insecurities and how they affect many students on our campus and what we can do to support each other.</p>

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 3.1: To use Key Performance Indicators (KPIs) to demonstrate the following:

- Scale of operation
- Efficiency
- Effectiveness

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Gizmo's Kitchen		3000 prepackages of food were handed out
Student of Color Coffee Talks		200
Dodgeball Tournament		150
What is Justice Program- Quad Program		150
Faces of Grossmont social justice art project		200
Common Ground student contact (this includes programming, class presentations, community service, student engagement, drop ins, collaborations)		5000
Fall Community Service program- Creating the G out of Rocks		30
LGBT Student, Staff, and Faculty mixer		20
AAPI STUDENT ENGAGEMENT student, staff and faculty mixer		70
QR suicide and prevention training focusing on the LGBT community		70
San Diego Pride Parade		60

MLK Day Parade		50
You Talks- International Student Discussion Group		500
DACA Legal Workshops		20
What is Justice- SDPD Program		80
Thanksgiving family basket program		50
Mental Health Awareness Week- Mindfulness program		70
Graduation cap decorating		40
De-Stress week programming- Meditation		10
Women's empowerment group discussion		15
Gizmo's Kitchen Grand Opening Community Service event		60
Community Service opportunities in the common ground		500
Cal fresh Workshops		50
Food Insecurities workshop		300

PURPOSE OF 5.2: Summarize findings of additional data provided by the Data Liaison.

Comments:	N/A
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PURPOSE OF SECTION 5.3 & 5.4: To examine the trends represented in the data from 5.1 & 5.2.

5.3 What does the data illustrate about your department's contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success, etc.) How does this compare to previous years?

Comments:	We don't have any information to compare to prior years but Student Engagement will say that we are supporting the engagement of students on campus and encouraging them to become more involved both in the classroom and outside of the classroom. One way we are doing this is by working with faculty to help support the learning that is taking place in the classroom and creating opportunities to continue that learning outside of the classroom; theory to practice. Student Engagement has only been around 1 year and we hit the ground running. You can
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	see this by the various collaborations we are doing, the programming, creating a student center space which we have already outgrown, connecting students with resources on campus, allowing for a safe space for our lgbt students, working closely with ASGC to help support their efforts. Served as a resource for student clubs, helped support several faculty and departmental programs, and offered additional support when needed.
Comparison to prior years:	N/A

5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

Comments:	<p>The data that has been provided shows the impact student engagement has had in its short existence as well as hitting the ground running. The common Ground opened in Jan of 2018 and had over 3000 contacts with students, staff and faculty. It shows that there was a need for a student engagement cross cultural space as well as a space for students to be able to meet each other. Student Engagement was also involved with the achieving the dream program and met with the ATD coaches who helped Grossmont focus on their strategic plan as well as monitor the success of the three pillars. While preparing for our final presentation students were asked for their feedback about student engagement in Spring of 2018 and here are some of the quotes from the students”</p> <p>“The Common Ground has allowed me to connect with my peers at Grossmont and develop friendships that I don’t think I would have if it wasn’t for this space.”</p> <p>“This has been a space where I can relax, study, and get homework done.”</p> <p>“ I enjoy coming here and this is a space Grossmont has needed for a while”</p> <p>The food pantry is highly used and shows that there are many students that struggle with food insecurities especially our student athletes which are the highest users of the food pantry. The Food pantry has allowed for the community to come together and help support students who face food insecurities. In the first year of the food pantry being opened we handed out over 3000 bags of prepackaged food. We had several classrooms participate in a food drive as part of their curriculum. Departments that participated were ESL, English, Psychology, and Cross Cultural Studies. Students were able to connect what they were learning inside the classroom to help out the peers. We also offered extra credit opportunities for students to perform community service with the student food pantry. Many faculty took advantage of this opportunity and allowed their students to earn extra credit by volunteering hours with Gizmo’s Kitchen.</p> <p>The Common Ground has collaborated with departments on campus and has become a go to student hangout. The Peer Mentors also utilize this space to meet with students. Various student clubs such as SOGI (Sexual Orientation Gender Identity) student club, Dreamers,</p>
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	<p>Puente, You talks (ESL Discussion Group), AAUW student club would meet in the space as well as classes stop by to learn more about the services and resources that are available to them at Grossmont through student engagement. We would do ongoing presentations both in classrooms and in the Common Ground about the services and opportunities that were offered. Students that were employed in student engagement would lead many of these presentations to their peers. Peer to Peer education is effective and students seemed to be more comfortable with their peers leading the discussions.</p>
<p>Need/gaps:</p>	<p>Larger space for the food pantry and additional staff such as hourly students or part-time classified staff. In order to increase offerings and level of service from both the student food pantry and the common ground we need to start looking into funding for hourly student workers and/ or graduate students from local graduate programs. Also with the student engagement partnering with the Via Rapida program and Peer Mentors the student engagement center has become a high traffic area. As we continue to grow both programs there will be a need for a space to accommodate the programming that is taking place. We also need visible signage that communicates what this space is and branding. We are currently working on a getting a programming logo approved that we could put our marketing materials. This logo was created by a student for students.</p>

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: To describe the main goals and objectives for the program. *Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.*

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Goal 1:	N/A
Results:	

Goal 2:	N/A
Results:	

Goal 3:	N/A
Results:	

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	Gizmo’s Kitchen= we launched in Sept of 2018 and have served over 3000 prepackaged meals to students. We were able to connect the one campus/ one theme to food insecurities. We saw numerous classrooms and departments rally behind the theme and support the pantry throughout the year. As well as created a community service presentation which is presented to students when they come to the engagement center to volunteer. We focus on food justice and social justice in regards to the student food pantry. We also hosted an all campus dodgeball tournament to raise awareness about food insecurities and had over 150 in attendance.
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6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:	Retention= We just haven’t been able to make as strong of a connection with the retention specialist as we would like. It was more due to staffing changes and both being new programs.
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	This will be a focus as we continue to grow and move forward to incorporating the entire strategic plan and to ensure the 3 groups are working together.
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PURPOSE OF SECTION 6.4 – 6.10: The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:
N/A	
N/A	
N/A	

6.5 Explain how external factors (e.g. state budget, local economy, and local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

Comments:	The state budget included funding for student food insecurities. So this allowed for us to purchase supplies that were much needed to expand the pantry and the student needs. It had a positive influence on Gizmo’s Kitchen. It’s evident that we need a walk in pantry but space is limited on campus so we are being as creative as possible until a solution is found.
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GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	Student Engagement identifies goals from the strategic plan and has developed the position and programs around that. We created leadership programs focusing on social justice, opened a student food pantry. Collaborated with faculty with co-curricular programming to help engage students both in the classroom and outside of the classroom. We opened up a student engagement cultural space where students can study, play board games, socialize with each other, meet with their peer mentors, engage in community service and social justice programming. It also has been a space for faculty and students to come together to engage with each other and discuss topics that support their ongoing learning.
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6.7 Describe your goals for the next three-year cycle.

Refer to “SMART” Goal standards and Grossmont strategic plan.

Smart Goals: Specific – Measurable – Achievable – Relevant – Time-Bound Strategic Plan (see Section 2 for brief summary)

Alignment w/ GC Strategic Plan Check all that apply <input checked="" type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	Goal #1:	Expansion of the student food pantry
	Description:	We need to be able to expand the services in order to meet needs for the diverse community at Grossmont College. The Food Pantry needs its own space.
	Linkage to dept. or GC SSO:	Outreach, Engagement and Retention
Problem or gap being addressed:		Space limitation and service limitation
What will be improved as a result?		Students will be able to choose the foods the best meet their dietary needs as well as be able to serve students with families. We will also be able to provide programs related to social services and allows for privacy.
How will it be measured?		By an intake and exit survey
How will it reflect and contribute to Institutional Capacity?		This could help with retention and ensuring student success so that they aren't sitting in the classroom hungry.

Alignment w/ GC Strategic Plan Check all that apply <input type="checkbox"/> Outreach <input type="checkbox"/> Engagement <input type="checkbox"/> Retention	Goal #2:	To collaborate with the student success grad coaches
	Description:	Develop an additional opportunity for the grad coaches to host programs in the student engagement space focusing on study skills, time management, and classroom success.
	Linkage to dept. or GC SSO:	Retention
Problem or gap being addressed:		Connecting the strategic plan together
What will be improved as a result?		Adding an additional support service and opportunity for students
How will it be measured?		By a pre and post survey
How will it reflect and contribute to Institutional Capacity?		This program would support the strategic plan by working closely with outreach

Alignment w/ GC Strategic Plan Check all that apply <input type="checkbox"/> Outreach <input type="checkbox"/> Engagement <input type="checkbox"/> Retention	Goal #3:	Develop a partnership with the peer mentors and via rapida program
	Description:	To have a couple of peer mentors assigned to the student engagement space to be available for students between specific times. Also to allow for a platform for the peer mentors to host peer workshops on leadership and social justice. This collaboration has the ability to be successful because it will involve the peer mentors having an additional space to be available for Grossmont Students as well as create access for students.
	Linkage to dept. or GC SSO:	Engagement and Outreach. Leadership development and communication.
Problem or gap being addressed:	Space! This will create an additional student center space for the peer mentors.	
What will be improved as a result?	Staffing for the common ground and creating a consistent leadership program.	
How will it be measured?	Pre and post survey	
How will it reflect and contribute to Institutional Capacity?	Engagement and Retention	

6.8 Please answer the following question related to **Student Equity** and your department's efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

Comments:	We will continue to look for innovative and unique ways to connect with the special populations on campus by utilizing the resources that are available to us both on campus and off campus. As well as connecting with other colleagues from various campuses and looking at best practices.
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CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.11) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
CSL	I	This will allow for further engagement both inside and outside of the classroom
Retention	N	To focus on what student engagement can do to help further support retention with students as well as support their success
Veterans Resource Center	N	Our Veteran students are in the top 4 of who use our student food pantry. Student Engagement is looking to add additional support services for our veteran students and collaborating with the VRC

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	<p>Student Engagement would say the limitation of technology and not being able collect as much data as we had hoped to. We need a student focused programming tool that we can use in student affairs. Many of the programs we do are different than what Student Services does. Also this template was more focus on Student Services rather than Student Affairs so at times it was a struggle to fill some of the information out because we provide different type of services and typically program around our national standards under CAS which is the Council for the Advancement of Standards in Higher Education. It would be valuable to student engagement to be able to purchase a copy of the CAS standards to ensure we are meeting the learning outcomes. Also when looking at the data from Gizmo's Kitchen, athletes are the highest user of the pantry. Student Engagement is now focusing on basic resources for student athletes and how to connect with athletics to ensure their students are getting the appropriate help they need.</p>
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SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1 For reference, please copy and paste staffing summary from Section 1.7

Position/Name	FTE
Student Engagement Coordinator - Susan Berry	1.0

7.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	Student Engagement focuses on the strategic plan and creates a space for students to engage with faculty, staff and their peers.
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7.3 Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments:	No. Student Engagement is responsible for various aspects of the strategic plan. We oversee both engagement programming and the student food pantry. We have to rely on volunteers and federal work study students which does always provide consistent staffing to the space. We have already outgrown our current space which speaks volumes of the programming we are doing as well as how many students are struggling with food insecurities. Also the campus collaborations have been strong and at times we had to say no to a potential partnership due to staffing limitations. Also the student engagement coordinator desk is in an open space where interruptions are constant hence at times impacting administrative related duties.
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PURPOSE OF SECTION 7.4 – 7.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

7.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	<ul style="list-style-type: none"> ● The Common Ground- Student Engagement ● Griffin Center ● Main Gym ● Classrooms ● The main quad 	<ul style="list-style-type: none"> ● San Diego Food Bank ● Instagram ● Facebook ● Amazon ● Student Griffin Center
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7.5 Are the spaces listed in 7.4 adequate to meet the program’s educational objectives? Yes No

- If you checked ‘Yes’, please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘No’, please describe the current use of facilities and your department’s efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department’s ability to adequately meet its educational objectives.

Yes:	
No:	The Student Engagement space is a highly used space where we have constant traffic of people coming in and out. We have had large student turnout for programs and workshops and at times had to turn students away because it was too crowded in the space. Also, with the coordinators desk in the space, it takes up additional room and does not provide privacy for the coordinator when needing to meet with a student. We have faculty who utilize this space to meet with groups they advise or workshops they put on in coordination with student engagement. The Peer Mentors are also high users of the Common Ground. They hold their office hours in the space and meet with their mentees.

7.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	We attempt to be as creative as possible and plan ahead. We have learned planning ahead and booking rooms in advance allows for less stress on our part and for preparation for a large turnout. We have also observed when the best times are to program on campus which are typically Tuesday-Thursday between the hours of 11am-3pm. This is when we have seen attendance increase at discussion groups, events, workshops, etc..
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PURPOSE OF SECTION 7.7: Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).

7.7 Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe how this resource will help achieve the goal(s). Please be specific.
PH	To have a separate walk in food pantry and to help ensure basic needs are being met	We need to be able to expand the student food pantry to accommodate cultural diets as well as families. Currently our setup does not allow for us to do this. The food pantry needs to be in one location where we can provide additional resources as well as ensure privacy of the student.
T	Software	We need a better tracking system for student programming as well as for the student food pantry.

PH	Student Engagement Space	Eventually we are going to need a larger space for the student engagement center. Especially since this one has some access concerns. As mentioned earlier this space is becoming more crowded because the students are utilizing it on a daily basis. Having the food pantry and the student engagement space combined together makes for a tight space and at times crowded.

*Type:

P = Personnel: list faculty and staff in order of priority

T = Technology

PH = Physical: list facility resources needed for safe and appropriate delivery of services

PD = Professional Development: list need for professional development resources in priority order

O = Other: list any other needed resources in priority order

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time faculty and staff, addition of new programs, funding issues, etc.

Comments:	As of now there are no threats in the foreseeable future. The only threat would be lack of funding for operational and programming costs. The Common Ground is a highly used student space which the data shows, it is important to have an established budget to help support engagement opportunities on campus. Developing a sound and secure student life at Grossmont only shows to be beneficial to the overall community.
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PURPOSE OF 7.9: The committee is looking to recognize department/program efforts for outside funding.

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	We were award \$2500 from the Grossmont College Foundation for the Innovation Grant which we used to help develop the leadership programs as well as purchase supplies for the student engagement space. This was a one-time grant. We also were awarded a Grant through the state of CA to help fight hunger on campus. The San Diego Food Bank also awarded us a \$250 grant for college rocks hunger and during our opening of the food pantry they awarded us a certificate for a 1000 pounds of food which we were able to use to purchase food with from the food bank until we were established and began to raise awareness on campus. We have used this money to help build capacity for the student food pantry. As of now we have been awarded 2 years of Grant money to continue building capacity to assist with basic needs. That's the only outside funding we have been given. We have a limited budget from equity so we have had to depend on the Innovation grant to help assist our programming efforts and to develop a student engagement space.
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SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.
2. Analysis of the program review data was useful in assessing outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	To have a template for Student Affairs. Our programming and focus tends to differ than student services. Student Services is more counseling focus as Student Affairs is more student development and leadership based. It was hard to fill this out at times because of having a Student Affairs mindset and the way I program. I would like to help with creating this template.
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Appendices

CSIS Student Engagement Presentation- Flex Week Department Meeting

Introductions: Susan and Mari

- Pass out Bingo Cards- Susan

Importance of student engagement and active learning

- Grossmont College student data
-

Engagement before the first day:

- Record video intro, rather than just an email (Mari)
- Info Graphics syllabus (Susan)
- Student Questionnaire (Mari) → ([Example from 7th grade](#) -- [make a copy](#))

Engagement on the first day of school:

- [Google Slides intro activity](#)
 - [How to give constructive feedback](#)
- Clock partners

Student In-Class Engagement Strategies:

- Mindfulness in the classroom- Alpha waves- Spotify, Amazon Music, Mindfulness playlist
 - https://youtu.be/8y0QzKXb_U8
 - Inclusive language
- Flipped Instruction
 - Screencastify (10 min max)
 - Camtasia (paid)
- Discussions
 - [Clock Partners](#)
 - Walk & Talk
 - Todays Meet
- Games & Polls
 - Socrative
 - Quizizz
 - Kahoot
 - [Directpoll](#)

Final Reflection:

- Share one thing you're going to try → [TodaysMeet](#)

GIZMO'S KITCHEN



GROSSMONT COLLEGE STUDENT FOOD PANTRY Opening Fall 2017

WHAT:

Gizmo's Kitchen is a 'grab and go' student food pantry that supports students by providing pre-packaged items suitable for an on-campus lunch or meal. Student toiletries bags are also available.

WHO:

Any currently enrolled Grossmont College student may utilize Gizmo's Kitchen up to one time per week. (Must show a current Grossmont College ID, available in Admissions and Records, Bldg. 10-150)

LOCATION & HOURS:

Students may pick up pre-packaged bags in Student Health Services, Bldg 60-130, Monday- Thursday, 9am-4pm when classes are in session.

DONATIONS & INFORMATION:

Grocery store gift cards and in-kind donations from the Gizmo's Kitchen approved shopping list may be dropped off at Bldg. 60-116 (inside the ASGC Office) during normal business hours.

For more information or to donate to Gizmo's Kitchen contact Susan Berry at susan.berry@gcccd.edu





GROSSMONT
COLLEGE

COMMON
GROUND

RISE & GRIND

STUDENT OF COLOR COFFEE TALKS

Join us in the Common Ground for
engaging community discussions.

Come hear from community
leaders and activists!

For more info, contact Susan Berry
Student Engagement Coordinator
susan.berry@gcccd.edu

REFRESHMENTS WILL BE SERVED

- Thursday, Feb 8th 4pm-5pm
- Thursday, Feb 15th 12:30pm-1:30pm
- Thursday, Feb 22nd 1pm-2pm
- Monday, Feb 26th 12pm-1pm
- Thursday, March 1st, 1pm-2pm
- Thursday, March 15th, 12:30pm-1:30pm
- Thursday, April 5th, 12:30pm-1:30pm
- Monday, April 23rd, 1pm-2pm
- Thursday, May 17th, 12:30pm-1:30pm

ALL SESSIONS WILL TAKE PLACE IN BUILDING 60/
ROOM 206 (2nd floor of building 60)





**Asian American
Pacific Islander
HERITAGE
MONTH**



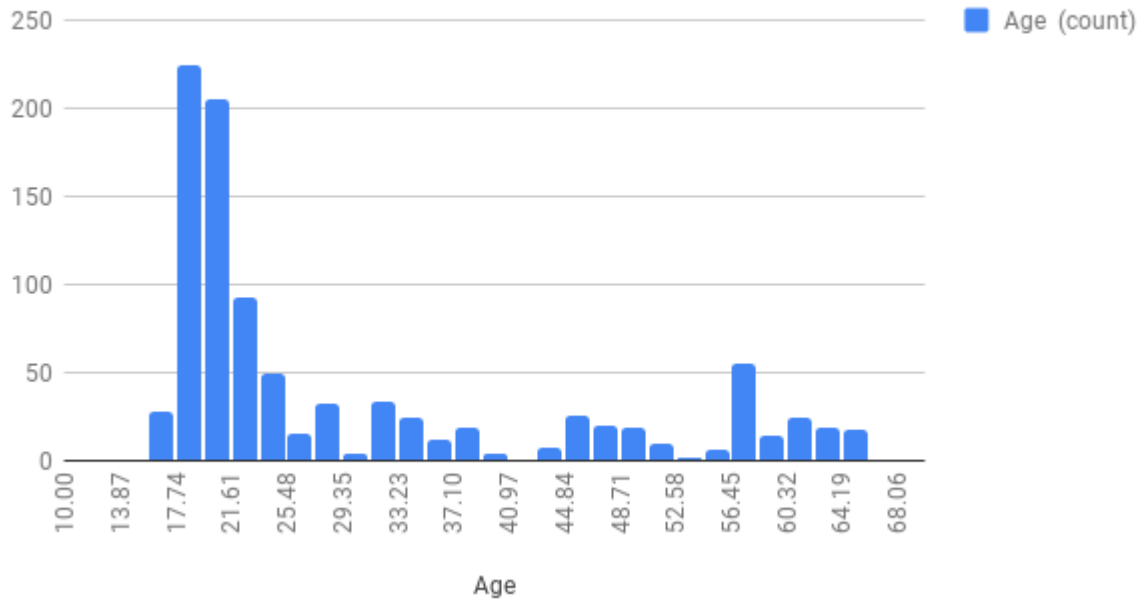
Tuesday, May 1st

**AAPI STUDENTS/
STAFF/FACULTY MIXER**

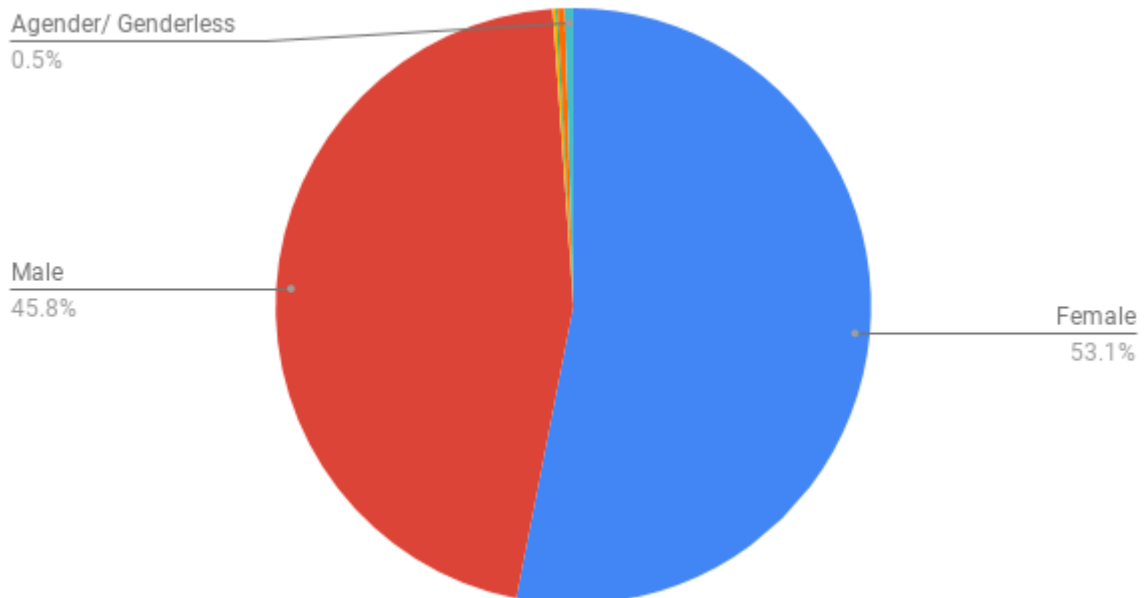
**Kick off Asian American
Pacific Islander Heritage
Month with this mixer.
Light Refreshments will
be served.**

**1pm-3pm
In Griffin Center
Common Ground Room
60-206**

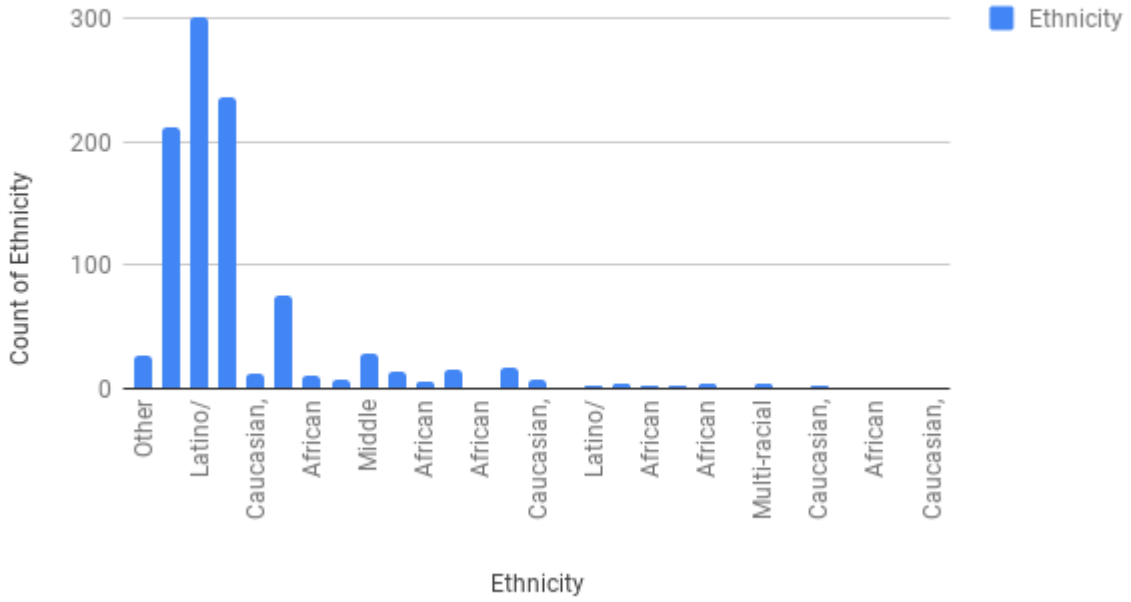
Histogram of Age



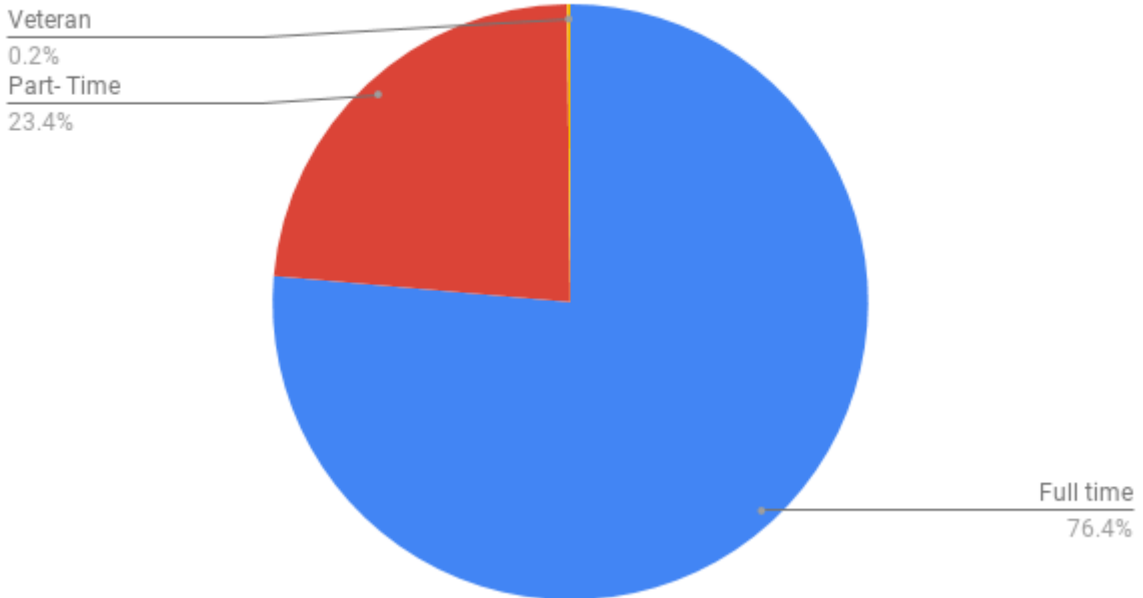
Count of Gender



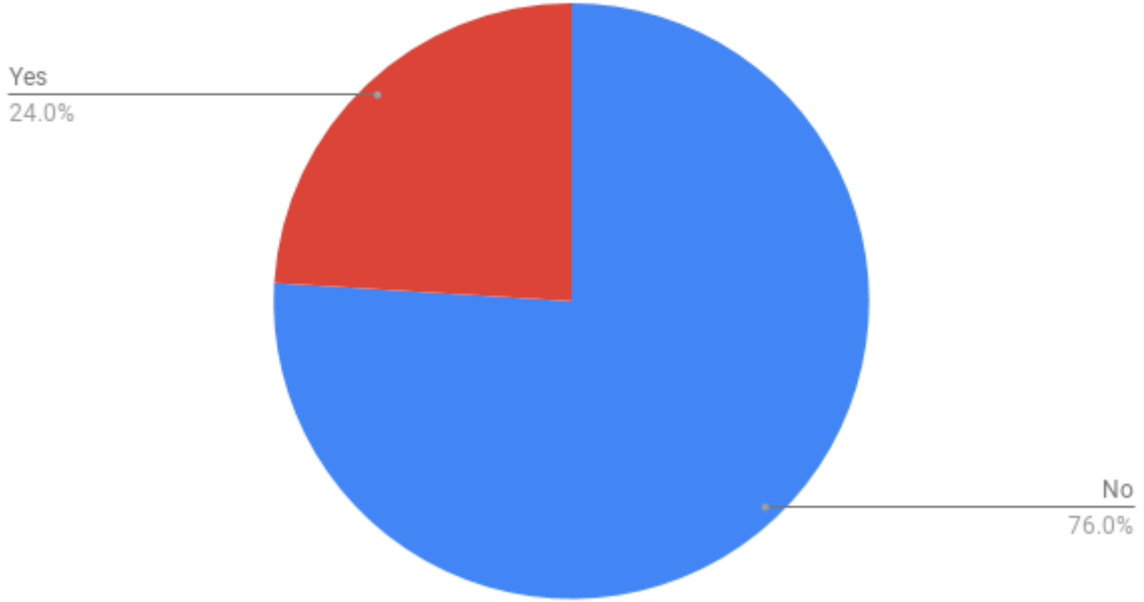
Count of Ethnicity



Count of Student Status



Count of Are you employed



Count of Circle the following that apply

