Due 3/7 (Reporting period is from October 2023 to present day)

Strategic Direction 3: Increase Student Success & Equity

Supporting Action 1: Increase equity in student success, completion, and enrollment through decreasing equity gaps for disproportionately impacted groups

Key Results (Measurable outcomes to assess progress)

1. **Develop strategies to increase part-time student success.**
   Responsible Individual(s): Keith Wurtz, Gio Sosa, Delmy Spencer

   > Research strongly indicates that moving to a compressed calendar increases the course success rate of students. Consistently, 67% of the college's students are part-time students. Accordingly, the college and district are currently working on moving to a compressed calendar.
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   > **Next Steps (anticipated future actions)**
   > SBCCD is working to agree on a compressed calendar by May 2024. Thereafter, the college and district will work out the process of planning the calendar in 2024-2025 to begin the new calendar starting in Fall 2026.

2. **Emphasize DEI social media, podcasts and videos (TikTok and YouTube) to promote interest in specific programs.**
   Responsible Individual(s): Michelle Riggs

   > The Marketing Department is dedicated to championing diversity, equity, inclusion, and access (DEIA) by strategically integrating these values into social media campaigns that promote programs through videos on platforms like TikTok and YouTube to engage with students. The following represents a listing of all recent social media campaigns:
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   > TikTok video posted on 3/8/24 features female completion coaches who are also alumni, promoting women's mental health.

TikTok video posted on 3/1/24 highlighted Black History Month and showed diverse students engaged in a variety of activities to celebrate.

TikTok video posted on 2/27/24 featured African American/Black student dancing with Ryker promoting the graduation application deadline.

TikTok video posted on 2/25/24 features female students in the Paramedic program.

TikTok video posted on 2/2/24 introduces the new MESA program

YouTube video posted on 12/30/23 features female alumnus promoting medical pathways, flexible schedules, and transfer opportunities.

YouTube video posted on 12/29/23 features diverse students who graduated in 2023 and transferred to CSUs giving advice to current students.

YouTube video posted on 11/29/23 features diverse student who shares how the Foundation supports students with scholarships.

YouTube video posted on 11/21/23 features diverse alumni who shares his journey through the EMS program and how the Foundation helped him achieve his goals.

YouTube video posted on 11/21/23 features diverse student who shares how the Fire Academy has empowered and trained him to join the Fire Service.

Next Steps (anticipated future actions)
The college will continue working on videos that will feature successful alumni who are Black/African American and LatinX in our fall enrollment campaign. The college will maintain a continued focus on highlighting DEIA in our TikTok and YouTube videos to promote programs.

3. **Increase the percentage of Hispanic/Latinx and Black/African American students and other DI groups successfully completing courses.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Dan Word, Kay Weiss, Jeff Smith

   Board Update

   The college is deeply committed to fostering student success and equity by actively addressing disparities that disproportionately affect certain demographic groups, with a particular focus on increasing the achievement rates of Hispanic/Latinx and Black/African American students, as well as other diverse and underrepresented

populations. To partially achieve this goal, the Office of Instruction has implemented a comprehensive strategy that includes incorporating the USC equity-minded inquiry series syllabus review into both part-time and full-time faculty evaluations. This initiative ensures that faculty members critically assess their course materials and teaching methods through an equity lens, with a specific emphasis on identifying and addressing barriers to success for marginalized populations including Hispanic/Latinx and Black/African American students. During faculty evaluations, instructors are encouraged to analyze student equity data and make necessary adjustments to their courses to better serve disproportionately impacted groups, such as Hispanic/Latinx and Black/African American students, thereby fostering a more inclusive and supportive learning environment. Moreover, the college has taken proactive steps to provide targeted support to underrepresented students through initiatives like the recently launched MESA program. This program, initiated in the current academic year, offers specialized assistance to students pursuing mathematics, engineering, and science disciplines, aiming to increase retention and success rates among historically marginalized groups.

For the 2023-2024 academic year the college has also increased the number of embedded tutors in gateway English and Math courses to increase course success rates among Black/African American and Hispanic/Latinx students.

Chancellor's Updates

The college is deeply committed to fostering student success and equity by actively addressing disparities that disproportionately affect certain demographic groups, with a particular focus on increasing the achievement rates of Hispanic/Latinx and Black/African American students, as well as other diverse and underrepresented populations. To partially achieve this goal, the Office of Instruction has implemented a comprehensive strategy that includes incorporating the USC equity-minded inquiry series syllabus review into both part-time and full-time faculty evaluations. This initiative ensures that faculty members critically assess their course materials and teaching methods through an equity lens, with a specific emphasis on identifying and addressing barriers to success for marginalized populations including Hispanic/Latinx and Black/African American students. During faculty evaluations, instructors are encouraged to analyze student equity data and make necessary adjustments to their

courses to better serve disproportionately impacted groups, such as Hispanic/Latinx and Black/African American students, thereby fostering a more inclusive and supportive learning environment.

Moreover, the college has taken proactive steps to provide targeted support to underrepresented students through initiatives like the recently launched MESA program. This program, initiated in the current academic year, offers specialized assistance to students pursuing mathematics, engineering, and science disciplines, aiming to increase retention and success rates among historically marginalized groups. Additionally, the STEM Center has significantly expanded its resources and services to enhance student support, including a notable increase in tutoring services, workshops, and activities tailored to meet the diverse needs of students from all backgrounds. Furthermore, the STEM Center has organized special programming centered around Black History Month, Women's History Month, etc. providing opportunities for dialogue, education, and celebration within the college community.

For the 2023-2024 academic year the college has increased the number of embedded tutors in gateway English and Math courses to increase course success rates among Black/African American and Hispanic/Latinx students.

By implementing these multifaceted initiatives and fostering a culture of inclusivity and equity, the college is actively working to decrease equity gaps and promote student success and completion for Hispanic/Latinx and Black/African American students. Through ongoing evaluation, collaboration, and a steadfast commitment to equity-minded practices, we remain dedicated to creating an environment where every student has the opportunity to thrive academically and personally.

Next Steps (anticipated future actions)
The college is focused on making the course success and class roster disaggregated data more easily available to all instructional faculty. Specifically, faculty need to be able to login to obtain their own class specific data. A corresponding data dashboard is currently under development and will be ready for use by the campus community in Fall 2024.

4. **Increase Hispanic/Latinx and Black/African American and other DI groups transfer rates.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Mariana Macamay, Jimmy Grabow

   For the 2022-2023 year, the college achieved the highest admission rates for University of California among the Region 9 (Inland Empire) colleges. Our students were admitted at a rate of 77.6% in Fall 20222, which is significantly higher than the admittance rate of 62.2% observed for the entire region. More impressive is that we did not have a disproportionately impacted group. Our African-American and Latinx students were admitted at the same rate or exceeded the rate of other ethnic groups. We are especially proud of this accomplishment.

   Additionally, the college was named a 2023 Equity Champion for Higher Education by the Campaign for College Opportunity. This is a designation offered to only 26 other community colleges and universities for creating and maintaining strong pathways to earning an Associate Degree for Transfer (ADT) for students of color.

   Next Steps (anticipated future actions)
   Our continued goal is to increase the number of students who apply to transfer. We will continue to market transfer-related events to courses with high Hispanic enrollment, target messaging in Starfish to Black/African American and Hispanic/Latinx populations, and continue to create events such as field trips to the Black College Expo and to institutions deemed as Hispanic Serving Institutions.

5. **Increase the percentage of Hispanic/Latinx and Black/African American and other DI groups students successfully completing transfer level English and math in the first year.**

   Responsible Individual(s): Keith Wurtz, Gio Sosa, Jeff Smith, Kay Weiss, Ivan Pena

   Board Updates

   The college is dedicated to advancing student success and equity by narrowing the disparities that affect disproportionately impacted groups, specifically focusing on increasing the achievement rates of Hispanic/Latinx, Black/African American, and other diverse student populations in transfer-level English and math courses within their first year. In fact, while the college observed disproportionate impact among Black/African American students with respect to the completion of transfer-level math within one year in academic years 2017-18 through 2019-20, such disproportionate impact is no longer present as of the 2020-2021 academic year (CCCCO, 2023). The college has also eliminated disproportionate impact among Black/African American students with respect to the completion of transfer-level English since the 2013-2014 academic year (CCCCO, 2023).

   The college has also increased the availability of embedded tutors/supplemental instructors (SI) in gateway English and Math courses. Faculty are now opting in/out of embedded tutoring when accepting course offerings, which is improving the ability to schedule embedded tutors/SIs. The following represent the counts of course sections with either embedded tutors by term:

   SP23: 8 English sections and 12 math sections
   FA23: 14 English sections and 18 math sections
   SP24: 11 English sections and 23 math sections

   Lastly, the college has added supplemental instruction (SI) to the following disciplines and courses: Astronomy, physics, and discrete structures.

   Chancellor's Updates

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disparities that affect disproportionately impacted groups, specifically focusing on increasing the achievement rates of Hispanic/Latinx, Black/African American, and other diverse student populations in transfer-level English and math courses within their first year. In fact, while the college observed disproportionate impact among Black/African American students with respect to the completion of transfer-level math within one year in academic years 2017-18 through 2019-20, such disproportionate impact is no longer present as of the 2020-2021 academic year (CCCCO, 2023). The college has also eliminated disproportionate impact among Black/African American students with respect to the completion of transfer-level English since the 2013-2014 academic year (CCCCO, 2023).

Nevertheless, the college continues to observe disproportionate impact among Hispanic/Latinx students with respect to completion of transfer-level math and English (CCCCO, 2023). To address this goal, the Math Department within the Social, Information, and Natural Sciences Division has implemented several key strategies. Firstly, an increasing number of part-time and full-time faculty are holding office hours and study sessions in the STEM Center on campus, which caters to students who feel more comfortable in this environment than in traditional classroom settings. This initiative has proven highly popular among students, providing them with additional support and resources to excel in their math coursework. Furthermore, the Math Department has expanded course offerings, including the variety of days, times, and modalities to accommodate students' diverse schedules, ensuring accessibility for all. Additionally, the Math Department has expanded the use of low-stakes testing, project-based learning, and alternative assessment methods, aligning with strategies suggested in the USC equity-minded inquiry series Syllabus Review. These approaches aim to create a more inclusive learning experience that caters to diverse learning styles and backgrounds. Moreover, the college's newly established MESA Program offers further academic and social support to disproportionately impacted student groups, including Hispanic/Latinx and Black/African American students, through additional tutoring and workshops tailored to assist students in math classes. By integrating these initiatives, the college is actively working to decrease equity gaps and foster a supportive and equitable learning environment where all students can thrive academically and achieve their full potential.

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instructors (SI) in gateway English and Math courses. Faculty are now opting in/out of embedded tutoring when accepting course offerings, which is improving the ability to schedule embedded tutors/SIs. The following represent the counts of course sections with either embedded tutors by term:

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Next Steps (anticipated future actions)

The college will continue to pursue the aforementioned activities. Additionally, the college will be assessing the use of these services by our college's various student populations, including our racially minoritized populations. Pursuing such work will allow the college to identify potential equity gaps by race/ethnicity and develop/implement corresponding strategies to address any observed gaps.

6. **Increase access and the use of disaggregated data by course success and class rosters for classes taught by instructors.**
   Responsible Individual(s): Gio Sosa, Keith Wurtz

Currently, this data is provided to all faculty participating in the USC Race and Equity Center training, to all of the college's instructional faculty going through the evaluation process, and to any faculty that requests such data.

Next Steps (anticipated future actions)
The college is focused on making the course success and class roster disaggregated

data more easily available to all instructional faculty. Specifically, faculty need to be able to login to obtain their own class specific data. A corresponding data dashboard is currently under development and will be ready for use by the campus community in Fall 2024.

Supporting Action 2: Enhance programs and services for disproportionately impacted groups and special populations

Key Results (Measurable outcomes to assess progress)

1. **Develop Summer Bridge programs and learning communities that will ensure Black/African American, Hispanic/Latinx, and other disproportionately impacted student populations persist in college.**
   Responsible Individual(s): Ivan Pena, Tesha Hagler, Kay Weiss, Jeff Smith

   In Summer of 2023, the college launched its pilot Summer Bridge Program with a goal of providing our incoming high school graduates with a seamless transition to the college. The eight-week program was specifically designed to support Hispanic/Latinx and Black/African American students who could benefit from additional support through their first year of college. Students enrolled in Student Success and the College Experience (COUN-100) paired with Freshman Composition (ENGL-101). The courses incorporated a culturally relevant curriculum with assignments that were tied to both courses. Students learn study skills and strategies to become a successful student. As part of this program, students also received academic and personal support through an embedded tutor and academic counselor.

   During year 1, taking place in Summer 2023, one cohort of students participated in Summer Bridge. All students who were enrolled at census were successful in both classes and persisted to Fall 2023.

The college is also committed to enhancing student success and equity by developing summer bridge programs and learning communities specifically within science, technology, engineering, and math (STEM) fields. In fact, within the Social, Information, and Natural Sciences Division, the newly established MESA program is developing programming to support Black/African American, Hispanic/Latinx, and other underrepresented student populations. Through strategic community partnerships, MESA students will have access to internship opportunities at local UC, CSU, government agencies, and private companies, providing valuable hands-on experience, enhancing their career readiness, and increasing student persistence in college. By prioritizing the development of summer bridge programs and learning communities, the college is taking proactive steps to promote equity and student success, ultimately ensuring that all students have the opportunity to thrive and achieve their academic goals.

Next Steps (anticipated future actions)

Recruitment for Summer Bridge will start earlier, with more collaboration with high school partners prior to graduation to improve upon logistical challenges occurring with enrollment. For year two, taking place in Summer 2024, plans are in place for two cohorts.

Additionally, the MESA program is collaborating with STEM disciplines at the college to develop summer bridge academic programming aimed at fostering a supportive learning environment and ensuring that students have the resources and support they need to succeed academically. Furthermore, the MESA program will incorporate social events throughout the summer to foster a sense of camaraderie among students, strengthening their connection to the college and increasing the likelihood of persistence.

The college will also track the progress of each cohort to ascertain any changes in course success rates over time.

2. **Increase the number of Black/African American, Hispanic/Latinx, and other DI student populations through courses (e.g. Ethnic Studies) and programs (e.g. Honors Institute).**
Responsible Individual(s): Keith Wurtz

The college has successfully hired a full-time Ethnic Studies faculty to develop additional courses and programs.

Next Steps (anticipated future actions)
The Ethnic Studies full-time faculty member will start in Fall 2024.

3. **Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND, HACU, etc.**
Responsible Individual(s): Ericka Paddock

The college is committed to increasing opportunities for students to attend culturally specific conferences such as A2MEND for those who identify as African American and HACU for those who identify as LatinX. Marketing and planning efforts begin 6 months before these conferences so students, faculty, and staff are aware that these cultural experiences are available at no cost to students. Great care is taken to remove obstacles (ex.changing the name of the form from "Application" to "Interest Form", offering appointments with the campus Career Closet) to make the process less intimidating to potential attendees.

Once selected, students are asked to attend at least two meetings before the conference: one to meet the college's team who will be attending (other students,

advisors, administrators,etc) and one to go over any fears, concerns, or last minute details that may be important. Depending on conference requirements, students may also be asked to attend a resume building and networking workshop with our campus Career Center so they are prepared for specific conference activities. After their return from the conferences, student attendees are asked to meet as a group with the Student Engagement Specialist approximately every six weeks. The Student Engagement Specialist functions as a "campus concierge" helping these students to continue to build community, bring in reps from other departments and offer staff support for any needs the students may have.

Next Steps (anticipated future actions)
This work is ongoing and contingent on the dates released on the annual calendars of each organization. Attendance at these conferences for the 2023/ 2024 is as follows:
HACU 2023: 7 students selected (7 students attended)
A2MEND 2024: 7 students selected (4 students attended)

Supporting Action 3: Promote and expand access to resources available to students (e.g., tech devices, food pantry, open education resources (OER), zero textbook cost (ZTC), financial aid, mental health services)

Key Results (Measurable outcomes to assess progress)

1. **Increase the number of programs that can be completed with free textbooks.**
   Responsible Individual(s): Keith Wurtz, Jeff Smith

   The college recognizes the financial burden textbooks can impose on students. Thus, the college has taken proactive steps to expand the number of Zero Textbook Cost (ZTC) programs. This effort is supported by three separate ZTC Grants, which have

enabled faculty to develop and teach courses that do not require students to purchase textbooks. Additionally, the proposed Certificate of Theatre and Voice Acting Program offers another ZTC degree pathway, addressing the increasing demand for trained professionals in the evolving landscape of theatre and voice acting. By offering these ZTC programs, the college aims to make higher education more accessible and equitable, ensuring that all students have the opportunity to pursue their academic and career goals without financial barriers. These initiatives underscore the college's commitment to promoting equity and student success, and they represent important steps toward reducing equity gaps and creating a more inclusive learning environment for all students.

The data below illustrate the number of college's course sections designated as ZTC by academic year:

2021-2022: 125 Sections (7.3% of all college sections)
2022-2023: 202 Sections (11.7% of all college sections)
2023-2024: 137 Sections (7.7% of all college sections)

Next Steps (anticipated future actions)
The college is currently developing the Library and Information Technology Certificate Program, a ZTC degree pathway designed to meet the growing demand for skilled professionals in information management within our regional labor market. The college is planning to have the first course of the ZTC program pathway available for students in Spring 2026. In fact, all ZTC program pathways (including for both the aforementioned Theatre and Voice Acting programs) will be available for students by Fall 2026.

The college will also track the number/percentage of courses and programs that can be completed online.

2. **Increase access, marketing, and awareness for Basic Needs Center (food pantry,**

mental health services, housing, and technology support services).

Responsible Individual(s): Ericka Paddock, Erika Sherman, Michelle Riggs

Board Update

The college has installed light post banners designed to highlight the Basic needs center displayed across campus.

The Basic Needs Center is also dedicated to increasing awareness of its services among students, faculty, and staff. To meet this goal, the center has created partnerships with departments throughout the campus. Some promotional events in Spring 2024 include the following:

03/26/24 Guest Speaker Liz Murray Author of the best selling book "From Homeless to Harvard"
03/27/24 Parenting Luncheon open to all student parents highlighting EOPS, the Child Care Center, and free legal services from Inland Community Legal Services
03/28/24 CHC Health & Resource Fair with the Health & Wellness Center
04/10/24 " Movies for Mental Health, a guided mental health workshop in partnership with the Health & Wellness Center and the County of San Bernardino.

Additionally, the center has helped support various departments with one time funding to help them provide more welcoming environments to their students by providing food and food storage supplies. Partners include the STEM Center, Fire/ EMS, the Tutoring Center, the Veterans Resource Center, and more.

Chancellor's Update

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Students also have access to holiday food baskets for Easter, Thanksgiving, and Christmas in addition to the food pantry items featured regularly. Similarly, CalFresh application assistance and referrals are provided through the Basic Needs Center. Nutrition workshops are offered each semester through our partnership with CalFresh Department of Public Health.

Two nap pods have been installed at the Health and Wellness Center and two lactation pods have been installed in the Crafton Center and in the Learning Resource Center. The campus map has also been updated to reflect the location of nap pods and lactation pods.

Next Steps (anticipated future actions)
The college will be filming a commercial in April that will feature a "whole you" approach to serving students. This will highlight basic needs, mental health, and other resources that the college has available to support current and prospective students.

3. **Use marketing to increase awareness of programs and sections that can be completed with free textbooks.**
   Responsible Individual(s): Keith Wurtz, Jeff Smith

The college is committed to advancing student success and equity by reducing barriers to education and increasing awareness of Zero Textbook Cost (ZTC) programs. As part of this effort to promote equity in student success, completion, and enrollment, the college is actively working on developing a comprehensive system to more accurately capture and reflect the number of sections offered as ZTC in the eSchedule. This system will enable more targeted marketing of ZTC sections to students, increasing awareness and accessibility to free textbook options. Furthermore, the college is leveraging ZTC grant funding to enhance marketing efforts for ZTC programs, particularly through the Library and Information Technology Certificate Program and the Certificate of Theatre and Voice Acting Program. Through targeted marketing efforts and ongoing dedication to ZTC initiatives, the college is taking proactive steps to increase equity in student success and ensure that all students have the resources they need to thrive academically.

Students can search for Zero Textbooks Costs Classes using the e-schedule.
https://www.craftonhills.edu/eschedule/

Next Steps (anticipated future actions)

A portion of the ZTC grant funding will be allocated to advertising both on and off campus, utilizing social media platforms and print media to reach a wide audience of students. By increasing awareness of ZTC degree pathways, the college aims to ensure that students are informed of the cost-saving benefits associated with these programs and can make informed decisions about their educational pursuits.

The college will also develop videos to promote ZTC programs as of Fall 2024.

4. **Improve access to technology that supports learning.**
   Responsible Individual(s):, Keith Wurtz, Mike Strong

The college continues to prioritize students' access to technology that supports their learning. In fact, since July 1, 2023, the college has checked out a total of 367 laptops and 120 hotspots to students.

The Technology Services Department continues to replace audio/visual technology and computers across the campus. Recently, the classroom technology in the West 111, 106 and North 101, 102 classrooms were replaced. The Child Development Center data cabling was replaced in 2023 with the Measure CC renovation project. Group meeting and tutoring spaces in the STEM center have been upgraded into interactive meeting spaces where students have a large touch screen TV with a computer to improve collaboration. A WiFi coverage survey was completed in Fall 2023 in preparation for a future WiFi network upgrade project.

Next Steps (anticipated future actions)

To improve the quality of equipment used in the multimedia and arts programs, multiple document projectors will be purchased and installed by Fall 2024.

The computers in the following rooms will be replaced through Summer and Fall 2024: CNTL2 134, CNTL2 135, CNTL2 136, EAST 104, and the Teaching and Learning Center with the Library computer lab to follow shortly thereafter. The audio-video equipment in classrooms CNTL 109 and 118 is scheduled for replacement during summer 2024.

The district will replace the campus network core to improve the network's strength and capabilities by Fall 2024. Additionally, the campus Wifi network will be upgraded as part of a districtwide wifi upgrade project in 2024. This will improve coverage, speeds, security, and reliability. Technology Services is also in the process of updating the inventory of all classroom technology equipment to inform the plan to upgrade outdated technology equipment.

Finally, the college is gathering input from students via the Distance Education Survey currently in dissemination (Spring 2024). Findings stemming from the survey will help the college identify and address students' additional technology needs.

5. **Establish student onboarding for distance learning via increased training and support.**
   Responsible Individual(s): Ivan Pena, Kay Weiss

The Distance Education Program Committee has been implemented. The committee has created a survey (deployed Spring 2024) to learn more from students regarding barriers to success within the online program which will guide the committee to make recommendations regarding further training and support. The survey includes open-ended questions to allow students to describe, in their own words, how the college can better support them in their online learning.

The Counseling Department has collaborated with the research office to better understand how it can support our college's special populations, including our probation students. Findings stemming from the Spring 2023 term indicated that our students on academic probation (Student Success Program) are less likely to successfully complete synchronous or asynchronous online courses than they are to complete in-person courses successfully.

Next Steps (anticipated future actions)

The Distance Education Program Committee will be reviewing the findings stemming from the aforementioned survey in Fall 2024. Such findings will inform the development of potential strategies to better support students. The college also intends to use such findings to inform the planned focus group with online students tentatively scheduled to take place in Fall 2024.

The Counseling Department plans to partner with Academic Support services to connect probation students to resources to help them improve course outcomes in DE courses.

Supporting Action 4: Improve communication with students (e.g., enhance CHC website, Canvas/Pronto SMS)

Key Results (Measurable outcomes to assess progress)

1. **Encourage use of Canvas and Starfish by all faculty regardless of course delivery format and student support services.**
   Responsible Individual(s): Keith Wurtz, Kay Weiss, Kashuanda Harris, Gio Sosa, Ivan Pena

   Canvas

   The college offers multiple formats of training throughout the fall and spring semesters regarding the use of Canvas and best practices. These include full courses (40-50 hours) and short "micro-courses" that can be completed asynchronously on demand.

   Starfish

   Every semester, the college also prepares Progress Surveys for its faculty–a Starfish-based tool that allows faculty to offer feedback to students throughout the term or otherwise connect them to student support services. As of Spring 2023, the college designated its Completion Coaches to specifically monitor and address one item stemming from the Progress Survey: Early alert flags. As a result, students are now contacted much sooner in response to an early alert flag and we have observed a greater usage of alert flags from instructional faculty. In fact, the most recent data from Spring 2024 shows that each Completion Coach is, on average, responding to 15 early alert flags per day.

   Next Steps (anticipated future actions)

> The college will continue to offer Starfish and Canvas-based training for the foreseeable future. Moreover, the Counseling Department will continue to collaborate with faculty chairs to ensure that students receive the support that they need to succeed.

2. **Increase student engagement in activities through student life.**
   Responsible Individual(s): Ericka Paddock, Ivan Pena, Willie Blackmon

> Our Counseling department has partnered with Student Life and Student Senate to hold carnival type club rush and unit recognition events. This spring we host our third semesterly event drawing over 400 student participants. This event not only encourages students to participate in campus clubs but also celebrates key unit milestones in order to engage and encourage students to continue working towards completion and/or transfer.
>
> The Student Life office has already completed the process of hiring a new Student Engagement Specialist.
>
> **Next Steps (anticipated future actions)**
> The Department of Student Life will also host other events during the Spring 2024 semester to increase student engagement, including Student Government Elections. The college's student senate is also hosting Market Day on April 17th.

3. **Create webpages for Black/African American students, Hispanic/Latinx, and other cultural groups to find resources, support and activities for them.**
   Responsible Individual(s): Delmy Spencer, Michelle Riggs,

Resources, support, and activities that serve specific groups are incorporated into all messaging, marketing, and the website.

Next Steps (anticipated future actions)

Creating webpages that cater specifically to the needs of particular groups requires thoughtful planning and inclusive design. To move forward, we would need to conduct thorough research to understand the needs, interests, and challenges faced by Black/African American students, Hispanic/Latinx, and other cultural groups. Recommend that we engage with representatives from these communities to gather insights and ensure that our efforts are culturally sensitive and relevant.