

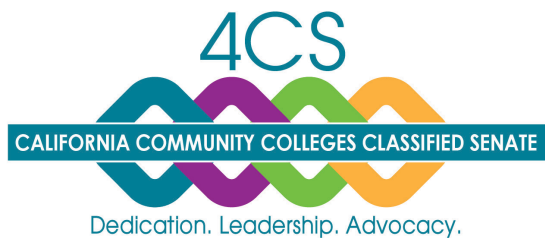


4CS



Dedication. Leadership. Advocacy.

**CARING CAMPUS INSTITUTIONALIZATION AND
SUSTAINABILITY GUIDEBOOK**



California Community Colleges Classified Senate (4CS) deeply values the insights and support provided by the classified senates in fostering student success, and we staunchly advocate for their inclusion in governance and active involvement in professional development. As a professional organization comprised of dedicated volunteers from across the California Community College System, we are committed to championing Shared Governance within our community. We provide pathways for success and growth for all classified professionals. Through our collective efforts and unwavering dedication, we strive to empower classified professionals and foster a collaborative environment that enriches the educational experience for all stakeholders. www.ccccs.org



The Institute for Evidence-Based Change (IEBC) is a nonprofit organization dedicated to helping education stakeholders – community colleges, universities, K-12 school systems, employers, and others – use coaching, collaboration, and data to make informed decisions and craft solutions that improve practice and dramatically increase student success. Learn more about IEBC and Caring Campus at www.iebcnow.org

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INTRODUCTION

What is Caring Campus?

Caring Campus was created by the Institute for Evidence Based Change (IEBC) based on research that shows students who feel more connected to their college are more likely to be retained, persist from semester to semester, and complete their academic goals. Caring Campus started as an effort to provide more connection between students and professional staff. IEBC provides coaching to participating colleges that drives behavioral changes that improve and enhance student success. As a result of this work, Classified Professionals become engaged with students on a deeper and mutually beneficial level. Participating Caring Campus colleges report multi-level benefits for their staff and their students. Everyone benefits from embracing a culture of caring. (Excerpts from IEBC website, <https://www.iebcnow.org/caring-campus/>)

What is the Caring Campus Institute?

The Caring Campus Institute is a partnership between IEBC and the California Community Colleges Classified Senate (4CS). The institute brought together 42 Classified Professionals from 22 colleges across the state to work on this guidebook, which will be shared statewide as a resource to help institutionalize and sustain Caring Campus programs at any college. In California, IEBC will continue conducting initial training sessions with professional staff. Once trained, colleges will work with 4CS on institutionalizing and sustaining their Caring Campus programs. This guidebook will be a living document, with new resources and ideas added over time.

Purpose

The purpose of the Caring Campus Institute was to create a guidebook that identifies promising practices, strategies, and challenges for continued institutionalization and sustainability for the long-term success of Caring Campus programs, including addressing the roles of Classified Professionals, faculty, and administration in that work.

The Project

The Caring Campus Institute is a professional development opportunity that will culminate with a guidebook of promising practices for institutionalizing and sustaining Caring Campus at any college. Classified Professional volunteers from 22 colleges, at various stages in the implementation of their Caring Campus programs, met monthly over the course of the 2023-2024 academic year. Background information was provided by Guided Pathways regional leads, a college president, researchers, and others regarding how Caring Campus programs benefit campuses in different ways. Participants were grouped into five teams and each team was responsible for one section of the guidebook. Each team was mentored by a

Classified Professional leader and received support from the 4CS Leadership team. During spring 2024, the teams worked together to combine their projects into a single Caring Campus Institutionalization and Sustainability Guidebook. One member from each team will present as part of a panel at the Classified Leadership Institute, sharing the experience and introducing the guidebook.

The term “promising practices” is used instead of “best practices” to reflect that not all practices will be universally effective in every setting. It is crucial to take the time to evaluate how each practice can be customized to suit the unique needs of individual campuses.

CHAPTER 1

HOW TO WORK AND COLLABORATE WITH LEADERSHIP

Introduction

This section examines ways in which Classified Professionals can collaborate with Leadership to create a successful Caring Campus program. Leadership plays a pivotal role in shaping the culture and vision of the higher education institution they serve. Their collaboration and support are critical to the implementation and long-term sustainability of new initiatives. Caring Campus takes a grassroots approach and empowers Classified Professionals to create positive change within an institution. Establishing Leadership buy-in can facilitate and expand Caring Campus efforts across the institution. This section aims to provide a framework for inviting Leadership support, establishing considerate and productive opportunities for ongoing collaboration, and creating moments to celebrate the role of Leadership and recognize the institutional gains from the implementation of a Caring Campus program.

Specific Steps for Implementation

Inviting Leadership Support

- ▶ Prior to the initial meeting with institutional Leadership, provide clear and concise information that establishes the value and credibility of the IEBC and the Caring Campus initiative.
- ▶ Obtain a clear commitment from the President and Vice Presidents prior to implementation.
- ▶ Bring strong energy and invite key stakeholders to the initial meeting with IEBC.
- ▶ Share how Caring Campus integrates with and supports existing projects, programs, and initiatives.
- ▶ Show how Caring Campus can consolidate unaffiliated projects, programs, and initiatives.
- ▶ Share examples of successful programs at other community colleges (e.g. data from IEBC and other campuses)
- ▶ Provide examples of what Leadership support might look like.
- ▶ Provide a summary following the initial meeting.

Establishing Considerate and Productive Ongoing Collaboration

- ▶ Be specific about what is needed from Leadership.
- ▶ Identify funds/contracts related to Caring Campus (e.g. equity funds) that can be used to support goals and encourage participation (e.g. nametags, swag, or rewards).
- ▶ Allow/encourage Classified Professional involvement in the Caring Campus program.
- ▶ Give examples of how Leadership can recognize efforts that support Caring Campus (e.g. shout-outs in newsletters, submitting Caring Campus “moments,” etc.).





- ▶ Present at the department level to provide examples of how Caring Campus can be incorporated in different departments. Engage your institutional Caring Campus coach as needed – some departments will be more willing to jump on board, but others may struggle to see their role.
- ▶ Work specifically with leaders who manage non-instructional faculty to engage them in Caring Campus behaviors.
- ▶ Request that Caring Campus be a standing agenda item at Leadership/Management meetings and standing committees to ensure ongoing communication and keep Caring Campus front-of-mind.
- ▶ Strive for efficient communication, which is sensitive to existing commitments and demands of Leadership’s limited time.
- ▶ Share data depicting successes and engagement on an ongoing basis.

Celebrate the Role of Leadership and Recognize Accomplishments

- ▶ Celebrate Leadership’s involvement in Caring Campus at a special event, which could include student testimonials and success stories.
- ▶ Create opportunities for and/or encourage the President and Vice Presidents to celebrate and share Caring Campus “wins” at campus events, board meetings, etc.

Expected Outcomes and Measuring Success

- ▶ Elevate Classified Professionals as critical parts of student success.
- ▶ Classified Professionals are engaged in and proactive about creating change on campus.
- ▶ Widespread adoption of Caring Campus behaviors across campus by a diverse group of staff, faculty, and administrators.
- ▶ Break down silos between Classified Professionals and Administration to create greater and more productive collaborations.
- ▶ Caring Campus programs become a point of pride for the campus, both internally and externally (Trustees, community, etc.).

What Measures Can Be Used To Determine That Change Has Been Successfully Implemented?

- ▶ Assess Leadership knowledge, support, and participation regarding Caring Campus before and after implementation.
- ▶ Ask Leadership to report observed changes in their departments.
- ▶ Determine how often Caring Campus is itemized on department agendas (e.g. request department agendas that include Caring Campus; review Leadership meeting agendas to determine how often Caring Campus is agendized, etc.). Do a pre- and post-assessment about the campus environment.
- ▶ Ask about management/leadership support of Caring Campus in employee assessments.

CHAPTER 2

LEADERSHIP PARTICIPATION

Introduction

This section explores the importance of Leadership participation in the success of Caring Campus programs. Leadership includes all levels, including executives, deans, managers, supervisors, directors and any other leadership position within the organization. In colleges where Caring Campus is led by Classified Professionals, the support of leaders is a critical component of institutionalization and sustainability.

By understanding the principles, practices, and benefits of the Caring Campus model, leaders can empower their Classified Professionals to engage with and fully embody those tenets. Classified Professionals should be allowed a degree of flexibility so they can set priorities regarding Caring Campus activities. Leaders can give feedback on the priorities of the Caring Campus program, rather than dictate these responsibilities and projects. Classified Professionals supported by Leadership will be encouraged to put Caring Campus principles into practice, leading to increased employee morale and student connections and success.

Specific Steps for Implementation

- ▶ Maintain visibility of Executive Leadership support, resulting in Leadership adoption.
- ▶ Schedule regular meetings between Classified Professional leaders and supervisors to review Caring Campus priorities and support needed.
- ▶ Hold Caring Campus workshops as part of onboarding new employees.
- ▶ Invite college leaders to meetings or events of Classified Professionals where Caring Campus is the focus.
- ▶ Collaborate with other departments to plan events and gain their support of Caring Campus.

Expected Outcomes and Measuring Success

- ▶ Adoption and modeling of Caring Campus behaviors by Leaders and Classified Professionals.
- ▶ Increased participation by Classified Professionals in Caring Campus activities.
- ▶ Allowing Caring Campus activities and planning during work hours.
- ▶ Improvements in employee morale and retention.
- ▶ Greater feelings of connectedness by students to the campus.
- ▶ Allocation of funds to support Caring Campus efforts.
- ▶ Increased number of students using campus resources and student programs.



What Measures Can Be Used To Determine That Change Has Been Successfully Implemented?

- ▶ Develop a Caring Campus assessment group to send out surveys and collect data.
- ▶ Collect data on attendance at events in which Caring Campus has a role.
- ▶ Analyze the number of students utilizing campus resources to demonstrate that Caring Campus links students to available services and increased success.
- ▶ Review and analyze student retention from one semester to another after fully implementing Caring Campus.
- ▶ Develop surveys for staff as well as students to better understand how both groups are interacting with the program (see example from Glendale Community College).

Implementation Plans

➤ Monitoring

- Interview/Survey Question (Students, Faculty and Staff)
- Qualitative & quantitative (Descriptive vs Measurable)

- 1) Have you seen any changes on campus since your college began implementing Caring Campus? If so, what have you noticed?
- 2) How would you describe your interactions with different student services on campus/online?
- 3) Do you have any challenges accessing campus resources?
- 4) If you could change one thing about your experiences with staff, what would it be?
- 5) During the current term, how often did professional college staff (advisors, financial aid, other offices) do the following in their interactions with you?
 - a. Greet me in a friendly way**
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)
 - b. Offer to help if I looked confused**
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)
 - c. Help me to find an office on campus**
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)
 - d. Appear glad to answer my questions**
 - In most cases
 - Seldom
 - Never
 - NA (I never interacted with staff)



CHAPTER 3

CARING CAMPUS UNDER A CLASSIFIED COMMITTEE

Introduction

This section discusses the importance of Caring Campus being housed under a classified committee. This creates a known, visible location to center Caring Campus actions and information.

If the college has a Classified Senate, the Senate can put Caring Campus workgroups/planning committees together. However, if the college does not have a Classified Senate, workgroups/planning committees can fall under other shared/participatory governance structures such as a college professional growth committee or as an advisory group under the President's Office or other senior administrator (i.e., Caring Campus Ambassador).

Whether under a Senate or not, the workgroup/planning committee should establish the following:

- ▶ Develop a mission statement
- ▶ Establish membership and how members are added and/or replaced
- ▶ Establish behavioral commitments
- ▶ Include this information in the Bylaws (if a Classified Senate exists)

Specific Steps for Implementation

- ▶ Organize a sustainable workgroup with specific tasks to support the Caring Campus environment that has strong buy-in from Leadership.
- ▶ Find a Caring Campus champion among administration (Administrative Ambassador).
- ▶ Develop an organizational structure: Who can participate? How do new members join? Who invites people? How does the group get funding? What does training consist of? Who facilitates the training? How does the work continue despite changes in the group, membership, etc.?



EXAMPLE ORGANIZATION STRUCTURES

ORGANIZATION STRUCTURE	SACRAMENTO CITY COLLEGE	LOS POSITAS COLLEGE
Where does Caring Campus live on your campus?	In a long term planning committee with classified membership that reports to President's Cabinet. Works in partnership with Senate, but separate.	As a workgroup under the Classified Senate.
How is leadership structured?	Currently chairperson-would like to increase cabinet.	Chairperson - working on more formal structure.
Who is your Administrative Caring Campus Ambassador?	Vice President of Administration	Vice President of Student Services
Does your structure fall within a committee, workgroup?	Yes	Yes
Is it part of your participatory governance process?	Yes	Yes
What other ways has it been integrated into your institutional processes?	<ul style="list-style-type: none"> ▪ Written into campus strategic plan and SEAP/Equity Plan ▪ At least one event offered during Flex/PD week two times per year ▪ Section in Convocation program ▪ Highlighted in Classified Retreat program ▪ Beginning of semester Division meetings 	<ul style="list-style-type: none"> ▪ Incorporated into a campus wide monthly award, Guided Pathways, and Flex Day Training two times per year. ▪ Reports shared during division and Classified Senate meetings
How is new membership created?	Volunteer	Volunteer
How are potential members invited to participate?	By committee members and through President's Office.	Through the Classified Senate and word of mouth.
What funding mechanisms do you have, if any?	SEAP funding through professional development area	Some funding through the President's Office
What training process do you have in place? Who facilitates this training?	<ul style="list-style-type: none"> ▪ We have not trained recently, but plan to have offer training in summer ▪ New Hires joining IEBC Academy; committee leaders facilitate 	<ul style="list-style-type: none"> ▪ Offer two Flex Day sessions a year and incorporate training into Classified Retreat
How do you maintain continuity in your structure?	<ul style="list-style-type: none"> ▪ Working on integrating into full-time employee workload for program oversight and onboarding ▪ Continuing professional development offerings 	<ul style="list-style-type: none"> ▪ Incorporate Caring Campus into Classified Senate bylaws
How do you create awareness of Caring Campus at your campus?	<ul style="list-style-type: none"> ▪ Dedicated newsletter once a semester ▪ Student support tabling during PD Week ▪ Collaborative events with Classified Senate ▪ Continual learning workshops focused on cross-departmental awareness ▪ Coffee Hour five times per year for exploring areas ▪ Caring Campus Chart of Services/Directory for employees 	<ul style="list-style-type: none"> ▪ Report out at division and Classified Senate meetings. ▪ The administration talks about Caring Campus often. ▪ Offer two Caring Campus Flex Day sessions a year.

- ▶ Invite, encourage, and maintain colleague participation in training and events, including rewards for those who participate in Caring Campus.

Examples:

- Provide trainings on flex day with workgroup/ambassadors
 - Campus forums/panels
 - Visible commitment postings in employee spaces
 - “Caught Caring” newsletter shout-outs
 - Cards/stickers small offerings of appreciation for participants and workshop leaders
- ▶ Brand your Caring Campus efforts - create a logo, shirts, pens, etc.

Examples:

- Zoom backgrounds can be an effective method of identifying your group members and inviting others to ask questions about your committee
 - Swag or other easily visible materials that can be worn or displayed in the office are helpful supportive options to increase interest, and incentivize campus community members to engage. Some examples that have been used by creators of this document are T-shirts, lanyards, ID badge changes, magnets, stickers, pins, key chains, etc.
 - Artwork, encouraging flyers and posters, and signage sharing commitments and affirming messages
 - Feedback collection boxes and surveys for suggestions
- ▶ Find ways to have the Caring Campus workgroup/committee partner with other programs across campus.

Example:

- Connect with employee affinity groups, bargaining groups, or fellow leadership groups (Academic/Student Senate) and offer opportunities for joint events.

Expected Outcomes and Measuring Success

- ▶ Increased visibility of Caring Campus needs and efforts.
- ▶ Increased student enrollment/retention/completion rates.
- ▶ Create a livelier campus environment resulting in a greater sense of satisfaction for employees and students.

What Measures Can Be Used To Determine That Change Has Been Successfully Implemented?

- ▶ Survey/focus groups of Classified Professionals for satisfaction of workgroup/committee.
- ▶ Survey of students for Caring Campus visibility/commitments in action.
- ▶ Increased engagement opportunities infused with Caring Campus.
- ▶ Offer incentives (candy bar, gift card) for answering quick survey questions.
- ▶ Email and/or text-accessible surveys.
- ▶ Sharing stories from colleagues at campus events.

Please note: We recognize that survey fatigue is a significant issue. We encourage utilizing existing survey options and partnering with campus entities, including student support programs and faculty, in their end of the semester questionnaires as possible ways to offset this difficulty.





CHAPTER 4

CELEBRATION OF CLASSIFIED PROFESSIONALS

Introduction

This section explores the importance of celebrating and recognizing the work of Classified Professionals as part of Caring Campus. Classified Professionals are a critical component of every college. Classified Professionals conduct the everyday work of the college, but too often, their work goes unnoticed and uncelebrated. Classified Professionals know the importance of celebrating accomplishments, even if it is amongst each other.

When Classified Professionals are celebrated, it helps them feel valued and cared for. This propels Classified Professionals to continue providing the best service possible to students. Creating a culture of care and celebration for Classified Professionals is an important part of institutionalizing and sustaining a robust Caring Campus. I am cared for; therefore, I care!

Specific Steps for Implementation

- ▶ Make connections - introduce yourself and get to know the Classified Professionals on your campus.
- ▶ Engage with Classified Professionals by inviting them to participate in activities and events.
- ▶ Have submission cards ready to complete for "Who Got Caught Caring?"
- ▶ Award certificates and/or Caring Campus gifts for getting "Caught Caring."
- ▶ Post recognized employees in Caring Campus newsletter.
- ▶ Give shout-outs to recognized employees in Classified Senate and other committee meetings.
- ▶ Hold annual recognition awards ceremony.
- ▶ Create events to increase cross-departmental awareness, learn more about college programs and services.
- ▶ Find ways to use your sphere of influence to get the campus involved.
- ▶ Invite administrators, faculty and students to Caring Campus events.
- ▶ Invite guest speakers to help foster creativity, personal growth and advancement.

Expected Outcomes and Measuring Success

- ▶ Classified Professionals taking on more leadership roles to make and promote positive change in the campus community.
- ▶ Increased morale, engagement, and connection amongst Classified Professionals.
- ▶ More positive interactions and better connectedness between Classified Professionals and students.
- ▶ Increase in staff retention with less turnover.

What Measures Can Be Used To Determine That Change Has Been Successfully Implemented?

- ▶ Survey soliciting feedback from Classified Professionals on what training and skills development they would like to have available.
- ▶ Survey/focus group about what activities and events are of interest to Classified Professionals.
- ▶ Surveys or questionnaires for Classified Professionals, faculty and students to assess campus culture.
- ▶ Use sign-in sheets or calendar responses to measure participation in events and activities.
- ▶ Pre- and post-surveys for events to determine what can be improved.





CHAPTER 5

GOING BEYOND THE STANDARD COMMITMENTS

Introduction

Many colleges start with standard commitments, which typically refer to the primary responsibilities and duties outlined in an employee's job description or contract. Standard commitments form the foundation of an employee's responsibilities, set by institutional policies and industry norms. Going beyond the standard commitments means exceeding expectations, showing initiative, and contributing more to the college's goals.

Going beyond the standard commitments is extremely important because it enhances employee engagement, fosters a culture of excellence, and improves student support. Engaged employees offer additional assistance and resources, creating a positive learning environment conducive to student success and employee morale. This commitment to exceeding expectations benefits students and enhances institutional reputation, attracting top talent and increasing enrollment. By promoting a culture of continuous improvement, colleges inspire employees to strive for greatness, contributing to a thriving community where both employees and students can excel.

Specific Steps for Implementation

Going beyond the standard commitments may be challenging but achievable over time. A good foundation understands the importance of establishing a solid groundwork before embarking on initiatives to go beyond standard commitments. This includes several key elements:

- ▶ **Establish a Strong Foundation:** This implies laying down the groundwork necessary for the successful implementation that goes beyond standard commitments. This may involve setting clear objectives, defining roles and responsibilities, and ensuring adequate resources are available.
- ▶ **Emphasize Excellent Leadership:** Leadership plays a crucial role in driving change. Leaders who believe in the process and are committed to celebrating progress, no matter how small, provide essential support for long-term success.
- ▶ **Integrate Caring Campus Principles:** Leaders need to embrace the concept of a Caring Campus themselves before they can effectively instill it in others. This requires a cultural shift within the institution where empathy, support, and care are valued and integrated into everyday practices.
- ▶ **Define Leadership Structures:** The suggested leadership structure includes a chair, a co-chair, and a recorder to initiate and oversee the process. This structure ensures accountability, clear communication, and efficient coordination of efforts.



Examples of Attainable Goals

- ▶ Create a Directory or Open House for Classified Professionals: Foster a sense of community and support within the campus. Facilitates opportunities for interaction and can reduce communication barriers. For instance, organizing open house events where new Classified Professionals can meet existing staff members can facilitate integration and collaboration.
- ▶ Encouraging the Use of Nametags for ALL employees: Wearing nametags enhances visibility and fosters a sense of familiarity and approachability within the campus community. By ensuring that all employees wear nametags, communication barriers can be reduced, promoting a more inclusive environment.
- ▶ Empowering Classified Professionals as Resources: Classified Professionals should be equipped with the necessary knowledge and resources to connect students and colleagues with relevant information and support services. This can involve providing training sessions or creating easily accessible reference materials to enhance their effectiveness as valuable resources within the campus community.

Having laid a solid foundation aimed at surpassing standard commitments, it is imperative to outline specific steps for effective implementation. By establishing clear objectives and fostering Leadership buy-in, the groundwork has been set to propel these endeavors forward. Now, transitioning from theory to practice, here are some actionable strategies that will translate these aspirations into tangible outcomes.

- ▶ Guide Classified Professionals on Navigating the College Directory: Provide training sessions or resources to help Classified Professionals efficiently locate individuals within the college directory, fostering better communication and collaboration.
- ▶ Facilitate Warm Handoffs to Student Services: Introduce new employees to Student Services through personalized introductions or warm handoffs, ensuring a smooth transition and seamless integration into the support network.
- ▶ Recognize Classified Professionals' Achievements: Regularly acknowledge Classified Professionals for their accomplishments, boosting morale and fostering a culture of appreciation within the workplace.
- ▶ Distribute Monthly Newsletters with Caring Campus Highlights: Share monthly newsletters featuring shout-outs and recognition of Caring Campus acts or moments, promoting a sense of community and celebrating compassionate actions.
- ▶ Foster an Inclusive Environment: Ensure that the workplace is inclusive and welcoming for everyone, promoting diversity, equity, and respect among all employees.

Practical Approaches for Interacting with Students

- ▶ Offer warm greetings and acknowledge students upon interaction.
- ▶ Address and resolve students' issues or concerns thoroughly before concluding the interaction. This may involve providing solutions or referring them to the appropriate resources.
- ▶ Provide words of encouragement to uplift students and bolster their confidence.



Expected Outcomes and Measuring Success

Going beyond the standard commitments is expected to yield significant outcomes, necessitating rigorous measures to assess success. By encouraging employees to exceed expectations, institutions anticipate heightened engagement, improved morale, and a more supportive environment. Moreover, fostering a culture of excellence is envisioned to enhance student retention and success rates, as students benefit from increased support and a positive campus atmosphere.

Additionally, efforts toward strengthening connections between students and staff are anticipated to cultivate a sense of belonging and community. However, to effectively gauge the impact of these efforts, robust measurement mechanisms are essential. Below is a list of expected outcomes when implementing a system that go beyond the standard.

- ▶ Increased Involvement of Classified Professionals
 - Active participation in campus initiatives, committees, and events by Classified Professionals.
 - Enhanced collaboration and contribution from Classified Professionals towards achieving organizational goals.
 - Demonstrated commitment to the college community through volunteerism and engagement opportunities.
- ▶ Cultivation of a More Positive and Supportive Atmosphere
 - Improved morale and job satisfaction among faculty and staff.
 - Strengthened sense of camaraderie and teamwork within departments and across campus.
 - Reduction in instances of conflict or negativity, leading to a more harmonious work environment.
- ▶ Enhanced Rates of Student Retention and Achievement
 - Implementation of support programs and resources that address the needs of students, leading to improved academic performance.
 - Increased utilization of student support services and resources.
 - Positive feedback from students regarding the quality of support and resources available to them.
- ▶ Strengthened Sense of Connection Among Students and Classified Professionals
 - Development of mentorship programs or peer support networks that facilitate meaningful connections between students and Classified Professionals.
 - Creation of opportunities for informal interactions and relationship building between students and Classified Professionals.
 - Feedback from both students and Classified Professionals indicating a sense of belonging and connection within the college community.



What Measures Can Be Used To Determine That Change Has Been Successfully Implemented?

Quantitative metrics, such as participation rates and retention statistics, will provide concrete indicators of progress, while qualitative feedback from both employees and students will offer valuable insights into the perceived effectiveness and impact of these initiatives. Through a comprehensive approach to measurement and evaluation, institutions can ensure that their endeavors exceed standard commitments and yield tangible and meaningful outcomes for all stakeholders.

Measuring these outcomes requires a combination of quantitative data and qualitative feedback gathered through various assessment methods. Here are some examples as to how each outcome can be measured:

- ▶ Increased Involvement of Classified Professionals
 - Quantitative: Track attendance and participation rates in campus events, committees, and initiatives.
 - Qualitative: Conduct surveys or interviews to gather feedback on Classified Professionals' perceived level of involvement and engagement.
- ▶ Cultivation of a More Positive and Supportive Atmosphere
 - Quantitative: Administer employee satisfaction surveys to measure changes in morale and job satisfaction.
 - Qualitative: Collect anecdotes or testimonials from faculty and staff regarding their experiences of teamwork, support, and positivity in the workplace.
- ▶ Enhanced Rates of Student Retention and Achievement
 - Quantitative: Analyze retention rates over time and compare them with historical data to assess improvements.
 - Qualitative: Gather feedback from students through surveys, focus groups, or exit interviews to understand their perceptions of the support services and resources available to them.
- ▶ Strengthened Sense of Connection Among Students and Classified Professionals
 - Quantitative: Track participation in mentorship programs or peer support networks and assess changes in student-reported feelings of connection and belonging.
 - Qualitative: Conduct interviews or focus groups with students and Classified Professionals to explore the quality of their interactions and relationships within the college community.

Additionally, to determine the success of implemented changes, college campuses and Caring Campus should develop a comprehensive survey for students to measure how the college has impacted their lives. Each campus can tailor the survey to best suit their



unique needs and objectives, ensuring that it effectively captures the specific outcomes and experiences relevant to their community. This personalized approach to assessment enables colleges to gather valuable feedback and insights, facilitating informed decision-making and continuous improvement efforts tailored to the individual characteristics and priorities of each institution.

In summary, embracing efforts beyond standard commitments in college environments enhances employee engagement, fosters a supportive culture, and significantly improves student experiences and success. By laying a strong foundation, setting attainable goals, and implementing practical strategies, colleges create a vibrant community where both employees and students thrive. Anticipated outcomes include increased staff involvement, a nurturing atmosphere, improved student retention rates, and fortified connections, emphasizing continuous advancement and assessment. Through a comprehensive approach to measurement and feedback, colleges ensure enduring success, fulfilling their core objective of cultivating inclusive, supportive, and enriching educational environments that exceed expectations, empowering all campus members to thrive.

CHAPTER 6

RESOURCES

- ▶ [Salem Community College Staff Steering Committee Document](#)
- ▶ [Irvine Valley College Caring Campus Website](#)
- ▶ [Las Positas College Caring Campus Pitch Deck Presentation](#)
- ▶ [Las Positas College Caring Campus website](#)
- ▶ [Mendocino College – Mendo Cares website](#)
- ▶ [Sacramento City College Caring Campus website](#)
- ▶ [Fast FAQ's Chart of Service \(Sacramento City College\)](#)
- ▶ [Final/Webpage Workshop Wednesday \(Sacramento City College\)](#)

CALIFORNIA CARING CAMPUS COLLEGES

Antelope Valley College	Barstow Community College	Butte College
Canada College	Cerritos College	Chaffey College
Citrus College	Coastline Community College	College of the Canyons
College of the Desert	College of the Redwoods	Compton College
Contra Costa College	Copper Mountain College	Crafton Hills College
Cuesta College	Cypress College	Cuyamaca College
DeAnza College	Diablo Valley College	Evergreen Valley College
Folsom Lake College	Foothill College	Fresno City College
Gavilan Community College	Glendale College	Grossmont College
Hartnell College	Imperial Valley	LA Mission College
LA Pierce College	LA Valley College	Lake Tahoe Community College
Laney College	Las Positas College	Long Beach City College
LA Southwest	Los Medanos College	Irvine Valley College
Madera Community College	Mendocino College	Mission College
MiraCosta College	Miramar College	Mt San Jacinto College
Modesto Junior College	Monterey Peninsula College	Moorpark College
Napa Valley College	Norco College	Orange Coast College
Oxnard College	Pasadena City College	Palomar College
Reedley College	Riverside City College	Sacramento City College
Saddleback College	San Bernardino Valley College	San Diego City College
San Diego Mesa College	San Jose City College	Santa Monica College
Santa Rosa Junior College	Santiago Canyon College	Shasta College
Sierra College	Skyline College	Solano Community College
Southwestern College	Ventura College	Victor Valley College
West LA College	West Valley College	Yuba College





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Modesto Junior College
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MiraCosta College
Madera Community College
Las Positas College
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Oxnard College
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Hartnell College
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4CS is dedicated and motivated to working and sharing with others who support high-quality educational services and provide positive learning environments for our students and communities.

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