

**Student Affairs  
Divisional Plan  
2020-2021**

**Strategic Theme 1: Focusing on Students First  
Our unwavering focus on student growth and development**

**SP GOAL 1.1            Implement the Engaged Learning Program beginning with the fall 2017 entering class.**

*Action Plans and Steps*

1.1B: Engage faculty, administrators, staff and alumni in the Engaged learning Program. Create on and off campus internships and other learning experiences through which alumni, administrators and staff serve as mentors, in addition to faculty, and build meaningful relationships with students.

2017-18:            Marketed the Engaged Learning Program through new student orientation, opening and freshman seminar. Engaged freshman seminar leaders as approvers for the new student engagement experience.

Provided leadership for Bronc Nation as a tool to support the implementation of co-curricular aspects of Engaged Learning.

2018-19:            Implemented ongoing reflection of community service opportunities utilizing trained peer reflection leaders (Bonner Scholars and Rider Service leaders) to allow students to receive Engaged Learning credit.

Promoted Engaged Learning leadership opportunities for students that are connected with out-of-class experiences.

2019-20:            Deployed intentional marketing of Engaged Learning for co-curricular leadership experiences, including all student club and organization leaders, fraternity and sorority recruitment, SGA, Association of Commuter Students, and Emerging Leaders.

Facilitated Student Affairs refresh training on Engaged Learning requirements and process. Each Student Affairs department mapped intentional intrusive opportunities for their student leaders to complete the recording of experiences for Engaged Learning credits, built into their experience.

2020-21:            Develop and promote virtual opportunities that satisfy Engaged Learning requirements.

Each department will intentionally embed opportunities within their program structure for students to record Engaged Learning experiences associated with key leadership positions.

Expand marketing to promote volunteerism as a contributor to Engaged Learning Requirements, including opportunities for remote service and advocacy in light of new social distancing guidelines.

**Related SA Goal: Expand efforts to enhance civic engagement of students.**

***Action Plans and Steps***

2017-18: Gathered input from faculty and staff to inform an institutional civic action plan as a part of the Campus Compact. Expanded opportunities for service activities of Student Affairs staff to model the value of civic engagement for students. Facilitated a student volunteer interest survey to inform future community partnerships and service opportunities.

2018-19: Expanded voter registration efforts in support of mid-term elections, resulting in national recognition by Washington Monthly.

Integrated civic engagement in student leadership training activities.

2019-20: Received a silver seal at the 2019 ALL IN Challenge Awards Ceremony in Washington, DC for achieving a student voting rate between 30% and 39%. The ceremony recognizes colleges and universities committed to increasing college student voting rates. Rider student mid-term election voting increased from 13.2% in 2014 to 38.3% in 2018.

Promoted volunteerism as contributor to Engaged Learning requirements. Efforts included Broncapalooza, web updates, presentations in freshman seminar, and email promotion. Collaborated with academic course to develop a future marketing plan.

Formalized oversight of Rider Pantry and Meals on Wheels to promote volunteerism for students through those opportunities.

Developed plan, in concert with Center for International Education (CIE), to expand short-term international service learning options from 1 to 2 annually, carefully considering service locations that balance cost-effectiveness and service providers that can offer meaningful service experiences.

2020-21: Promote student participation in the 2020 Presidential elections by ensuring opportunities for students to actively join in the Rider Votes 2020 initiative, redesigned for virtual connection.

Pilot domestic service learning site opportunity for May 2021.

Develop an educational campaign on being an active bystander (including in person and virtual/social media environment, and in COVID-related health behaviors).

Facilitate an educational session for students on the appropriate use and impact of social media.

**SP GOAL 1.2      Develop a first-year experience (FYE) for all freshmen and transfer students.**

*Action Plans and Steps*

2017-18: Actively engaged in the development of a credit-bearing freshman seminar connecting student transition elements offered in the existing freshman seminar.

2018-19: Facilitated a review of current programs for commuter students to inform future efforts to engage and support this population.

Co-chaired a campus-wide committee that developed a vision for the student navigation initiative.

Rebranded fall opening to Welcome Week and expanded opportunities for student engagement throughout this time of transition to Rider.

2019-20: Contributed to the design and preparedness for the launch of the Student Navigation Office. Transitioned materials previously utilized in freshman seminar and progress reports for use in the office.

Established Evolving Leaders as a leadership development program for transfer and non-traditional students. 20 students participated in the inaugural year.

2020-21: Responsive to COVID-19, develop a robust orientation program for new students and family members which provides quality material and engages students and families in a virtual format.

**SP GOAL 1.4: Strengthen students' persistence and timeliness to graduation.**

*Action Plans and Steps*

- 2017-18: Supported the work of the Retention Task Force including serving as co-chair, engaging five divisional staff as members, and chairing two of the four subcommittees - focused on establishing an inventory of campus retention practices and reviewing best practices for support of students of color.
- Contributed to a review of a comprehensive student success/predictive analytics software to inform retention efforts.
- Reviewed use of BSCSE data by Residence Life to outreach and support students to consider its applications for at-risk students.
- Evaluated current efforts in support of sophomores and transfers to inform comprehensive sophomore and transfer support initiatives.
- 2018-19: Created checklists for each student classification year (i.e. Freshman, Sophomore, Junior and Senior years), guiding them on important developmental tasks and resources.
- Established club advisor contracts and met individually with each to outline their responsibilities to best support student organization involvement as an opportunity to promote sense of belonging and learning. In collaboration with Career Development and Success, facilitated a division-wide analysis of student work opportunities, outlining learning outcomes associated with each position.
- Transitioned student records oversight to Academic Affairs units.
- 2019-20: Contributed to planning associated with adoption and integration of EAB Student Success tool to best identify and intervene with students with identified risk factors.
- To enhance support for student leaders through organization involvement, hosted a series of workshops for club and organization advisors.
- Implemented strategic employment initiative across Student Affairs units, assuring meaningful educational experiences and feedback for nearly 300 student employees in division.
- 2020-21: Define Student Affairs role to most appropriately integrate and utilize EAB Student Success tool to maximize support for students.

Develop online training modules for student club and organization advisors so they can best support and develop student leaders.

Launch peer-to-peer mentoring programs for students of color (P2P mentoring) and LGBTQ+ students (SPECTRUMentoring), and evaluate effectiveness for ongoing program improvement. (Student Affairs)

With consideration of the multiple formats of delivery of curriculum and co-curriculum, promote campus support available for resource-insecure students (including food and basic necessities, housing, technology, and books).

Partnership with Navigation Office in ways that promote student success (e.g. liaison on students of concern committee, FYE LLC, transition of progress reports, etc.).

Modify delivery of Student Support Services, McNair and EOP summer programs and ongoing support functions for remote and hybrid delivery.

Implement new ongoing series for first-year EOP students to promote the successful transition from high school to college, thereby contributing to persistence.

In collaboration with Academic Affairs, facilitate retention data analysis of students of color by racial identity to develop campus strategies to support.

**SP GOAL 1.6: Build a vibrant living and learning community that enhances the university experience for students, faculty, staff, administrators and alumni, strengthens learning and campus spirit and further builds a sense of community, place and belonging.**

### *Action Plans and Steps*

#### **Vibrant Learning**

1.6A: Develop and promote a diverse university community that is reflective and supportive of our diverse student population. This can be facilitated through ongoing intentional discussions in the campus community regarding issues of diversity as they relate to both the student experience at Rider and in society at large, fostering dialogue related to issues of diversity within academic programs, and employee hiring and support practices (as further reflected in the importance of our people theme).

**Related SA goal:      Develop intentional co-curricular opportunities to engage students in multicultural education across Student Affairs.**

- 2017-18:      Actively celebrated months representing and honoring various identities and cultural traditions (i.e. Hispanic Heritage Month, National Coming Out Day and other Gay Pride events, Native American Heritage Month, Black History Month, Women’s History Month, Asian Pacific American Heritage Month).
- Combined the Celebration of Lights with the Lighting of the Library to promote cultural holiday celebration with larger student audience.
- Facilitated regular community conversations to engage students on important world and campus issues.
- Secured an external grant in support of the Multicultural Student Leadership Institute.
- 2018-19:      Chaired the Intellectual Climate Committee, integrating co-curricular programming associated with the shared read on social issues.
- Developed workshops by request to host discussions on topics including implicit bias, microaggressions, affinity spaces, social identity, cultural appropriation, tension in America, and contemporary issues of race, class and gender.
- Developed standard materials and training to facilitate a session in Freshman Seminar on social identities.
- Hosted a student trip for approximately 50 students to the African American History Museum in Washington, DC.
- 2019-20:      The Center for Diversity and Inclusion assumed leadership for Safe Zone ally training, revamping content, training facilitators, developing promotional materials, and enhancing workshop availability for students, faculty, and staff. Initial efforts trained 18 allies.
- Developed and facilitated diversity competency training embedded in student leader training (Audiences included: Community Assistants, Orientation Leaders, Student Government, and Greek Leaders. Topics included: *Implicit Bias*, *The Identity Wheel*, *The River of Life*, and *Racial Bias*).
- In collaboration with Academic Affairs, expanded the series of co-curricular programming associated with the shared read and themes of social justice, engaging over 200 student participants.

Elevated student-centered conversations on social justice issues utilizing modern events and media. Efforts included Center for Diversity and Inclusion's *Conversation Cafe: Contemporary Issues in Race, Class, and Gender* series, *Tension in America*, and weekly *Open Door Conversations*, in a total of 28 programs with over 600 attendees.

Centrally marketed a series of events in conjunction with launch of the Inclusive Excellence Plan, totaling 33 programs with over 1,400 participants.

Designed summer orientation sessions for incoming students and families that include Inclusive Excellence overview and session for first-generation students.

2020-21: In collaboration with Academic Affairs, design and facilitate a shared read experience that focuses on racial injustice, incorporating relevant co-curricular learning components.

Integrate explicit educational opportunities on diversity, equity, and inclusion for new students (e.g., summer orientation, Welcome Week, residential experience). Efforts will include a required virtual training module and intentional residential programming.

Facilitate an annual Leadership Day for student organization and executive board members focused on relevant topics of diversity, equity, and inclusion and considering ways to engage with and advance the Inclusive Excellence Plan.

Establish a practice of Student Affairs responsiveness to emerging events on campus or around the world that considers appropriate student outreach, messaging and/or convening related to the issues.

Develop and implement programming and practices for The Julius and Dorothy Koppelman Holocaust and Genocide Center of the Center for Diversity and Inclusion.

Promote interfaith collaborative programs by expanding relationships with local affiliate ministers and student religious organizations on campus.

1.6B: Working with the LGBTQ Advisory Board and SGA, ensure that the needs of students of all sexual orientations, gender identities and gender expressions are supported.

**Related SA Goal: Promote intentional engagement with and support of marginalized students, including minority populations by race, religion, national origin, sex, sexual orientation, social class, ethnicity, gender identity and expression, age, ability educational level and all other identities.**

*LGBTQ+ community*

2017-18: Began implementation of recommendations of the LGBTQ Advisory Board. Preferred names are now printable on Bronc ID.

Investigated criteria and best practices toward becoming an LGBTQ Friendly College and University as defined by Campus Pride.

Offered Safe zone training to divisional staff to advance awareness of needs of the LGBTQ+ community.

2018-19: Hosted an inaugural welcome reception for LGBTQ+ identifying students and allies during Welcome Week.

Supported Spectrum in hosting the inaugural Lavender Graduation, a ceremony recognizing the accomplishments of LGBTQ+ students. Provided leadership for the LGBTQ+ advisory board and related implementation of recommendations from the original taskforce. Actions this year included implementation of gender inclusive housing, campus-wide gender-inclusive restrooms identified, labeled and promoted online.

Engaged campus partners to evaluate Rider's compliance with recommended LGBTQ+ friendly elements as defined by Campus Pride organization.

2019-20: Completed initial application for review by Campus Pride to evaluate Rider's LGBTQ+ friendliness, resulting in a 3.5 out of 5 star rating. Following additional work, resubmitted to secure a 4 star rating. Rider is one of only 358 campuses in the nation with this designation.

Supported Spectrum in implementing the first year of a peer-to-peer mentoring program for LGBTQ+ students.

Advance LGBTQ+ inclusion efforts in collaboration with OIT and Registrar to include preferred name in Banner and throughout systems including Degree Works, Canvas, Class List, Grading, the Library system, and StarRez.

Hosted training for student affairs with external expert on supporting trans\* students.

2020-21: Lead the LGBTQ+ advisory in review of the detailed Campus Pride report and prompt campus units with information related to additional opportunities to advance LGBTQ+ inclusion.

Fully launch peer-to-peer mentoring program for LGBTQ+ students (SPECTRUM MENTORING), and evaluate effectiveness for ongoing program improvement. Continue to support the celebration of Lavender Graduation for LGBTQ+ students.

Implement phase II of preferred name project for LGBTQ+ inclusion, expanding and automating additional systems of record.

*Students of color, first-generation, and/or low-income students*

2018-19: Designed a mentoring program for students of color (fall 2020 implementation), informed by student focus groups and review of national literature and best practices. Shared relevant findings with various campus stakeholders to inform understanding of experiences of students of color.

2019-20: Hosted Colorful Connections, an inaugural welcome reception for students of color (along with faculty/staff of color) during Welcome Week.

Implemented efforts to make Orientation more inclusive to meet needs of diverse students, including offering a session on Inclusive Excellence, a session for first-generation students and families, and availing online resources that are captioned and can be translated into any language. Facilitated family sessions with break-out rooms for native Spanish speakers.

Enhanced communication with new students and families as a part of orientation regarding financial aid processes and resources.

Launched a communication campaign to promote the resources available through the Rider pantry. Efforts included print, digital, social media, campus-wide donation bins, and individual outreach to pantry donors.

Designed the P2P MENTORING program for students of color. Recruited and trained mentors for each peer-to-peer mentoring program and began recruiting incoming student participants.

Supported students in developing new Greek governance structure, electing the first executive board for NPHC (National Pan-Hellenic Council), representing the historically African American (Divine 9) organizations on campus. The remaining culturally based organizations will now be organized as the Multicultural Greek Council. This council is

inclusive of all multicultural organizations on campus, but presently include representation for three Latinx organizations. There are 8 chapters on campus that specifically focus on Black and Latinx identity. They represent 51 members of the total 442 Greek students this spring semester.

2020-21: Launch peer-to-peer mentoring programs for students of color (P2P MENTORING) and evaluate effectiveness for ongoing program improvement.

Host an inaugural pre-commencement event celebrating the accomplishments of students of color.

In collaboration with One Stop and Advancement, align existing funds solicited from generous donors to students with the greatest needs in the form of emergency funding.

In COVID-19 planning, center the needs of resource-insecure students to assure ready access to support including food and basic necessities, housing, technology, and books.

Support creation of NPHC and MGC Greek Councils through programming that informs the campus of their unique attributes and contributions to student life.

Sponsor first-generation parent question/informational session for incoming students as a part of orientation, featuring Spanish speaking break out rooms.

Launch campus wide “Hungry to Learn” initiative to educate students, faculty and staff on critical importance of food security on student success.

Develop strategies to engage and support multicultural student organizations in the pursuit of their individual and collective goals and collaborative opportunities. Communicate structural support provided by the Center for Diversity and Inclusion.

Develop communication to the campus community that articulates the purpose of the Center for Diversity and Inclusion and the spiritual spaces in Gill Chapel and related protocols that prioritizes the space for multicultural student organizations and inclusion-related education and spiritual reflection.

Engage in a partnership with Trenton Art Works to collaboratively develop art which represents various social identities and experiences of students to display on graffiti walls in the Center for Diversity and Inclusion. Host events (in person and/or virtual) that engage community

members across Rider and Art works organizations in partnership around diversity, equity, and inclusion.

Develop a resource tool kit focused on recruiting diverse student leaders for staff and student leaders facilitating selection processes.

Submit a proposal to co-host the Tri-State McNair Undergraduate Research Conference at Rider.

Host Alumni Chat Sessions with McNair Doctoral Scholars of Color.

*Spiritual support and engagement*

2019-20: Increased efforts to support interfaith dialogue and spiritual enhancement, including engagement with the Interfaith Youth Core, establishing an Interfaith Spirituality Committee that benchmarked Rider's efforts to support spirituality with peer institutions, exploring relevant grants available, dialogue with faith-based student organizations and affiliate ministers, and design enhancements for spiritual space (including an interfaith prayer room and interfaith meeting room, and space for affiliate ministers in Gill chapel and a dedicated space in the Center for Diversity and Inclusion).

2020-21: Expand communication and collaboration with leaders of faith-based student organizations and local affiliate ministers to facilitate spiritual development and community on campus.

**Related SA goal: Partnering with others on campus, contribute to institutional efforts to establish an inclusive community.**

*Center for Diversity and Inclusion*

2017-18: Researched institutional models of support for issues of diversity, equity and inclusion to inform recommendations for campus-wide structures moving forward. Evaluated capacity and priorities for Multicultural Affairs as one campus contributor to overarching institutional inclusion efforts. Utilized national literature and best practice models to inform a redefined title of office "Center for Diversity and Inclusion." Updated Director position description and developed newly appointed position of Assistant Director and related duties.

Drafted a proposed institutional level structure for oversight of a campus-wide strategic plan for inclusion efforts.

2018-19: Developed concept and space needs for a future physical Center for Diversity & Inclusion within the Bart Luedeke Center, informed by student focus groups and review of national practices. Navigating space needs with Facilities & University Operations.

2019-20: In collaboration with Facilities, developed full conceptual and architectural plan for the Center for Diversity and Inclusion to be located in the Bart Luedeke Center, incorporating feedback from over 100 students, faculty, staff and alumni. Prioritized strategic campus funding for project. Construction began for fall 2020 opening.

In collaboration with University Advancement, developed and launched a fundraising campaign to support the Center for Diversity & Inclusion.

Enhanced the structure of the Center for Diversity and Inclusion by elevating leadership from Director to Executive Director.

2020-21: Facilitate a robust programming series engaging and educating on issues of diversity, equity, and inclusion – utilizing the physical Center for Diversity and Inclusion space as COVID-19 related guidelines permit – along with virtual spaces. Efforts to be coordinated by the Center for Diversity and Inclusion and inclusive across Student Affairs.

*President's Council on Inclusion*

2018-19: Established and co-chaired the President's Council on Inclusion, engaging campus partners in development of the Rider Inclusive Excellence Plan.

2019-20: Facilitated a campus-wide launch of Rider's Inclusive Excellence Plan including finalized plan document, web presence and related communications, Launch event in October 2019, follow-up 2-day residency with Dr. Damon Williams, and a series of related campus programs. President's Council on Inclusion group has been expanded to include alumni, and has convened monthly.

Facilitated a campus-wide audit of contributions to diversity, equity, and inclusion to inform application submission for consideration for the INSIGHT Into Diversity: HEED (Higher Education Excellence in Diversity) Award.

2020-21: Lead the President's Council on Inclusion to evaluate progress on goals and actions in the Inclusive Excellence Plan to prompt further action while continuing to engage the full campus community in these efforts.

Develop a comprehensive annual update report on the Inclusive Excellence Plan, available on the Rider website and in other community programming and communication.

Promote awareness of the Inclusive Excellence Plan with various campus stakeholders.

*Bias protocol*

- 2018-19: Established and co-chaired a campus-wide committee to draft Rider Bias Incident Response Protocol.
- 2019-20: A campus Rider Bias Incident Response Protocol committee has edited a process document and reviewed national guidance towards establishing a final document.
- 2020-21: A campus Bias Incident Response protocol will be established and promoted, including an online reporting system.

*Free speech*

- 2019-20: In collaboration with Academic Affairs, advanced campus conversation and understanding of the principle of free speech on campus as it relates to values of social justice. Efforts included full-day training for Student Affairs and invited colleagues with PEN America, follow-up two-day workshop series with PEN America and invited legal expert Fred Lawrence. Research has continued about campus strategies on free speech statements.
- Facilitated session in new faculty orientation outlining the profile and lived experiences of Rider students.
- 2020-21: Develop and release a free speech philosophy statement and related campus policies, protocols and educational resources associated with speech.

*Supporting staff diversity and multicultural competence within Student Affairs*

- 2018-19: Implemented intentional professional development for Student Affairs staff to enhance individual and organizational multicultural competencies through invited external workshop facilitator and book club for *Creating Multicultural Change on Campus*.
- 2019-20: Continued to host a year-long series of professional development, compliance, community building and strategic planning opportunities offered monthly for all Student Affairs staff, including inviting outside experts to advance our knowledge (supporting trans\* students, free speech/social justice, and engaging the digital generation). Facilitate two staff book clubs (*Radical Candor* and *Upstream*). Engaged in facilitated dialogues about racial inequities.
- 2020-21: In collaboration with Human Resources, launch resources associated with faculty hiring for diversity for application to Student Affairs. Articulate a division-wide plan that infuses and communicates our values that promote

diversity, equity and inclusion throughout our professional and student staff selection processes.

Develop a Student Affairs sponsored professional grant, selecting and supporting one professional to participate in professional development which seeks to expand multicultural competence, understanding of social justice issues, and/or support for students with marginalized identities.

Submit application to Diverse Issues for consideration as a Most Promising Place to Work in Student Affairs (MPPWSA), celebrating student affairs workplaces that are vibrant, diverse, supportive and committed to staff work-life balance, professional development and inclusive excellence.

1.6C: Expand the array of linked courses and living and learning communities

2018-19: Co-chaired a Living Learning Community (LLC) taskforce that developed University recommendations informed by internal review, review of national literature and best practices, and consultation with an external expert.

2019-20: Established Coordinator of Living Learning Community responsibilities associated with one Community Director position, enhancing communication with faculty leads and improving consistent communication across LLCs.

2020-21: Establish a Westminster Choir College living learning community for first-year students.

Pause the LLC comprehensive recommendations due to COVID-19 response, with the intent to reconvene with Academic Affairs 2021-2022 to determine priorities.

1.6D: Expand on programming and services that address the specific academic and student life needs of commuting, transfer, veteran and Continuing Studies students, integrating them more fully into the Rider community.

2017-18: Facilitated a needs assessment for the commuter student population to inform future recommendations and actions to engage them most fully.

2018-19: Facilitated a review of current programs for commuter students to inform future efforts to engage and support this population.

Completed Commuter student lounge renovations in collaboration with the SGA.

2020-21: Development of Commuter student buddy system to encourage student engagement with this student population.

1.6E/F: Expand academic and cultural programming in the evenings and on weekends. Promote activities and events more effectively with a unified campus events calendar and more effective promotion.

2017-18: Expanded student event programming and promotion of campus activities resulting in record attendance for events such as RFactor, Scream Screen, Rider Rock Fest and the Drag Race.

2018-19: Effectively marketed the out-of-class student experience at Rider. Efforts included: developing Life on Campus video, enhancing social media presence across division including new Instagram presence @RiderStudentLife with 980 followers to date, new Residence Life print Admissions piece, I Bleed Cranberry Community Connections Calendar and new oversight of Axis TV for campus event promotion.

2019-20: Expanded Club sports engagement. E-sports became members of the ECAC Esports league to facilitate ongoing competitive game play. The Rider University Swim Club and Women's Basketball were activated as the newest club sports, adding to the over 300 students engaged across our 20 campus club sports, in addition to over 400 students engaged in intramural sports.

Campus engagement initiatives included innovative approaches to connecting with the different segments of the Rider University community. This was achieved through new student programming, WCC transition efforts, connections with the local community for expanded civic engagement, high levels of participation in leadership positions, activation of new campus spaces, and new approaches to connecting with alumni. During the Spring Semester shift to remote learning, engagement remained high through virtual programming enabling students to remain connected to each other and the Rider Community.

2020-21: Reimagine the experience of student programming - infusing virtual programming, outdoor spaces, and indoor in recognition of social distancing necessitated by COVID-19 and variety of student engagement experiences facilitated by hybrid learning. Promote student events and opportunities (in-person, hybrid and virtual) for engagement through concentrated efforts in the BLC and other virtual communications.

Launch the new Radio Station space in Fine Arts, promoting programming and opportunities to engage students in the new physical and virtual space.

## **Vibrant Living**

1.6B: Promote and enhance on-campus living.

**Related SA Goal: Strengthen campus spirit and further build a sense of community, place and belonging.**

Student interaction with and perception of campus policies

2017-18: Reviewed university policy, staff intervention during policy infraction, conduct process and related sanctions to address negative perceptions of campus policing while maintaining a sense of student accountability for their actions.

2018-19: Implemented the recommendations of the campus policing group to further promote a positive campus environment. Promoted positive campus community to debunk student perception of being “policed” on campus. Over a dozen efforts implemented including: adjusting sanction levels for infractions to the student code of conduct for areas of quiet hours, alcohol and drugs, enhancing training for residence life staff and conduct board members.

### *Two-year residency requirement*

2017-18: Implemented a communications plan to announce the two-year residency requirement to begin with the fall 2019 entering class.

2019-20: Implement the two-year residency requirement beginning with fall 2019 entering class.

2020-21: Paused the two-year residency requirement for the academic year due to COVID-19 responsiveness.

### *Dining service improvements*

2018-19: Implemented a strategic partnership through Auxiliary Services and Gourmet Dining to energize the dining experience and student satisfaction. Efforts included: new meal exchange, the teaching kitchen, two food trucks, mobile ordering, and facility renovations.

2019-20: Completed residential and restaurant dining space enhancements (Dalys, Sweigart). Collaboratively developed conceptual redesign for Pub to reinvigorate the BLC as a student center.

### *Campus spirit initiatives*

2018-19: Established new campus spirit initiatives to promote Bronc identity and student engagement on campus including expansion of engaged student programming including Cranberry & White Affair semi-formal, Roll Bounce skating event, campus fitness day with Derek Hough, etc.

2019-20: Enhanced campus spirit and identity through full-year roll out of On Wednesdays We Wear Cranberry Campaign including several signature events, giveaways and interactive engagements.

*Greek life*

2020-21: Evaluate fraternity and sorority membership trends and issues related to COVID to inform the development of a future strategic plan for the future of Rider fraternities and sororities.

Revamp the standards and expectations of fraternities and sororities which promotes greater equity among organizations and facilitates self-authored reflection aligned with Engaged Learning program.

*Westminster transition*

2019-20: Supported transition of Westminster Choir College to the Lawrenceville campus, supporting students in a way that honors Westminster traditions and facilitates broader community among Westminster and Rider students. Efforts included consolidating SGA and establishing WCC campus leadership, campus planning for out-of-class transition, hosting student forums to discuss transition, and facilitating Prelude, an event orienting Westminster students to the Lawrenceville campus.

2020-21: Facilitate a smooth integration of WCC students on the LAW campus, including celebration of WCC traditions (e.g. President's Ball, Spring Fling), facilitating Westminster Welcome program, and engaging student organizations.

**Related SA Goal: Actively promote student-centered spaces on campus.**

2017-18: Actively engaged in the campus facilities master planning process to enhance spaces that facilitate student engagement.

Established a housing master plan that will create vibrant student-centered spaces that promote community engagement and integrative learning.

Contributed to residential improvements to Wright and Ridge Houses.

2018-19: Collaborated with SGA to complete Commuter student lounge renovations.

Completed significant residential hall improvements (Kroner, Lake, DPE). Renovations advanced air conditioning status to 75% of residential

buildings, increased suite-style room options, and expanded gender inclusive and privatized restroom availability.

Updated standardized residential furniture across sorority houses.

Developed concept and space needs for a future Center for Diversity & Inclusion within the Bart Luedeke Center, informed by student focus groups and review of national practices.

Marketed student-centered renovations with students and engaged their feedback through social media, tabling and focus groups.

Supported Senior Class Council in establishing the Leave Your Legacy brick campaign, enhancing the renovated SRC patio space.

2019-20: Developed full conceptual and architectural plan for the Center for Diversity and Inclusion to be located in the Bart Luedeke Center, incorporating feedback from over 100 students, faculty, staff and alumni. Prioritized strategic campus funding for project. Construction began for fall 2020 opening.

Developed full design of a state-of-the-art radio station, now located in an inter-disciplinary media wing of Fine Arts.

Completed residential hall renovations in Lincoln hall to include new HVAC system, new finishes throughout rooms and common areas and renovated bathrooms.

The renovated Pub (featuring TV screens and sports bar feel with full menu including signature Bronc Brew) was socialized with students through a series of programs including the 107.7 Coaches show, class events, and trivia nights. Collaborated on a philosophy statement for space use decisions that maintain student-centeredness.

Contributed to concept development for improvements to the Gill Chapel, incorporating feedback of faith-based student organization leaders and affiliate ministers so the space enhances spiritual and religious inclusion. Space will include multifaith prayer space including a wudu station for those of Muslim faith, multifaith meeting space and an affiliate minister office.

2020-21: Continue to infuse student-centered elements to enhance the BLC as the student center as outlined in the Master Plan. Collaborate with Marketing & Communications and Auxiliary Services staff to design and update wall imagery and redesign the information desk area.

Actively explore corporate sponsorships or grants available to advance our E-sports facility concept on campus.

Activate new spaces of the Center for Diversity & Inclusion and Radio station through promotion and programming.

1.6C: Foster a greater sense of university spirit through Rider’s Division I athletics.

2018-19: Established new campus spirit initiative to promote Bronc identity and student engagement on campus and in Rider's Division I athletics. Efforts included: On Wednesdays We Wear Cranberry campaign and ‘bobble head’ night for Men’s basketball and Ice Hockey.

2019-20: Collaborated with Athletics to actively engage students in supporting the MAAC Tournament located in Atlantic City, NJ (which was cancelled due to COVID).

2020-21: Due to cancellation of the MAAC tournament spring 2020, continue to collaborate with Athletics to actively engage students in supporting the MAAC Tournament located in Atlantic City, NJ (or alternate format of celebration defined by MAAC). Engage students in the E-sports competition hosted at the tournament.

1.6E: Strengthen customer service and streamline efficiency with student support offices. For example, utilize technology in the form of automated service satisfaction surveys and digital documentation systems. Provide regular customer service training for front line staff and administrators and revise office hours to accommodate schedules of working students and parents. Emphasize customer service and user satisfaction in annual performance evaluations.

**Related SA Goal: Strengthen commitment to the student experience by providing excellent service and responsiveness to student voices.**

2017-18: Reviewed and updated the Student Affairs web pages.

Established the VP for Student Affairs Student Advisory Board to promote student voices with top administrators.

Established professional values and expectations for Student Affairs staff that will inform our standard level of service to students.

2018-19: Provided a professional development session for Student Affairs staff on excellence in service.

Continued to utilize student focus groups as a way to integrate student voices, perspectives and ideas into planning and improvements (e.g.

Center for Diversity and Inclusion, dining facilities and program improvements, Greek life, Students of Color focus group, and student leaders of multicultural student organizations etc.).

Facilitated the second full year of the Vice President for Student Affairs Student Advisory Board to promote student voice with administrators.

Promoted student engagement with members of the Board of Trustees. Student leader representation included Student Government, Student Entertainment Council, Rider University Greek Council, Senior Class, Orientation Leaders, Student Support Services, Educational Opportunities Program and McNair Scholars.

Significant improvements made to dining, based on evaluation of student needs and feedback. Efforts included: vegan menu choice, G-8 station, meal exchange, etc. Student satisfaction survey was distributed.

Hosted at least two student engagement pop-up events each semester to engage and promote accessibility for students with student affairs staff on campus.

Responding to student feedback, piloted expanded hours and appointment access for the student Health and Counseling Centers, evaluating for ongoing viability.

In response to student conversations regarding campus safety, hosted an Active Shooter Training at Westminster Choir College.

2019-20: Implemented tri-annual administration of a residential benchmarking survey to evaluate student satisfaction of their residential, dining and conduct experiences.

Began a tradition of SGA town hall forums at least once/semester as opportunities for students to hear from and interact with the President and other administrators about strategic University initiatives.

Implemented Electronic Health Records system utilizing Medica software, streamlining medical records and allowing for online patient scheduling for the Health Center.

Collaborated with Academic Affairs to implement the Student Satisfaction Inventory to measure student engagement and satisfaction across their campus experience.

In response to COVID-19, facilitated residential closing for nearly 2,000 students in a way that promoted the health and well-being of students and

community members. Facilitated support for students in need by availing access to housing, dining, and pantry essentials for select students. Initiated student survey for input into the fall 2020 planning process.

2020-21: Analyze benchmarking data from peer institutions for the tri-annual administration of a residential benchmarking survey, determining key goals and opportunities to improve the residential, dining and conduct experiences.

In collaboration with Academic Affairs, analyze findings from the Student Satisfaction Inventory to improve the student experience.

Explore available external campus climate survey tools for students, faculty and staff that more directly consider the extent to which campus climate supports diversity, equity and inclusion.

Synthesize themes related to the experiences and recommendations of students of color shared through a series of forums, to be utilized to inform future University actions.

**Additional SA Goal: Promote the health and well-being of students in support of their holistic development.**

*Students of concern*

2017-18: Reviewed and redefined the role of the Student Welfare Consultation Team in line with national best practices.

2018-19: Facilitated a review of national best practices related to case management for students of concern, resulting in integrating notes regarding students of concern into the conduct database, recommending improvements in our protocols and trainings and developing online resources via the Dean of Students webpage.

Established and co-chaired a new Student Advocacy Committee to review specific requests of students in need and provide emergency funding and campus support.

2019-20: In collaboration with One Stop Services, formalized application and decision process and criteria for student emergency aid. While not being overly formal on the student facing side, the collaborative process now includes applicant eligibility requirements, collaborative application review, student accounts receivable workflow and grant disbursement methods.

2020-21: Facilitate an on-campus experience that reduces risk of infection associated with COVID-19 by establishing appropriate safety measures

and policies, educates and reinforces healthy behaviors, and provides care through contact tracing, quarantine and isolation as appropriate.

Develop accountability measures for health and safety behaviors related to COVID-19 (e.g. policy development, reporting mechanism, adjudication, sanctions), working with academic partners on these issues.

Develop a communication strategy (e.g. online resources and referral mechanisms) for faculty and staff partners to understand the role of the Dean of Students office in collaboration around students of concern.

Enhance the work of the Student Welfare Consultation Team in evaluating student risk issues by establishing a written committee protocol and facilitating threat assessment training.

Engage the Student Welfare Committee in additional training and analysis of work utilizing the NaBITA Risk Rubric and national standards of welfare committees.

Expand the campus ability to alert DOS to students of concern by developing an online reporting form and the infrastructure for routing to appropriate office and actions steps that offices will take to respond.

Expand resources on the Dean of Students webpage to include an online directory of community resources including but not limited to housing insecurity, food insecurity and emergency funding.

### *Holistic health and well-being*

2018-19: Established institutional partnership with JED foundation in support of a holistic campus review of the mental health of our students. Completed a campus baseline assessment and executed the Healthy Minds Survey to students with an 18% response rate.

Expanded the peer mentoring program to further promote health education.

Secured external grants in support of alcohol/drug, sexual assault and gambling addiction awareness and prevention efforts.

Evaluated existing wellness-related programming to expand cross-promotion. Developed an integrated session for Orientation entitled “Stay Safe, Be Well, Go Broncs!”

2019-20: Chaired the JED campus team as a part of our 4-year partnership to support a holistic campus review of mental health of students. Hosted an external content expert and advisor, facilitated student focus groups, reviewed campus baseline assessment and student data from Healthy Minds Study, began developing strategic plan, and initiated marketing efforts.

In collaboration with SGA, facilitated a needs-assessment for mental health and well-being at Westminster Choir College students. Findings have informed planning for WCC campus transition and continued support of unique needs of WCC students.

2020-21: As next steps of our JED strategic partnership, review the results of our Healthy Minds Study and draft of the strategic campus health plan to prioritize actions that best meet the needs of the Rider community, in concert with our health care partner.

Embark upon on strategic health care partnership, thereby enhancing the support and resources available to students. Orient personnel and transition business processes in alignment with partnership expectations.

Develop and enhance telehealth/telemental health platforms to provide care both on-campus and remotely for Health and Counseling.

Develop a virtual resource hub for wellness education with an emphasis on self-care (topics include: mental health & wellness, support for those suffering from anxiety as a result of COVID-19, resources for mental health for students of color).

Develop a Health Coaching program for students interested in engaging in behavior change and creating lifelong health strategies for themselves (offered in person or virtually).

Develop and provide conflict management workshops for student organizations to improve trust and accountability among members.

*Rider Pantry: addressing food insecurity*

2017-18: Established a pantry as a resource for students who are food insecure and otherwise in financial crisis. Secured support of Aramark, Gourmet Dining and United Way. Initiated a program for students to donate meal guest passes for food insecure students.

2018-19: Expanded the availability of healthy food options in the Rider Pantry to include frozen meals and donation of guest passes for residential dining.

- 2019-20: Rider Resource Pantry served 185 students during the academic year, including 57 during COVID-19 response. Enhanced accessibility, confidentiality, and availability of resources and education by updating procedures, enhancing volunteer training, developing a community partnership with Panera, improving protein-rich food items available, creating structures to ensure health and safety of the pantry during COVID-19, establishing more sustainable data analytics to inform future efforts, developing a recipe book for pantry resources, expanding culturally appropriate food options, enhancing protein-rich food items, and updating a point-value system to ensure students receive a balanced supply of fruits, grains, vegetables, and proteins. (Student Affairs)
- 2020-21: Continue to enhance healthy food options in the Rider Pantry to include purchasing a refrigerator to store fresh produce, educate on portion control, and highlight nutrition information. Launch a campus wide education campaign to increase understanding of the impact of food and housing insecurity on students, breaking down stereotypes, reducing stigma, and engaging faculty, students, and staff is addressing the challenges of financial instability for college students.

## **Strategic Theme 2: Raising Rider’s Profile**

### **The branding, marketing and promotion of our University**

**SP GOAL 2.2      Build deep, long-lasting and loyal relationships with alumni and the broader external community to strengthen their connections to the University and place Rider prominently at the center of community life.**

#### *Action Plans and Steps*

2.2A: Engage students and parents early and frequently throughout students’ time at Rider as the starting point for lifelong engagement. This could be in the form of, but not limited to, participation in hallmark campus events; communications that highlight/showcase student, faculty and staff achievements; and discussion of issues that influence student success (i.e. diversity, financial aid, academic rigor, engaged learning, high impact practices).

**Related SA goal:      Partner with University Advancement to both enhance engagement of alumni with students to improve the student experience and to explore grant and donor support to improve the out-of-class student experience.**

- 2017-18: Promoted the return of the traditional Homecoming events to support student engagement.

- 2018-19: Engaged student organization leadership to envision and define plans for Homecoming events.
- Celebrated the 25<sup>th</sup> anniversary of Rider’s TRiO program – re-engaging alumni with students and raised money for the student emergency fund.
- Celebrated the 50<sup>th</sup> anniversary of Rider’s Educational Opportunity Program (EOP) – re-engaging alumni with students and raised money for the student emergency fund. Honored Director’s retirement and 30-year commitment to Rider University.
- Engaged alumni as Bronc Buddy building administrators to support and engage with students during residence hall move-in.
- Facilitated regular cross-divisional leadership meetings to foster strategic partnerships between Advancement and Student Affairs.
- 2019-20: Collaboratively designed a successful inaugural joint Homecoming/Family Weekend to engage all members of the campus community.
- Developed materials to launch a fundraising campaign for the Center for Diversity & Inclusion. Secured initial donations.
- Engaged diverse alumni on campus and in ongoing conversations supporting the Inclusive Excellence Plan. Efforts included alumni membership on President’s Council on Inclusion, Homecoming sessions to discuss the physical Center for Diversity and inclusion and an Evening of Jazz with the Dell’Omos and a Colorful Connections in Sports men’s basketball game reception, both designed to encourage connection between alumni and students of color.
- Supported Advancement efforts to redeploy the Rider Parent’s Council and redesigned parent newsletter sent regularly from Student Affairs.
- Developed systems to track student co-curricular involvement and integrate into Razers Edge for alumni community based on affinity groups.
- 2020-21: Host Homecoming/Family weekend in ways that align with COVID-19 guidance, creating spaces for students, families, and alumni to convene and celebrate. Include specific elements to recognize 2020 graduates.
- Engage donors and alumni with our current students in celebrating the new Center for Diversity and Inclusion through hosting a ribbon-cutting for the space.

Launch strategic affinity engagement groups for students and alumni within RiderConnect system.

Advance efforts to engage EOP alumni, celebrating alumni through an EOP Hall of Fame recognition, connecting EOP alumni and students, and increasing fundraising efforts.

Advance efforts to engage Bonner alumni, connecting Bonner alumni and students and increasing fundraising efforts.

Contribute to donor recognition and engagement through highlighting student impact stories from student-centered funds (e.g. EOP Book fund award, Student Support Services Emergency Fund, Rider Resource Pantry, Rider Cares and WCC Cares funds, Rider Gay-Straight Alliance Fund, etc.).

Celebrate the 30<sup>th</sup> Anniversary of Lambda Theta Phi, Iota Chapter through a Gala in Spring 2021 (as aligned with COVID guidance).

Develop comprehensive calendar of signature milestones and celebration dates related to Student Affairs that can inform alumni outreach (e.g. fraternities and sororities, student organizations, programs).

### **Strategic Theme 3: Being An Employer of Choice** **The importance of our people**

**SP GOAL 3.1**      **Strengthen and sustain communication and engagement throughout the University to support the shared community in which we live and learn.**

**SP GOAL 3.3**      **Promote employees' personal and professional development and advancement.**

**SP GOAL 3.5**      **Instill a culture of appreciation where employees are recognized and celebrated for their contributions to work and life at Rider.**

**Related SA Goal:**      **Intentionally design efforts to support, develop and appreciate the Student Affairs staff.**

#### *Action Plans and Steps*

2017-18:      Implemented electronic Student Affairs newsletter, monthly divisional meetings, initiated staff spirit committee, planned first annual end-of-year celebration, implemented divisional awards aligned with divisional commitments/strategic plan.

- 2018-19: Designed an annual year-long series of professional development, compliance, community building and strategic planning opportunities offered monthly for all Student Affairs staff.
- Hosted the inaugural Student Affairs Cares Day, day of service in the local community.
- 2019-20: The student affairs spirit committee facilitated monthly community-building opportunities for divisional staff. Events including monthly themed breakfasts, lunch off-campus, a Rider women's basketball game and happy hour. These continued virtually to include happy hours, a scavenger hunt, and award ceremony.
- 2020-21: Sustain all professional development, community building, communication and celebration efforts for the Division of Student Affairs, including adapting to virtual engagement associated with COVID where appropriate.

## **Strategic Theme 4: Investing in Our Future**

### **The strategic cultivation, management and investment of our resources**

**SP GOAL 4.2**      **Continue to reduce operating and other costs and seek energy and other efficiencies, contributing to a culture of lean thinking that also emphasizes quality.**

#### *Action Plans and Steps*

4.2E: Engage faculty, staff and students in the effort to reduce costs and seek energy and other efficiencies. Consider establishing a task force to identify and track initiatives and communicate progress across the institution.

**Related SA Goal:**      **Review staff capacity/org structure for Student Affairs informed by internal evaluation and national benchmarks. Evaluate and align organizational resources to meet needs and priorities.**

2017-18: Facilitated process of identifying and prioritizing strategic needs across division, resulting in a divisional reorganization. Reorg established more broadly defined departments and leadership responsibility aligned with strategic goals and realignment of administrative support staff.

Revised the on-call protocol and staffing for emergent student situations.

2018-19: In collaboration with Career Development and Success, evaluated student worker and graduate assistant needs and resources across the division to

determine any future reallocation as well as opportunities for further leveraging student work as learning tools.

Evaluated the needs of units as it relates to our 10/11-month employees resulting in a proposal that was approved to transition 6 divisional positions from 10-month to 12-month.

Realigned Graduate Assistant positions for strategic functional areas including the Center for Diversity and Inclusion and Rider Pantry. Benchmarked the compensation package structure for Community Assistant positions with peer institutions to inform recommendations for a more competitive future package to aid in recruitment and retention of these vital student leadership positions.

2019-20: Facilitated a comprehensive analysis of student labor needs and educational opportunities across Student Affairs in consultation with Career Development and Success. Proposed additional opportunities (pending funding).

Facilitated onboarding and transition of oversight of Dining Services to Auxiliary Services.

2020-21: Recognizing fiscal concerns of the University, continue to evaluate budget decisions and alignment of staff positions and responsibilities that maintain support for students.

**Related SA Goal: Evaluate organizational fiscal resources, expenditures and needs. To address institutional fiscal concerns, continue to consider opportunities to achieve cost savings and explore additional sources of revenue.**

2017-18: Evaluate 3 to 5 year expenditure patterns for units across the Division. Facilitate room and board revenue projections as informed by enrollment trends, the residency requirement, changes to Westminster Choir College, goals associated with our change of dining vendor and recommendations from housing master plan.

2018-19: Reviewed operating budgets and student labor budgets to inform necessary reductions and reallocations.

2019-20: Facilitated a division-wide analysis of spending patterns and essential needs to inform new modified zero-based budget process for fy21, with consideration of necessary budget reductions.

2020-21: Transition SGA funding and outside organizational accounts into the University, outlining appropriate business processes, documentation, and training for all involved.

Facilitate quarterly review of both operating and student labor budgets per department; reviewing trends and tracking to assure fiscal responsibility for available resources.

Critically examine priorities, needs and expenditures in relation to University fiscal outlook. Explore revenue generating opportunities using Student Affairs staff and resources such as grants, sponsorship opportunities, and summer camps.

**SP GOAL 4.5: Establish a new information technology master plan that supports the University's strategic goals, adapts to evolving needs and reduces risk.**

4.5E: Strengthen analytical, reporting and other capabilities in business units through the use of technology to increase self-sufficiency, generate efficiencies and facilitate decision-making.

**Related SA Goal: Evaluate the use of technology to more effectively and inexpensively deliver services and programs and ensure compliance with federal mandates. Evaluate staff technology competency to promote skills to advance these efforts.**

2017-18: Completed updates to StarRez web and the date dependent room configuration. Implemented multiple terms capability within CS Gold. Completed adjustments to the Banner advisor screen to incorporate student information including local address.

2018-19: Evaluated Student Affairs data associated with GDPR regulations.

Facilitated technology enhancements required to implement dining improvements including meal plan exchange and mobile ordering. Selected an improved mobile ordering vendor for summer 2019 implementation.

Tested Banner 9 forms for preferred name integration. Developed project plan with OIT to implement preferred name throughout various technology resources.

Reviewed vendors for electronic health records and selected Medicat as the vendor of choice. Developed plans for fall 2019 implementation for Student Health Center, Counseling Services (and Athletics).

Hired and began transition for a Student Affairs systems analyst to the role, providing leadership and oversight to advance our utilization of technology and data.

2019-20: Selected Maxient as a new conduct software vendor for the retiring CoCo system, following a comprehensive product review process. Maxient will be the system of record for disciplinary, Title IX, student care and concern, and academic integrity incidents.

Provided critical documentation and training to Student Affairs staff as we transitioned to work from home/remote learning, including information on utilizing Zoom.

Implementation of Mediat product in Student Health Center and Counseling Services.

2020-21: Implement Maxient conduct record system and facilitate all training with relevant users. Develop Maxient user manual.

Collaborate with campus partners to incorporate phase two of preferred name fields throughout various technologies.

In accordance with the new strategic health partnership, integrate health records with new systems, while assuring data tracking for immunizations compliance.

Implement Portal X system for StarRez, including additional modules that will accommodate new processes associated with COVID-19 responsiveness.

Implement CBoard mobile app for contactless access to the residence halls.

Develop online process for submitting ID pictures. Develop user documentation and training.

## **Strategic Theme 5: Always Improving**

### **Our commitment to planning, implementation and continuous improvement**

**SP GOAL 5.1**      **Strengthen student learning outcomes assessment across the University.**

**Related SA Goal:**      **Develop and implement a comprehensive assessment strategy for services, programs and co-curricular learning experiences delivered by Student Affairs.**

### *Action Plans and Steps*

5.1F: Strengthen student learning outcomes assessment with the Student Affairs division under the leadership of the reconstituted divisional assessment committee. Ensure that meaningful assessment is conducted throughout the division on an annual basis.

2017-18: Facilitated a workshop for skill and capacity building for Student Affairs staff in outcomes assessment.

Developed and implemented cyclical divisional assessment planning tools, which include assessing defined student learning outcomes and other measures of student engagement and success, analysis of results and demonstrated utilization of findings to inform future efforts.

2018-19: Implemented a full academic year cycle of assessment required of each department, utilizing a divisional template which required intentional learning outcomes, assessment planning and setting future action plans utilizing results.

Hosted a 2-day workshop facilitated by an external expert to advance assessment-related skills and knowledge.

Through an intentional learning outcomes mapping exercise, identified six Institutional Learning Outcomes to which Student Affairs most directly contributes: Critical Thinking, Oral Communication, Leadership Skills, Ethics and Social Responsibility, Global/Multicultural Perspectives and Connected Learning.

2019-20: Each Student Affairs department established learning outcomes for signature programs and mapped them in a crosswalk to Rider institutional learning outcomes.

Established a division-wide set of foundational learning outcomes for co-curricular leadership positions which map to institutional learning outcomes.

2020-21: Share assessment practice and outcomes highlights reflective across divisional units to exemplify promising assessment practices.

Adjust the Student Affairs annual assessment cycle to accommodate COVID-19 response, while maintaining momentum for continual evaluative activity.

Evaluate our responsiveness to COVID-19 to determine strengths and limitations of response and overall emergency response preparedness.

Evaluate student experiences with COVID-19 as it relates to their personal impact, financial planning, credit, health equity, scholarships, student loan management, and access to emergency funds.