

## STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Center for Student Life and Leadership  
Program Contact: Aaron Schaefer

Academic Year: 2012-2013  
Program Review Submission Date: 3/26/2013

### I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

College of San Mateo has a vibrant student life, supported through the Center for Student Life & Leadership Development, which provides students the chance to extend their learning outside the classroom. These activities allow students the opportunity to learn and develop skills in leadership, interpersonal communication, advocacy, and event planning. For more information, please see the Center's [Mission Statement](#).

Through the Associated Students, CSM's student government, students participate in the governance of the college. Members of student government also develop, promote, and implement programs and services that are of benefit to the general student population. Student clubs and organizations provide students the opportunity to interact with individuals who have shared interests and shared cultural backgrounds. Clubs and organizations also have the opportunity to sponsor campus-wide events and activities.

The Center for Student Life is also one of the locations on campus where students and the general public are welcome to ask questions about any of the College's programs and services. The Center for Student Life also provides services such as off-campus housing assistance; on- and off-campus referral services; local transit information, including bus pass and bus token sales; information regarding campus posting; and deals with issues related to on-campus vending machines.

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

##### **Students will be more familiar with clubs and activities.**

In looking at several of the current active clubs and organizations, including Alpha Gamma Sigma and Phi Theta Kappa, membership of those clubs has increased. In addition, there has been an increase in the diversity of types clubs on campus, which shows broader engagement among students. Requests for funding from the Associated Students have increased dramatically since last year. A broader group of clubs has been sponsoring events and activities on campus.

##### **Students will become more familiar with volunteer activities on-campus and in the community.**

New SLO; no evaluation or trends available.

##### **Students will be able to demonstrate an understanding of leadership theory based on the Social Change Model and the Rational Model of Leadership.**

Entrance and exit interviews were conducted with a majority of student gov't; a majority of the students showed an increase in ethical leadership, showed

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evidence of ethical decision-making, and demonstrated knowledge of leadership as a process rather than a position.

### B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

No data available.

2. Discuss any differences in student program usage across modes of service delivery.

Students are required to come into the Center for Student Life to receive a student ID. Other services, such as housing information, campus posting policies, etc. are available from the Center for Student Life website.

### C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Yes. Given the resources available to the Center for Student Life, we are able to provide ID cards, campus information, posting monitoring, housing information, current clubs and activities information, and information about student government to members of the campus community and the public.

### D. Course Outline Updates(if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
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### E. Website Review

Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Fauzi Hamadeh	Updated on a monthly basis
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### III. Student Learning Outcomes Scheduling and Alignment

#### A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

n/a

#### B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

None.

#### C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

n/a

### IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The greatest challenge to the Center for Student Life to engage student populations is balancing time between on-campus activities and student needs for job, personal commitments, and academics. Additionally, we foresee that as transfer becomes more competitive and challenging for students, the need for student engagement, clubs, and activities will increase as participation impacts acceptance into four-year universities. Lastly, an important aspect of the Center is to provide leadership opportunities for students that students can utilize into the future. Unfortunately, due to current budgetary restrictions, reaching students in non-traditional populations -- for example, evening students and distance learners -- is challenging.

### V. Institutional Planning

#### A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Plans

- a. Create a greater link between student activities and College instructional programs.
- b. Increase instructional program participation in student activities.

Results

- a. Student government has been more active in Connect to College, College fairs, Welcome Day, and other outreach activities.

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- b. Student leaders engaged in meetings with the College President and Vice Presidents, and College Council about establishing a College Hour.
- c. Established a volunteer website and held a volunteer fair.
- d. Conducted outreach and advertising early to allow for participation by classes.
- e. Created a closer connection with the International Students Program, helping to establish an International Student Club as well as providing support for monthly international student events.
- f. Created a closer connection with the Learning Center. Future plans include participation in summer bridge program and peer mentoring program.

### B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Development of a leadership class would help attract students that do not have the time to engage in co-curricular and extra-curricular activities by offering them the vehicle to learn leadership while earning credit. This would also allow the Center for Student Life to evaluate student interest in leadership and engagement by tracking enrollment, class participation, and other factors. Additionally, this class could also be offered as a distance learning course, thereby allowing non-traditional students to participate.

Over the next six years, the Center for Student Life would like to engage the campus in a discussion of increasing service learning activities. Service learning helps link volunteer activities and experiential learning to classroom learning. This would also engage faculty with students in outside classroom activities, which has been shown to increase student success. This would include resources for faculty to become connected with businesses or volunteer organizations that could bring real world applications into the classroom. Additionally, students would become more engaged in the community, giving the community the chance to experience first-hand the impact the College has on student productivity and success.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

Providing faculty and staff information and/or speakers that can help emphasize the importance of faculty and staff engagement outside the classroom in student success.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

See above. More faculty and staff involvement in clubs and student activities.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are

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anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: n/a

Equipment and Technology: Equipment and technology should be upgraded on a constant basis to provide for the most efficient utilization of staff time.

Instructional Materials: n/a

Classified Staff: Part-time staff member to coordinate Service Learning and volunteer activities

Facilities: Additional storage is needed in order to prevent having to constantly re-purchase items for events and activities.

### C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

#### Plan 1

Title:

Increase participation in Volunteer Fair

Description

Outreach to additional organizations in and around San Mateo County to participate in the annual Volunteer Fair.

Action(s)	Completion Date	Measurable Outcome(s)
Identify new organizations	Summer 2013	Increase the number of organizations within contact database
Encourage organizations to attend fair	Fall 2013	Increase number of fair participants

#### Plan 2

Title:

Establish a Service Learning Committee

Description

Establish a campus-wide Service Learning Committee that would include faculty, staff, and

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students to explore the possibilities of re-establishing Service Learning at CSM.

Action(s)	Completion Date	Measurable Outcome(s)
Identify committee members	Summer 2013	Receive commitments to serve on committee
Meet on monthly basis	Fall 2013	Regularly scheduled committee meetings
Create proposal to re-establish Service Learning	Spring 2014	Present proposal to IPC and Faculty Academic Senate

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

*[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]*

### VI. Resource Requests

**A. Itemized Resource Requests**

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
n/a	

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

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### Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

### Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost
Part-time staff coordinator for Service Learning	2	Approx. \$30,000 per year

### Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

### B. Cost for Prioritized Plans

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2	Establish Service Learning Committee	Approx. \$30,000 per year
	For additional plans, add rows and number accordingly.	