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Student Services Program Review

Program Name: **Student Life & Leadership Development**

Program Contact: **Schaefer, Aaron**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

College of San Mateo has a vibrant student life, which is supported through the Center for Student Life & Leadership Development. In line with the College's Mission statement which states, "[The College's] programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community," the Center for Student Life provides students the chance to extend their learning outside the classroom. Additionally, these activities support Institutional Priorities 1, 3, and 5 by providing students the opportunity to learn and develop skills in leadership, inter-personal communication, advocacy, and event planning. For more information, please see the Center's [Mission Statement](#).

In supporting Institutional Priority 5, students participate in the governance of the college, through the Associated Students Senate. Members of student government also develop, promote, and implement programs and services that are of benefit to the general student population. To support Institutional Priorities 1, 3 and 5, the Center for Student Life provides training two times per year for student leaders and on-going general advising so that they may develop the skills necessary not only to be involved with participatory governance, but also to have a positive, meaningful impact on the campus community.

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 broad range of student clubs/organizations and the activities they produce assist students in sharing ideas, supporting each other through peer mentorship, and foster a co-curricular learning environment, supporting the ideas set forth in the College's Diversity Statement and Mission Statement.

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 provides services such as off-campus housing assistance; on- and off-campus referral services; local transit information, including bus token sales; information regarding campus posting; and deals with issues related to on-campus vending machines. These services are provided as part of the Center's fulfillment of the College Mission Statement, which stresses being student-centered.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

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, club membership has increased. For example, in 2011/2012, the membership of Alpha Gamma Sigma was 120 students (as reported by AGS); membership for 2012/2013 was 200 (as reported by AGS). In addition, there has been an increase in the diversity of types clubs on campus, which

shows broader engagement among students. Since 2011, the number clubs has risen from 15 to 30 in 2013. Additionally, this has been reflected in the increased funding requests from the Associated Students Senate, which 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.

No Data yet available. Beginning Spring 2014 (and each Spring semester there after), Center for Student Life will survey the Associated Students Senate, Senate Committees, and clubs to track involvement levels and demographics.

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 government; a majority of the students showed an increased understanding in ethical leadership, showed evidence of ethical decision-making, and demonstrated knowledge of leadership as a process rather than a position. During entrance interviews, student were asked to define their idea of ethics and how it relates to decision-making. When asked the same question, most of those that participated in exit interviews were able to better articulate how they used ethical decision-making and were able to give specific examples. Additionally, all were able to more clearly articulate their educational and personal goals. Lastly, student leaders were more involved in participatory governance meetings than in years past. They attended more meetings with greater regularity. This is evidenced with the increased number of reports given at Student Senate meetings, the number of compensation hours forms received, and anecdotal information provided by a number of participatory committee chairs.

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.

3. 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.

4. Planning

A. Results of Program Plans and Actions

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

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

Plans

1. Raise awareness of student life and student government on campus.
2. Increase support, participation, and collaboration of the campus community in student government and club activities.
3. Increase outreach and recruitment of high school and incoming students, especially those with prior leadership experience.
4. Support and promote the establishment of a campus college hour.
5. Create a greater link between student life and other departments on campus.
6. Help student leaders to become more self-sufficient and pro-active in planning and implementing programming.

Results

- a. The number of clubs on campus has increased from 18 in 2011, to 25 in 2012, and to 30 in 2013. Several clubs have reported a greater number of students participating in club meetings and activities. Additionally, the number of students participating in student government has risen from 14 in 2012 to 22 in 2013. Increased numbers show that students are more aware that student government and clubs are available to them. The increased number of clubs shows that students have a greater understanding of how and where to start a club. Additionally, beginning Spring 2014, we will be administering an annual survey to the Associated Students Senate, Senate Committees, Student Leadership Retreat participants, and clubs to better track needs and demographics.
 - b. We do not yet have any year-to-year data on this. Unfortunately, this is a plan yet to be fully realized. The increase in clubs however, shows an increase in faculty/staff willingness to serve as advisors.
 - c. Student leaders have participated in Connect to College, College fairs, and Welcome Day activities in greater numbers than we have had in the past. This year we have seen a significant increase in the number of middle-college students involved in the Associated Students, from 0 in 2010/11, to 0 in 2011/12, to 4 in 2012/13.
 - d. Student leaders engaged in meetings with the College President and Vice Presidents, and College Council about establishing a College Hour.
 - 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.
- Created a closer connection with the Learning Center. Future plans include participation in summer bridge program and peer mentoring program.
1. In the summer of 2012 we created an "Action Plan" Form that was to be turned in with the Activity Request Form. This has resulted in greater organization of ASCSM Senate activities illustrated by promotional materials being distributed in a timely manner (at least two weeks before the event), and campus and performer paperwork being completed in a timely manner (at least two weeks before the event).

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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. In discussions with ASCSM student leaders, club leaders, and club advisors, the idea of a leadership class has had overwhelming support. Specifically, a poll of the ASCSM Senate in 2011/12 and in 2012/13, showed that 75% of the students would be interested in a class if it were offered during the day and was transferable. The idea truly evolved from students coming in that wanted to get into leadership but didn't have the time to commit to student government. Many, if not most, specifically asked if we had a program or class. Additionally, 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. This class could also be offered as a distance-learning course, thereby allowing non-traditional students to participate. Establishment of a leadership program/class would support the institution's Mission Statement by "prepar[ing] students to be informed and engaged citizens in an increasingly global community." Such a program would also fulfill several Institutional Priorities in the following ways:

Priority 1 – Student Success

Promote student engagement by stressing the importance of being involved in the campus and general community. Additionally, connecting students with resources outside of the campus that would help them be successful.

Priority 2 – Academic Excellence

Increased student engagement has been proven to lead to greater academic success and completion rates (Pascarella and Terenzini, 1991).

Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

Priority 4 – Integrated Planning

Would provide additional opportunities to collect data on the effectiveness on the leadership models used with the Center for Student Life.

Priority 5 – Institutional Dialog

Would increase training for student government officers that are involved with participatory governance.

Up until Spring 2007, CSM Connects oversaw a strong and well-utilized Service Learning program. In 2005 – 2006, 898 students and 17 faculty participated in Service Learning (CSM Connects 2005 – 2006 Program Review). This resulted in 15,393 hours of service in 314 different community organizations (Key Accomplishments Student Services 2005 – 2006). More recently, discussions with students and faculty on International Education Committee have revealed a high level of interest on the part of international students to take part in volunteer activities, specifically Service Learning. Additionally, discussions with student in ASCSM Student Senate, AGS, and PTK have also shown a high level of interest amongst students in those groups. Lastly, many of the faculty that took part in Service Learning still use volunteerism as part of their coursework but lack the resources to do a full Service Learning component. Over the next few years, the Center for Student Life would like to engage the campus in a discussion of increasing service learning activities. To start, we would like to survey the general student population on their interest in volunteerism and Service Learning. Additionally, we would also like to survey the faculty to gauge the level of interest in Service Learning if resources were provided to them. Because 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. Reinstitution of a Service Learning program would also fulfill several Institutional Priorities in the following ways:

Priority 1 – Student Success

Promote student engagement by stressing the importance of being involved in the campus and general community. Additionally, connecting students with resources outside of the campus that would help them be successful.

Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

Re-establishment of a Service Learning program would also support the institution's Mission Statement by "prepar[ing] students to be informed and engaged citizens in an increasingly global community." It would also fulfill the College's General Education SLOs by providing student the opportunity to "understand and appreciate the diversity of the human experience."

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 Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

None.

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

None.

Classified Staff

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

Facilities

With the upcoming loss (Summer of 2014), 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. (Plans may extend beyond a single year.)

Plan #1: Increase participation in Volunteer Fair: Outreach to additional organizations in and around San Mateo County to participate in the annual Volunteer Fair. Due to limited staff resources the Volunteer Fair did not take place 2013/2014. We expect this will be re-established for Spring 2015.

Actions

Identify new organizations	Summer/Fall 2014	Increase the number of organizations within contact database
Encourage organizations to attend fair	Spring 2015.	Increase number of fair participants

Priority 1 – Student Success

Promote student engagement by stressing the importance of being involved in the campus and general community. Additionally, connecting students with resources outside of the campus that would help them be successful.

Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

Plan #2: Explore retaining the Peer Educators through funding from Associated Students and program supervision through Center for Student Life.

Meet with Student Leadership	Spring 2014	Individual and group meetings take place.
Re-evaluate Associated Student Involvement and Funding	Spring 2016	Meeting with Student Leadership and Administration.

Priority 1 – Student Success

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Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

Plan #3: Creation of Safe Zones and Cross Cultural Communication Activities

Attend Safe Zone Training	Spring 2014	Attended Safe Zone Training
Put together Plan of action for Safe Zone Roll Out	Summer 2014	Meeting with interested parties takes place.
Program Roll out	Fall 2014	Program is implemented campus wide
Plan a One day "Cross Cultural Communication Program"	Fall 2014	Program planned
One one day Cross Cultural Communication Program	Spring 2015	Program is held

Priority 1 – Student Success

Promote student engagement by stressing the importance of being involved in the campus and general community. Additionally, connecting students with resources outside of the campus that would help them be successful.

Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

Plan #4- Leadership Course- Develop a semester long 2-unit leadership class that will engage students in the Social Change Model and Rational Leadership theories of leadership.

Develop curriculum	Spring 2014	Create a curriculum, course outline, and syllabus. Submitted to Committee on Instruction.
Offer Class	Fall 2015	Class is approved by Committee on Instruction and offered in Fall 2015 class schedule.

Priority 1 – Student Success

Promote student engagement by stressing the importance of being involved in the campus and general community. Additionally, connecting students with resources outside of the campus that would help them be successful.

Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

Plan #5- Expand Leadership Training Opportunities/Information. This would include an updated website that would provide examples of all current training workshops that the Center offers. Additionally, the creation of "Be a Leader" Program that would allow clubs and the general student body the opportunity to request leadership and communication workshops through the Center. This would include MBTI (Meyers Brings) assessment.

Update Leadership Website with training information	Spring 2014	Website is updated
MBTI training	Spring 2014	Training is completed
Create "Be a Leadership Program"	Summer 2014/Fall 2014	Training is offered to clubs and the general student body

Priority 1 – Student Success

Promote student engagement by stressing the importance of being involved in the campus and general community. Additionally, connecting students with resources outside of the campus that would help them be successful.

Priority 3 – Relevant, High-Quality Programs and Services

Would further diversify delivery modes of education by stressing experiential learning.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete [Full-time Faculty Position Request Form, AY 2013-2014](#) and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

