The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for Comprehensive Program Review and Planning, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Resources for Supporting Documentation (Sections 1 and 2):
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:
In consultation with Student Services program leads, the Office of Planning, Research, and Institutional Effectiveness will develop a pilot template for quantitative data designed for student services programs for the next cycle of program review.

Next Steps:
Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM’s Integrated Planning Calendar.
(See: http://collegeofsanmateo.edu/prie/planning.aspx)

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu
DEPARTMENT OR PROGRAM:

I. DESCRIPTION OF PROGRAM

The Center for Student Life and Leadership Development is a college resource center providing advising, guidance, coordination and support for co-curricular and extra-curricular experiential learning at the college level. This involves the facilitation of individual and group leadership and service opportunities; student involvement in college and district governance; citizen advocacy at the city, county, state and national levels; and the development of social, cultural, recreational and artistic activities that serve to broaden and deepen an understanding and appreciation of other cultures, perspectives and diverse points of view. Moreover, the office coordinates all paperwork in regards to student driven activities, including health, travel, activity, facility, and bookkeeping forms. The Center also handles all free speech and posting inquires on campus. Lastly, the office maintains all the bookkeeping for club, trust, and Associated Students accounts.

In addition, the Center provides information and support services such as housing information, transportation information, student and staff photo identification cards, recreation and game supervision, Student Life Lounge management, and other related services that aid in the retention and support of student life.

II. STUDENT LEARNING OUTCOMES (SLOs)

a. Briefly describe the department’s assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Center for Student Life and Leadership Development

a. Students will become familiar with college support services and programs.
   i. Evaluation:
      1. Tally of the number of helped at the counter.
      2. Surveys measuring student awareness of programs and services before and after interacting with Center for Student Life staff.
   ii. Findings
      1. Due to the relocation of Student Life, it was not possible to assess this SLO. Moving forward, the department will start assessing this SLO in fall 2012.
      2. Same as 1.

b. Students will become more familiar with extra-curricular activities, including student government and student clubs and organizations.
   i. Evaluation:
      1. Compare retention rates of club members and student government officers against those of the current population.
      2. Increase the number of active clubs.
      3. Increase the number of students running in the ASCSM general election.
      4. Increase the number of students voting in the ASCSM general election.
ii. Findings
   1. In looking at several of the current active clubs and originations, including Alpha Gamma Sigma, Phi Theta Kappa, membership of those clubs has increased 50 to 60 percent. While these numbers reflect the most active clubs on campus, according to club rosters, clubs that have been active for two or more semester have seen an increase in membership of approximately 20 percent.
   2. Since 2007/08, the total number of clubs has increased to 26 from 14, a 40 percent increase.
   3. The number of students running in the ASCSM general election has increased 25 percent.
   4. Since 2008/09, the number of students in the general election has seen an overall increase of 30 percent.

Associated Student Leadership Program
a. Students shall be able to influence others through writing, speaking or artistic expression; effectively articulate abstract ideas; and make presentations.
   i. Evaluation:
      1. Members of student government engage in and Entrance and Exit interview with the Coordinator of Student Activities

   ii. Findings
   1. Exit interviews were held with the majority of members of student government; through those interviews, students were able to articulate abstract ideas and showed an increase in effective communication skills.

b. Students shall be able to demonstrate that leadership is a process rather than a position; acknowledge that leadership is relational; engage in the leadership process on increasing levels of quality; recognize the ethical components of leadership.
   i. Evaluation:
      1. A pre- and post-test regarding leadership and ethical awareness.
      2. Entrance and exit interview with the Coordinator of Student Activities.

   ii. Findings
   1. Pre- and post-tests regarding leadership and ethical awareness did not take place.
   2. Entrance and exit interviews were conducted with a majority of members of student government. A majority of the students showed an increase in ethical leadership, showed evidence of ethical decision-making, and demonstrated knowledge of leadership as a process rather than a position.

b. Briefly evaluate the department’s assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

   The Center needs to do a better job evaluating SLOs dealing with number of students served. Starting in fall 2012, the Center will begin tracking the number of
students served at the service desk. The Center will also begin tracking which services students most utilize.

c. Below please update the program’s SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100) or the student services program; add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

<table>
<thead>
<tr>
<th>GE-SLOs or Programs’ and/or Courses</th>
<th>Effective Communication</th>
<th>Quantitative Skills</th>
<th>Critical Thinking</th>
<th>Social Awareness and Diversity</th>
<th>Ethical Responsibility</th>
</tr>
</thead>
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III. DATA EVALUATION

For Student Services Programs Offering Courses:

a. Referring to the Enrollment and WSCF data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCF projections?

b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

c. Referring to the Productivity (LOAD) data, discuss and evaluate the program’s productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

For Student Services Programs Not Offering Courses:

d. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.

Staffing in the Center for Student Life, which consists of two full-time staff members and two to three student assistants, has been adequate in serving the number of students utilizing the Center’s services. Currently, there is no data on the total number of student serviced by the Center. Going forward, if the Center for
IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

In regards to the students that the Center has the most contact with, i.e. members of student government, the vast majority (upwards of 80 percent) graduate and/or transfer within three years. Ninety percent of all students involved in student government or who serve as club officers remain enrolled in the College between semesters.

In addition, the staff in the Center provides guidance and mentorship to students, identifying areas that need to be addressed and tailoring student government retreats and workshops to those needs.

In fall 2011, the Center sponsored a student leadership conference open to the entire student population. Over 20 students participated. Evaluations found that the workshop topics, including inter-personal communication, programming planning and development, and leadership training, were well received. The Center hopes to continue to offer this opportunity to students as a way to increase participation in leadership activities and to promote broader representation and leadership.

b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The Center is uniquely equipped to effectively address student needs in terms of equity, diversity, and gender. Over the last three years, on average, the Center, in conjunction with the Associated Students, sponsors four to eight programs highlighting under-represented students. In addition, the Center, through vending income funds, supports events and activities around the campus focusing on diversity and equity issues. Going forward, the Center, in conjunction with the Associated Students, will work to re-implement the Safe Zone program and will actively work to recruit under-represented students to clubs and student government.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT
a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

<table>
<thead>
<tr>
<th><strong>INTERNAL FACTORS</strong></th>
<th><strong>EXTERNAL FACTORS</strong></th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Creativity</td>
<td>▪ College entrance competitiveness (students get involved to enhance their résumés)</td>
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<tr>
<td>▪ Knowledge of CSM student culture</td>
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<tr>
<td>▪ Adaptability</td>
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<tr>
<td>▪ Cooperation with other Student Services and instructional departments</td>
<td></td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Lack of staff</td>
<td>▪ The number of students required to seek employment continues to increase due to the economy and budgetary concerns. Lessening the time available to be involved in extra-curricular activities</td>
</tr>
<tr>
<td>▪ Lack of formalized budget and funding instability (vending, budget cuts, etc.)</td>
<td>▪ Economic impact on potion fees and vending income</td>
</tr>
<tr>
<td>▪ Challenge in recruiting staff and faculty to serve as club advisors.</td>
<td>▪ Loss of income from Drip Coffee, which has limited the vending funds available to support campus events and activities</td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Increase in campus community awareness and understanding or programs and services to create new partnerships</td>
<td>▪ Outreach to area high schools to increase awareness of Student Life programs and services prior to college attendance</td>
</tr>
<tr>
<td>▪ Recruitment of students by emphasizing resume enhancement</td>
<td></td>
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<tr>
<td>▪ Partnering with other campus services to provide mutual support due to decreases in campus-wide funding</td>
<td></td>
</tr>
<tr>
<td><strong>Threats</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Lack of additional staff prevents growth in the program</td>
<td>▪ Budget cuts</td>
</tr>
<tr>
<td>▪ Department dependence on student or vending funds, which are inconsistent from year-to-year</td>
<td></td>
</tr>
<tr>
<td>▪ Lack of formal budget for programming</td>
<td></td>
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<tr>
<td>▪ Lack of campus College Hour</td>
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</tbody>
</table>

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards

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overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from Core Program and Student Success Indicators ([If applicable]) or other data you have collected about the students served by your program.)

In spring 2011, the Accounting Technician position in the Center for Student Life was reclassified as a Student Activities Assistant position. This change has allowed greater flexibility in the responsibilities of the position, and provided for more support of different program areas.

Since establishing a new, permanent location, the Center for Student Life has been able to serve more students, concentrate on student success, and foster a sense of community within the space. The Lounge serves as a central location for socializing and studying. The Event Prep Room has given students a place to organize event material and promotional items. Having department staff together in one location has increased collaboration and provided stability. Being located near instructional faculty has also led to greater collaboration.

VI. Goals, Action Steps, and Outcomes

a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's Institutional Priorities 2008-2011, Educational Master Plan, 2008, the Division work plan, and GE- or certificate SLOs.
   a. Expand the scope of the program to include co-curricular, service learning, and cross-cultural activities through collaboration with other departments and programs on campus.
   b. Raise the awareness of student life and student government on campus.
   c. Increase outreach and recruitment of high school students and incoming students, especially those with prior leadership experience, for the student leadership program.
   d. Increase the support, participation, and collaboration of the campus community in student government and club activities.
   e. Support and promote the establishment of a campus college hour.
   f. Help student leaders to become more self-sufficient and pro-active in planning and implementing campus programming.
   g. Create a Service-Learning program on campus.
   h. Create a greater link between student activities and College instructional programs.
   i. Increase instructional program participation in student activities.

b. Identify the action steps your program will undertake to meet the goals you have identified.
   a. Encourage the student government to appoint a Senator for High School Outreach and Recruitment that will work with the CSM Ambassador Program.
   b. Encourage the student government to be more active in Connect to College, College fairs, Welcome Day, and other outreach activities.
   c. Encourage College Council to re-establish the sub-committee that was addressing the establishment of a College Hour and work with that sub-committee to establish a plan to implement College Hour.
   d. Resume the High School Leadership Conference.
   e. Develop a plan for a service-learning program.
f. Encourage the College to fund a part-time service learning coordinator.
g. Work with College administration to bring a speaker to discuss the importance of faculty and student connections outside the classroom.
h. Do presentations at division and department meetings on the importance of faculty involvement in activities outside the classroom.
i. Conduct outreach and advertising early to allow for participation by classes.
j. Conduct a survey of faculty needs for planning and integrating student activities into instruction.

c. Briefly explain, specifically, how the program's goals and their action steps relate to the Educational Master Plan, 2008.

a. By integrating co-curricular, service learning, and cross-cultural activities with the instructional program and other student services programs, the department supports the goals of the EMP to enhance student engagement and retention.
b. By increasing outreach and recruitment of high school students and incoming students, the department supports the goals of the EMP to expand the college's overall outreach efforts.
c. By regularly assessing department functionalities, procedures, and organization, the department supports the EMP's call for meeting student's expectation of convenience and choice, and increasing use of technologies to deliver student support services.

4. By increasing the support, participation, and collaboration of the campus community in student government and club activities, the department supports the goals of the EMP to improve student equity, integrate lifelong learners, and increase student engagement.

d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

a. Increase the number of faculty participating as club advisors by 25 percent.
b.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

<table>
<thead>
<tr>
<th>Full-Time Faculty Positions Requested (if applicable)</th>
<th>Expected Outcomes if Granted and Expected Impact if Not Granted</th>
<th>If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.</th>
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</thead>
</table>

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### Classified Positions Requested

<table>
<thead>
<tr>
<th>Expected Outcomes if Granted and Expected Impact if Not Granted</th>
<th>If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.</th>
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</thead>
</table>
| Part-Time Service Learning Coordinator (20 hours/week)       | - **If granted:** annual volunteer fairs to promote civic engagement. Stronger ties between instruction and Student Life. Per current research, Service Learning is an excellent vehicle to student success and student retention.  
  - **In not granted:** It would be impossible with current staffing to have a fully functional Service Learning Program. |  
  This would help to broaden the services that we would be able to provide students. It would be a new way to engage students that may not be interested in clubs or student government by bringing together instruction and student life. Lastly, serve to enhance both the student classroom experience and student life experience. |

b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

### Resources Requested

<table>
<thead>
<tr>
<th>Resources Requested</th>
<th>Expected Outcomes if Granted and Expected Impact if Not Granted</th>
<th>If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item:</strong> Mac computer</td>
<td>Regular replacement of aging computing resources will help ensure productivity and efficiency</td>
<td></td>
</tr>
</tbody>
</table>
  **Number:** 1  
  **Vendor:** Apple  
  **Unit price:** Unknown  
  **Total Cost:** Unknown  
  **Status**: Replacement of Coordinator of Student Activities computer |
| **Item:** PC computer           | Regular replacement of aging computing resources will help ensure productivity and efficiency |  
  **Number:** 1  
  **Vendor:** HP/Dell  
  **Unit price:** Unknown  
  **Total Cost:** Unknown  
  **Status**: Replacement of Student Activities Assistant |
VIII. Course Outlines (Applicable only for Programs Offering Courses)
   a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course’s next update.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Last Update Date</th>
<th>Six-year Update Due Date</th>
</tr>
</thead>
</table>

IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)

   a. Please list non-program faculty who have participated on the program’s Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program’s department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

   List ACT names here.

   Attach or paste ACT report here.

   b. Briefly describe the program’s response to and intended incorporation of the ACT report recommendations.
X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department’s Program Review and Planning report team:

Primary program contact person: Aaron Schaefer, Coordinator of Student Activities
Phone and email address: x6142; schaefera@smccd.edu
Full-time faculty:
Part-time faculty:
Administrators
Classified staff: Fauzi Hamadeh; x6349; hamadehf@smccd.edu
Students:

[Signatures]

Primary Program Contact Person’s Signature

3/24/12

Full-time Faculty’s Signature

DcTe

Part-time Faculty’s Signature

DcTe

Classified Staff Person’s Signature

DcTe

Student’s Signature

DcTe

Dean’s Signature

DcTe