

Student Services Council Meeting

Tuesday, October 2, 2018

2:30 p.m. – 4:15 p.m.

Room 10-468

Minutes

Attendees:

Kim Lopez		Estela Garcia		Christine Su	x
Sylvia Aguirre-Alberto	x	Fauzi Hamadeh		Niruba Srinivasan	
Maggie Barrientos	x	Luis Padilla	x	Dennis Tordesillas	x
Emily Barrick	x	Claudia Menjivar	x	Makiko Ueda	x
Lizette Bricker		Mike Mitchell	x	Carol Ullrich	x
Karen Chadwick		Carol Newkirk-Sakaguchi	x	Chris Woo	x
Gloria D’Ambra	x	Charles Phan		Tiffany Zammit	
Rob Dean		Patrice Reed-Fort	x	Stephen Langi	x
Krystal Duncan	x	Michele Rudovsky			
Jennifer De La Cruz		Jackie Santizo	x		
Alicia Frangos		Aaron Schaefer			

Guests: Madeleine Murphy

This meeting began at 2:34 p.m. Krystal Duncan chaired the meeting on behalf of Kim Lopez.

New Student Representative

Stephen Langi was introduced as the new representative from Associated Students.

Group Activity - Fostering Connection and Authenticity in our Work (Krystal Duncan)

Documents: Gifts of Imperfection (excerpts)

Krystal facilitated a reading and discussion activity using the Cultivating Authenticity section of the book *Gifts of Imperfection*. The purpose of the exercise was to align the reading topic and program review as activities for reflection.

Program Review (Madeleine Murphy)

Documents: Program Review 2018 Student Services (PPT)

Assessment Plan Student Services (Word)

Madeleine Murphy discussed planning effective assessments based on clear specific questions. She also summarized the changes to program review which includes a new chronological

format, differentiation between SLO and SAO, conversion of Independent Learning and Development (ILO) as an option, and new components of the Assessment section.

The new documentation process for Assessment Plans were also covered. Assessment plans are to be submitted to SLOAC and data will continue to be stored in TracDat.

Data from academic years 2016-17 and 2017-18 are to be used for program review reporting. SLO survey data from these academic years can be used for new SAOs.

The narrated version of the presentation is available in Youtube:

https://www.youtube.com/watch?v=eDNny73_PUo

SparkPoint Center Program Update (CSMSPC) (Emily Barrick)

The official launch of the CSM SparkPoint Center (CSMSPC) is on Wednesday, November 14.

SparkPoint serves the campus and the San Mateo communities. All services are free such as benefits enrollment, food, and financial coaching which focuses on increasing income, building assets and managing credit.

CSMSPC partners with the San Mateo Federal Credit Union to provide banking assistance.

With the success of the Grab & Go program, SparkPoint has launched an additional food program for students called SparkPoint Snacks and are available in EOPS, Career Services, MESA, and METaS. Any office interested in offering SparkPoint Snacks to students should contact Emily.

Next meeting: Tuesday, November 6, 2:30 – 4:15 p.m., 10-468



Cultivating Authenticity

LETTING GO OF WHAT PEOPLE THINK

Often people attempt to live their lives backwards: they try to have more things, or more money, in order to do more of what they want so that they will be happier. The way it actually works is the reverse. You must first be who you really are, then do what you really need to do, in order to have what you want.

~ MARGARET YOUNG

Before I started doing my research, I always thought of people as being either authentic or inauthentic. Authenticity was simply a quality that you had or that you were lacking. I think that's the way most of us use the term: "She's a very authentic person." But as I started immersing myself in the research and doing my own personal work, I realized that, like many desirable ways of being, authenticity is not something we have or don't have. It's a practice—a conscious choice of how we want to live.

Authenticity is a collection of choices that we have to make every day. It's about the choice to show up and be real. The choice to be honest. The choice to let our true selves be seen.

There are people who consciously practice being authentic, there are people who don't, and there are the rest of us who are authentic on some days and not so authentic on other days. Trust me, even though I know plenty about authenticity and it's something I work toward, if I am full

You'll notice that many of the topics from the ten guideposts are woven throughout the definition. That theme will repeat itself throughout this book. All of the guideposts are interconnected and related to each other. My goal is to talk about them individually and collectively. I want us to explore how each of them works on its own and how they fit together. We'll spend the rest of the book unpacking terms like *perfection* so that we can understand why they're so important and what often gets in our way of living a Wholehearted life.

Choosing authenticity is not an easy choice. E. E. Cummings wrote, "To be nobody-but-yourself in a world which is doing its best, night and day, to make you everybody but yourself—means to fight the hardest battle which any human being can fight—and never stop fighting." "Staying real" is one of the most courageous battles that we'll ever fight.

When we choose to be true to ourselves, the people around us will struggle to make sense of how and why we are changing. Partners and children might feel fearful and unsure about the changes they're seeing. Friends and family may worry about how our authenticity practice will affect them and our relationships with them. Some will find inspiration in our new commitment; others may perceive that we're changing too much—maybe even abandoning them or holding up an uncomfortable mirror.

It's not so much the *act of authenticity* that challenges the status quo—I think of it as the *audacity of authenticity*. Most of us have shame triggers around being perceived as self-indulgent or self-focused. We don't want our authenticity to be perceived as selfish or narcissistic. When I first started mindfully practicing authenticity and worthiness, I felt like every day was a walk through a gauntlet of gremlins. Their voices can be loud and unrelenting:

- "What if I think I'm enough, but others don't?"
- "What if I let my imperfect self be seen and known, and nobody likes what they see?"
- "What if my friends/family/co-workers like the perfect me better . . . you know, the one who takes care of everything and everyone?"

of self-doubt or shame, I can sell myself out and be anybody you need me to be.

The idea that we can choose authenticity makes most of us feel both hopeful and exhausted. We feel hopeful because being real is something we value. Most of us are drawn to warm, down-to-earth, honest people, and we aspire to be like that in our own lives. We feel exhausted because without even giving it too much thought, most of us know that choosing authenticity in a culture that dictates everything from how much we're supposed to weigh to what our houses are supposed to look like is a huge undertaking.

Given the magnitude of the task at hand—be authentic in a culture that wants you to “fit in” and “people-please”—I decided to use my research to develop a definition of authenticity that I could use as a touchstone. What is the anatomy of authenticity? What are the parts that come together to create an authentic self? Here's what I developed:

Authenticity is the daily practice of letting go of who we think we're supposed to be and embracing who we are.

Choosing authenticity means

- *cultivating the courage to be imperfect, to set boundaries, and to allow ourselves to be vulnerable;*
- *exercising the compassion that comes from knowing that we are all made of strength and struggle; and*
- *nurturing the connection and sense of belonging that can only happen when we believe that we are enough.*

Authenticity demands Wholehearted living and loving—even when it's hard, even when we're wrestling with the shame and fear of not being good enough, and especially when the joy is so intense that we're afraid to let ourselves feel it.

Mindfully practicing authenticity during our most soul-searching struggles is how we invite grace, joy, and gratitude into our lives.

Sometimes, when we push the system, it pushes back. The pushback can be everything from eye rolls and whispers to relationship struggles and feelings of isolation. There can also be cruel and shaming responses to our authentic voices. In my research on authenticity and shame, I found that speaking out is a major shame trigger for women. Here's how the research participants described the struggle to be authentic:

- Don't make people feel uncomfortable but be honest.
- Don't upset anyone or hurt anyone's feelings but say what's on your mind.
- Sound informed and educated but not like a know-it-all.
- Don't say anything unpopular or controversial but have the courage to disagree with the crowd.

I also found that men and women struggle when their opinions, feelings, and beliefs conflict with our culture's gender expectations. For example, research on the attributes that we associate with "being feminine" tells us that some of the most important qualities for women are thin, nice, and modest.¹ That means if women want to play it totally safe, we have to be willing to stay as small, quiet, and attractive as possible.

When looking at the attributes associated with masculinity, the researchers identified these as important attributes for men: emotional control, primacy of work, control over women, and pursuit of status.² That means if men want to play it safe, they need to stop feeling, start earning, and give up on meaningful connection.

The thing is . . . authenticity isn't always the safe option. Sometimes choosing being real over being liked is all about playing it unsafe. It means stepping out of our comfort zone. And trust me, as someone who has stepped out on many occasions, it's easy to get knocked around when you're wandering through new territory.

It's easy to attack and criticize someone while he or she is risk-taking—voicing an unpopular opinion or sharing a new creation with the world or trying something new that he or she hasn't quite mastered. Cruelty is cheap, easy, and rampant. It's also chicken-shit. Especially

when you attack and criticize anonymously—like technology allows so many people to do these days.

As we struggle to be authentic and brave, it's important to remember that cruelty always hurts, even if the criticisms are untrue. When we go against the grain and put ourselves and our work out in the world, some people will feel threatened and they will go after what hurts the most—our appearance, our lovability, and even our parenting.

The problem is that when we don't care at all what people think and we're immune to hurt, we're also ineffective at connecting. Courage is telling our story, not being immune to criticism. Staying vulnerable is a risk we have to take if we want to experience connection.

If you're like me, practicing authenticity can feel like a daunting choice—there's risk involved in putting your true self out in the world. But I believe there's even more risk in hiding yourself and your gifts from the world. Our unexpressed ideas, opinions, and contributions don't just go away. They are likely to fester and eat away at our worthiness. I think we should be born with a warning label similar to the ones that come on cigarette packages: *Caution: If you trade in your authenticity for safety, you may experience the following: anxiety, depression, eating disorders, addiction, rage, blame, resentment, and inexplicable grief.*

Sacrificing who we are for the sake of what other people think just isn't worth it. Yes, there can be authenticity growing pains for the people around us, but in the end, being true to ourselves is the best gift we can give the people we love. When I let go of trying to be everything to everyone, I had much more time, attention, love, and connection for the important people in my life. My authenticity practice can be hard on Steve and the kids—mostly because it requires time, energy, and attention. But the truth is that Steve, Ellen, and Charlie are engaged in the same struggle. We all are.

DIG Deep

Get Deliberate: Whenever I'm faced with a vulnerable situation, I get deliberate with my intentions by repeating this to myself: "Don't shrink.

Don't puff up. Stand on your sacred ground." I think there's something deeply spiritual about standing your ground. Saying this little mantra helps me remember not to get small so other people are comfortable and not to throw up my armor as a way to protect myself.

Get Inspired: I'm inspired by everyone who shares their work and opinions with the world. Courage is contagious. My friend Katherine Center says, "You have to be brave with your life so that others can be brave with theirs."¹

Get Going: I try to make authenticity my number one goal when I go into a situation where I'm feeling vulnerable. If authenticity is my goal and I keep it real, I never regret it. I might get my feelings hurt, but I rarely feel shame. When acceptance or approval becomes my goal, and it doesn't work out, that can trigger shame for me: "I'm not good enough." If the goal is authenticity and they don't like me, I'm okay. If the goal is being liked and they don't like me, I'm in trouble. I get going by making authenticity the priority.

How do you DIG Deep?

Assessment and Program Review Student Services





Four questions:

1. What's different about SLO assessment?
2. What about *this year's* Program Review?
3. Any changes to data collection?
4. What about TracDat?



**Q1: what's different about SLO
assessment?**

More intentional

1. Harnessed to continuous improvement
2. Focus on improving student learning
3. Centered on research questions

Program Review language

(roughly) chronological

1. Description of Program
2. Results of Previous Program Review
3. Assessment
4. Planning

Program Review language

2. Results of Previous Program Review

B. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments

Program Review language

Q. 3 Assessment

old language:

- (a) Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.
- (b) Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.
- (c) Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

new language:

- e. Reflect on recent Student Learning Outcomes (SLO) and/or Service Area Outcomes (SAO) assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO/SAO assessment informs program development and changes to the program.

Assessment documentation routine

Assessment planning as an annual activity

FALL

- Submit brief assessment plan

SPRING:

- Submit brief check-in form (supporting documentation also welcome)

EVEN YEARS:

- Program Review (summary & planning)

Assessment plans due in Fall

Fall - ASSESSMENT PLAN - Student Services

AY 2018-2019

SERVICE	e.g., Counseling
ASPECT OF PROGRAM	Specify the outcome or aspect of your service you want to find out about
RESEARCH QUESTION	What are you trying to find out? What's your research question?
RATIONALE	Why does it matter?
METHOD	What data will answer your question, and how will you get it?
NEXT STEPS / TIMELINE	What happens next, and when?

EXAMPLE

Fall - ASSESSMENT PLAN - Student Services

AY 2018-2019

SERVICE	DRC
ASPECT OF PROGRAM	Test proctoring
RESEARCH QUESTION	Are students really using our test proctoring?
RATIONALE	Tells us whether they're advocating for themselves. They need to use their accommodations?
METHOD	Survey students / tallied students who've come in for proctoring
NEXT STEPS / TIMELINE	Gather data - Discuss results

Check-in summaries due in Spring

Spring - ASSESSMENT PLAN - CHECK IN - Student Services

AY 2018-2019

SERVICE	e.g., Counseling
ASPECT OF PROGRAM	The outcome or aspect of your service you are addressing
DATA SUMMARY	Attach spreadsheet / narrative / summary of results
DISCUSSION	Document faculty & staff discussion or analysis of results Link to meeting date or attach minutes if relevant
ACTION PLAN	Outline what steps you might take, or have taken
STATUS	Is this finished? Is the loop closed? Starting something new in the Fall, or is there sequelae to this?

A simple summary

Spring - ASSESSMENT PLAN - CHECK IN - Student Services

AY 2018-2019

SERVICE	
ASPECT OF PROGRAM	
DATA SUMMARY	
DISCUSSION	
ACTION PLAN	
STATUS	

Summary of changes

Emphasis on research-question-driven assessment

Program Review:

- New chronological structure
- distinction between SLO / SAO
- no *required* ILO alignment question
- “assessment” section includes learning outcomes as one component, along with usage, achievement gaps and efficiency

New documentation process (Assessment Plans)



**Q2: What about *this year's*
Program Review?**

1. Previous Program Review question

Possible problems

- “Future Program Plans & Actions” (Fall 2016) - maybe doesn't correspond to what you want to do now

Solution

- Admit it!
- Outline the plan you have, going forward.
- Review the alignment / SLO revision discussions from Spring 2018 (Division minutes)



2. SLO or SAO question - review revision of language (from Spring discussions)

SLO

“did this activity succeed?” = “did students learn something?”

- new F-1 students will be apprised and knowledgeable of the educational counseling and course selection workshop
- students will know about center resources

SAO

“Did this service succeed?” = “were students able to do or get something?”

- students completed registration online
- 90% of GI Bill-eligible veterans will apply for financial aid through FAFSA

3. ILO alignment question - optional, but likely useful

Independent Learning and Development - The ability of students to develop, evaluate, and pursue personal, academic, and/or career goals.

Students will be able to:

- Demonstrate effective study strategies;
- Articulate realistic and achievable academic and/or career goals;
- Identify and make use of college and community resources (academic and student support services)

4. No particular research question

Possible problems

- You gathered data with no specific question in mind; now you have a specific question, but the data don't answer it!
- What sort of research question might you ask?

Solution

- Analyze the data you've got with the outcomes you've defined, and make sure to clarify the specific question in your assessment plan (and Q4)
- Use an equity lens / GP lens
- Reflect on ILO alignment

5. Assessment plan forms

- No assessment plan forms from AY 2016-17, or 2017-2018 (we had TracDat)
- Current assessment plan form: Use for AY 2018-19 planning (i.e., summarizes assessment piece of Q4 - “Planning”)
- 2020: Assessment plans will form basis for Program Review assessment discussion



Q3: Any changes to data collection?



For Student Services... maybe not

Instruction

- Pose a research question
- Collect data that will answer that question
- Prioritize specific course- and program-SLOs for assessment

Student services

- In-house surveys
- College surveys (Campus Climate & Satisfaction)
- Post-workshop surveys / quizzes
- Instructional quizzes / coursework
- Usage data etc.
- ?

But note:

Current data sources

- In-house surveys
- College surveys (Campus Climate & Satisfaction)
- Post-workshop surveys / quizzes
- Instructional quizzes / work
- SARS etc.

Possible data sources - under exploration

(i.e., not likely available for *this* Program Review)

- Marketing (alumni outreach)
- Ad hoc student achievement reports from PRIE
- Post transfer / employment data



Q4: What about TRACDAT?

Options for documentation:

- Continue to use TracDat to store data, results and analysis, AND submit assessment plans to SLOAC
- Just submit assessment plans, along with any relevant data summaries, to SLOAC



And finally...

Resources (under development):

SLO website *under construction

<http://collegeofsanmateo.edu/sloac/>

Coming soon

Assessment Handbook

ASSESSMENT PLAN

AY _____

Service	Which service?
Program	Which component or goal of the service do you want to focus on, and why?
Research question(s)	What do you want to find out?
Rationale	Why this particular question? Why this particular aspect of the service?
Method	What data are you going to use, and how are you going to get it?
Next steps / Timeline	What comes next, and when?



SPARKPOINT®

COLLEGE of SAN MATEO



You Are Invited!

SparkPoint at College of San Mateo Grand Opening

November 14, 2018

11:30 am – 2:30 pm

College Center Building 10, Second Floor

Please RSVP to: bit.ly/csmsparkpoint

Lunch and light refreshments will be provided



UNITED WAY BAY AREA

College of San Mateo



of SANTA CLARA and
SAN MATEO COUNTIES

650.378.7275 | Building 1, First Floor | collegeofsanmateo.edu/sparkpoint



SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S

CASH FOR COLLEGE

College of San Mateo

1700 W. HILLSDALE BLVD. SAN MATEO, CA 94402
BUILDING 10, COLLEGE CENTER

10AM-2PM

OCT
20

Hands-on
financial aid
application labs
and workshops
offered in
English and
Spanish!

Come and join us for
our district-wide financial aid
event to get students and their
families prepared for college
Breakfast & Lunch Provided



RSVP ONLINE AT: goo.gl/cGCn00

Information and workshops on:

- The FAFSA + California Dream Act Application
- Programs for Current/Former Foster Youth
- Programs for Homeless Youth
- Scholarships + More!

Come prepared with:

- Student + Parent's Social Security Number
- Alien Registration Number (non-US citizens)
- Student + Parent's 2017 Tax Returns
- Student + Parent's W-2 Forms

Students & Parents should create an FSA ID prior to attending the event. More info on creating one can be found at: fsaid.ed.gov (FAFSA applicants only)

