

Student Services Program Review

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

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Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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. Student Learning and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO assessment informs program development and changes to 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 60 students (as reported by AGS); membership for 2012/2013 was 90 (as reported by AGS); membership for 2015/2016 was 120 (as reported by AGS). In

addition, there has been an increase in the diversity of types of clubs on campus, which shows broader engagement among students. Since 2011, the number of clubs has risen from 15 to 30 in 2013. In 2014, the number of clubs has increased from 30 to 35. In 2015/2016, the number of active clubs increased to 42. Additionally, this has been reflected in the increased funding requests from the Associated Students Senate, which have increased dramatically since last year. The number of events sponsored by clubs has also increased from 78 in 2011/12 to 94 in 2013/2014 to 101 in 2015/2016.

Our major challenges in support clubs and associated activities are:

- **Staffing.** Currently, Student Life has two full-time employees. Because of the increase in paperwork associated with clubs, it has become more difficult to process paperwork in a timely manner. Additionally, due to the increase in activities and staff support needed by the ASCSM Senate and associated Boards, office closures have become more regular. This has led to the inability of clubs to turn in paperwork or utilize our services (prep room, computers, supplies, storage, etc).
- **Advisors.** Each year it has become more and more difficult to find willing staff and/or faculty to serve as club advisors. Based on the number of students that have requested help with club paperwork and DO NOT end up turning paperwork in, we estimate the loss of at least 6 clubs per year.
- **Funds.** As clubs increase their activities, funding from the Associated Student Senate has become more challenging. While this has not yet stopped the number of activities from increasing, it has led to decreased levels of funding for those activities. It is our opinion that the College should support the students' efforts to increase the student activities fee.

Students will become more familiar with Leadership Opportunities on campus.

In 2015/2016, Student Life supported 42 extra-curricular clubs. This included each club having 5 to 7 students in leadership positions. In 2015/2016, Student Life began mandatory club officer workshops for the President and Treasurer of each club. The workshops focus on how to do paperwork and apply for funds. Our hope is by supporting club officers, the clubs will be more organized and will be better equipped to transition from year to year. The goal is to have more clubs up and running earlier in the fall semester. Currently (2016/2017) we had 18 clubs turn in paperwork during the first two weeks of the fall semester. By the end of the third week of the fall semester, 25 clubs had submitted paperwork. Going forward, our goal will be 21 clubs by the end of the first two weeks and 30 by the end of the third.

Beginning six years ago, Student Life has sponsored a three-day Student Leadership Conference open to any currently enrolled student. In 2014/15 we had 25 applicants, in 2015/2016 we had 32 applicants.

Student Senate currently has three Boards in which students wishing to participate in leadership activities can join. The Programming Board oversees the student government general event programming. The Cultural Awareness Board supports the student government's efforts for multicultural and diversity programming. Lastly, the Advocacy Board utilizes the Student Representation Fee to lobby and advocate for students on a local, state, and federal level. Below are the growth numbers for these Boards, based on numbers in March of each year:

- Programming: 12 active students (March 2015); 15 active students (March 2016)
- Cultural Awareness: 5 active students (March 2015); 8 active students (March 2016)
- Advocacy Board: 5 active students (March 2015); 6 students (March 2016)

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 the members 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, students 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.

Students will become familiar with the Safe Zone Initiative. (new)

In 2015/2016, 10 students attended SafeZone trainings. In 2016/2017, CSLAL plans to roll out more trainings to all segments of the campus community. Clubs will also be able to request specific training sessions for their groups if they have the participation of 5 or more students. In spring 2017, SafeZone training will be given to the ASCSM Senate. Additionally, training will be offered to members of the ASCSM Senate associated Boards (Programming, Advocacy, Cultural Awareness, and ICC).

Students will become familiar with the Student ID Card (new)

We would like students to know and come by to get their student ID. In 2015/16, 1,883 students were issued a new ID card. (This

number does not reflect students renewing existing ID cards.)

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.

Program usage data for Student Service units is challenging to collect. Due to the drop-in nature of many of our services, gathering student data can be cumbersome and hard to track. As a whole, Student Services is engaged in a conversation with PRIE about what data to collect and the most effective collection method(s). For Student Life in particular, we are looking at ways to capture data regarding general information queries, utilization of office services, and other relevant indicators.

In regards to student government, over the years we have seen a large shift in the demographics of participants. In particular, we have seen an increase in veterans, international, women, and underrepresented students.

Beginning in 2016/17, we will begin tracking demographic information for student government leaders, club leadership, and student Board members. In the long term, we plan to explore ways to track demographic information for individual club members.

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. 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. 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.

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. Create a greater link between student life and other departments on campus.
5. Help student leaders to become more self-sufficient and pro-active in planning and implementing programming.
6. Work with the other campuses and District to implement a District wide ID card and a way for Student Life to track date through that ID Card.

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, 42 in 2015. 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 Fall 2015, 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. Additionally, in 2015 they sponsored or participated in several events: Latino Heritage Month, World Chat, and Diversity Week.

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.

f. 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. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

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 also resulted from students wanting to get into leadership but didn't have the time to

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 "prepare[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."

5. Program Maintenance

A. Course Outline Updates

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

B. Website Review

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

Faculty contact(s)	Date of next review/update

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The most dominant theme is that through partnership with other areas more students are engaged in activities, including, clubs, learning communities, student government, and campus programs. Not only are more students engaged, they are more heavily engaged. This is evidenced by the continued growth in the number of clubs, the number of events and programs students organize, the number of students involved in student government, and the number of funding requests student government receives for student activities and programs. Furthermore, this has put a strain on our office resources. Processing of club paperwork, activities requests, and reimbursement requests are taking longer than they have in the past due to the sheer volume. For student life to continue to grow it will become imperative to have an additional staff member to handle front desk work, organization of paperwork, and updating our website.