

2021-22 Program Review

Program Name: Student Life and Leadership Development

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Academic Year: 2021-2022

Status:

Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us

- to reflect on the state of student learning or support in our disciplines and programs, by discussing
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- to identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - CSM Statement of Solidarity
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)

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 Mission and Values Statement and Solidarity 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.

- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

Like most other college programs, Student Life has been impacted by the COVID-19 pandemic and the shift to remote operations. During remote operations, students found it challenging to engage in student life and activities, even virtually. In addition, some operations, such as student ID card production, could not be maintained at the same level. Furthermore, maintaining club culture was a challenge. Because faculty and staff were focused on navigating the challenges imposed not only by the pandemic but also those posed by remote operations, the number of club advisors declined significantly.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
 - a. Previous Goals
 - b. Results Achieved
 - c. Changes Implemented
 - d. Plans still in progress
 - e. Any notable or surprising results and outcomes
- b) Explain any curriculum or programmatic changes since last program review
 - a. To specific courses, or to any discipline as a whole
 - b. Includes degree, certificate, or course sequences, program delivery or structure, etc

As with many programs, progress on the goals identified in our previous program review was disrupted by the pandemic. In particular, the continued growth of our club culture and the encouragement of more faculty and staff to serve as club advisors have become bigger challenges. Additionally, we have had to put some of our current initiatives on hold, including

the annual student leadership conference and our club officer workshops. However, the shift to remote operations has helped us identify some ways to streamline our current processes. For instance, we have been able to shift the processing our check requests and club paperwork totally online. We have also been able to provide more opportunities for student participation in Student Senate and board meetings via Zoom. With the onboarding of a full-time staff assistant, we are also hoping to be able to implement efficiencies in our processing of club paperwork and activities requests.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2020-21	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students
Enrollments (duplicated)	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments

(a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
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2021-22 Program Review

1. Drop in participation by African American students	Loss of two major student clubs that serve the African American community due to the pandemic		Work with former club advisors or seek out new club advisors to help re-establish group; partner with the Umoja program.
2.			
3.			

(b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. No change that we know of, but given data received we noticed that semester-to-semester is good at 95%, but year-to-year persistence is at 50%.	Year-to-year persistence is being impacted by students transferring or graduating after their 2 nd or 3 rd year of college.	Need to collect additional data to confirm analysis. If analysis is incorrect, will develop plan to address opportunity gap.

2.		
3.		

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
 - What did the assessment focus on?
 - Was it was a discipline-specific or interdisciplinary (for instruction only)?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learned from it?
 - What changed?

SLOs/SAOs	Assessment Results	Program Improvements Implemented
1. Students will be more familiar with clubs and activities.	During 2018-19 and 2019-20, the number of active clubs (remained steady or slightly increased). During 2020-2021, the COVID-19 pandemic caused a drop in the number of active clubs, thus skewing the data.	n/a – data insufficient to draw conclusion. Will resume tracking club growth post-pandemic.
2. Student will be become familiar with the Student ID Card.	During 2018-19 and 2019-20, the number of students receiving their ID cards remained steady. Due to the pandemic, there was a severe reduction in the number of students receiving an ID cards for 2020-2021.	n/a – data insufficient to draw conclusion. Will resume tracking student ID card production post-pandemic.
3.		

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(d) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

The pandemic and shift to remote operations made it challenging for clubs to continue to promote student engagement. As we return to campus during the 2021-2022 academic year, we will need to rebuild the campus' club culture. This will be an opportunity to educate the campus community about the importance of student engagement and its role in student success. We will also need to re-engage with faculty and staff to encourage them to devote the time and energy necessary to serve as club advisors.

4. Planning

a) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
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2021-22 Program Review

1. Assess year-to-year retention rates to ensure that the drop in annual retention is tied to graduation/transfer.	Implement survey of student government and club officers to determine if they are graduating or transferring	Determination of student future plans at the end of the spring semester	Spring 2022 and Spring 2023	Student Life staff	PRIE survey support
2. Increase number of students receiving a student ID.	Relaunch, rebrand, and reinvigorate the student ID discount program	Number of students receiving student ID card increases	Spring 2022 through Spring 2024	Student Life staff	PR and Marketing support to rebrand and promote
3. Increase participation by African American students	Work with former advisors (or find new advisors) to help relaunch or recreate new student groups to support African American students	Number of African American students participating in student groups increases	Spring 2024	Student Life staff	Assistance from Learning Communities and Instruction Office to identify advisors PRIE and PR & Marketing support to conduct outreach

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - b. [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

2021-22 Program Review

- e) Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.