

College of San Mateo Program Review

Self-Study for Student Services and Learning Community Programs

Program Context

1. How does your program align with the College and District Mission? (100-word limit)

The Center for Student Life & Leadership Development at College of San Mateo plays a key role in fostering a vibrant and engaging student experience. By providing a range of services and opportunities, the Center enhances students' academic and personal growth in alignment with the College's Mission, which focuses on preparing students to realize their full potential. The Center for Student Life aligns with the District's Strategic Plan by centering on equity and social justice to increase student access, success, and completion.

2. Program Description (500-word limit)

The Center for Student Life and Leadership Development has five program components:

Leadership Development- The Center offers training and advising to student leaders, empowering them with essential skills in leadership, interpersonal communication, advocacy, and event planning. These opportunities not only help students become more active participants in the College's governance through the Associated Students Senate but also enable them to make a positive impact on the campus community. Additionally, the Center sponsors a three-day, two-night student leadership retreat (funded through the Associated Students). This retreat is open to all CSM students with particular emphasis placed on encouraging club and student organizational leaders to attend. This provides the opportunity for a broader group of students to benefit from leadership training and development. Institutional Priorities: Antiracism/equity, student-focused support, and teaching and learning.

Student Governance and Advocacy- Students are encouraged to participate in College and District governance through the Associated Students Senate. This allows them to represent their peers and help shape the programs and services offered by the College and the District. The Center provides the necessary resources and support for student government members to engage with other campus constituencies and develop initiatives that benefit the broader student body. Institutional Priorities: Antiracism/equity, student-focused support, effective communication, strategic planning, and teaching and learning.

Clubs and Organizations- The Center supports a wide range of student clubs and organizations, which offer students the opportunity to connect with others who share similar interests or cultural backgrounds. Through these clubs, students build

community, engage in peer mentorship, organize campus-wide events, and create a co-curricular learning environment that complements their academic pursuits. Institutional Priorities: Antiracism/equity, student-focused support, and teaching and learning.

Student Services- The Center also serves as an information hub, providing essential services such as local transit information, general campus information, and referrals to on- and off-campus resources. These services contribute to the College's student-centered mission, helping students access the resources they need to succeed both academically and personally. Institutional Priorities: Student-focused support, effective communication, and teaching and learning.

3. Who does your program serve?

a. How many students are served by your program?

Student Leadership and Clubs: Student Life oversees the ASCSM Senate and their Associated Boards. Currently, this includes 17 Senators and 3 Executive Officers. In addition, ASCSM has 5 major Board and committees, including: Programming Board (15 students), Advocacy Board (12 students), Equity Board (13 students), Public Relations Board (20 students), and Inter Club Council (42 students). Additionally, in 2024-25, we served 42 clubs with an average membership (self-reporting) of 12 students, for a total of 504.

Front Desk and Student ID: We do not collect data on how many students come to our front desk, but it is substantial, particularly at the start of each semester. Additionally, if we did collect this data, it would be skewed due to at least some students would be double counted, particularly those who are involved with student government, clubs, or other student groups. For 2024-25, however, the Center produced just over 2,700 student ID cards.

b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (i.e., Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

- ASCSM through its Equity Affairs Board creates and implements programming, often in partnership with equity and culturally based clubs and learning communities, highlighting and supporting our underrepresented populations. Some examples include the Black History Month event (in collaboration with the Umoja learning community); the Hispanic Heritage Month event (in collaboration with Puente); the New Years Around the World event, which highlighted how Asian communities

around the world celebrate the new year; and the Women's History month event.

- ASCSM and Student Life provide monetary and physical support to 16 student clubs and organizations that are culturally, ethnically, and gender related.
- ASCSM partners with and often provides monetary support to other college programs and learning communities that support these communities.

4. How has student access, retention, and completion changed over the course of this program review cycle?

Our retention and completion rates are high, with 98% of our student government officers, board members, and club officers (not club members, as it is difficult to collect this data) succeed in transferring and/or gaining a degree. However, our student populations are NOT representative of the average student population. Most of our students are highly connected to not only our services but are supported by other college programs and services. They are highly aware of college services and how to access them.

The major change we have seen over the last few years is that most of these students are able to complete their educational goals in 2 to 3 years versus 3 to 5 years, which was the norm about 5 years ago. While we have not gathered any hard data, anecdotally we have been able to attribute this to changes in Math and English prerequisites and the institutional focus on transfer.

5. What delivery method(s) does your program utilize to best serve students? (i.e., in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins, etc.) How does your program determine which delivery methods are most beneficial for students?

Student Life offers a wide range of modalities when it comes to offering services. Appointments with office staff are offered on a drop-in or appointment basis. Staff also utilize Zoom to connect remotely with students. Training offered by Student Life, such as the Club Officer Workshops, are delivered both in-person and online via Zoom. In addition, the Center has transitioned to an online application for student ID cards, which provides students with more flexibility in requesting an ID. Students who are fully remote, have primarily evening classes, or are at the Coastside center can request their ID be mailed to them, saving them the trip to campus.

Additionally, 90% of our forms have been transitioned online, utilizing both Formstack and Smartsheet. This includes our Club Information Form, ASCSM Fund Proposal Form,

ASCSM Reimbursement Request Form, On Campus Activities Request Form, Off Campus Activities Request Form, and club ordering forms.

While the ASCSM Senate and its associated boards are constrained by the Brown Act when it comes to offering online meetings, they do offer Zoom to members of the public and presenters to make themselves more accessible.

6. What are your on- and off-campus community partnerships and how are they operationalized to support students?

Student Life and the ASCSM Senate partner with a variety of services and groups on campus, mostly centering on and around programming. This can be operational support, like equipment, person power, large format poster printing, etc. Also, many departments and programs receive monetary support for programs and activities from either the Student Body Fee or vending funds.

7. How does your program support College of San Mateo as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) designated institution?

The Associated Students and the Center for Student Life provide support for clubs such as Puente Latinx Club, Folkloric Dance and Culture Club, Chinese Students and Scholars Association, Burmese Students Association, Katipunan, Vakatasi, and Vietnamese Student Association. ASCSM also supported the Asian American and Pacific Islander Leadership Development Program's (AAPILD) Night Market event. Through the Equity Affairs Board, ASCSM developed several events and activities that supported the College's HSI and AANAPISI designations (see above).

Looking Back

Major Accomplishments and Challenges

- 8. Describe major accomplishments since the last program review cycle. (500-word limit)**
- a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved, or racially minoritized students?**

Strengthening of Club Culture

The Center for Student Life continues to see an increase in the number of active clubs. The support provided by both Student Life and Associated Students has been key to this increase. As compared to pre-pandemic numbers, the total number of active clubs has increased by 20% to approximately 45 clubs. The number of clubs supporting disproportionately impacted, underserved, and racially minoritized students have doubled. In addition, the persistence of these groups has increased.

9. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

With the increase in the number of active clubs and the activities of student government, the biggest challenge has been the additional demands on the staff in the Center for Student Life. We have made efforts to streamline and modernize our processes (e.g., transitioning to online forms), but when groups are particularly active during certain parts of the academic year, it can be challenging to efficiently address all their needs.

Impact of Resource Allocations Process

10. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. (250-word limit)

- a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?
- b. What have you been unable to accomplish due to resource requests that were not approved?
- c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

None. The Center for Student Life has not made any resource requests in the last several years.

SAOs and SLOs (100-word limit)

11. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

SAO #1: Students will be more familiar with clubs and activities.

SAO #2: Students will become familiar with the student ID card and its benefits.

12. Describe how your program assessed your SAOs and/or SLOs.

SAO #1

- Attendance at Club Officer Workshops in the fall and spring semesters.
- Number of active clubs and student organizations.
- Number of activities conducted by ASCSM and student clubs and organizations.

SAO #2

- The number of students requesting their student ID card each semester.

13. Summarize the findings of your program's SAO/SLO Assessments.

- a. **What are some improvements that have been, or can be, implemented as a result of SAO/SLO assessment? Please include meaningful action plans to improve student access and success.**
- b. **How did your program's SAO/SLO assessment address antiracism?**
- c. **How did your program's SAO/SLO assessment address equity?**

SAO #1

With the increase in student activities, the Center for Student Life has seen a marked increase in the number of students engaged with clubs and organizations. Despite providing resources in the form of training and online materials, finding new and innovative ways to meet students where they are is a challenge. We are currently working with our current student leaders to reexamine, revamp, and relaunch our training, so they are more accessible. To address antiracism and equity issues, the Center for Student Life will continue to break down barriers to make clubs and programming more accessible to students.

SAO #2

By transitioning to an online service model, students are no longer required to come to the Center for Student Life to receive their ID card. This provides a greater opportunity for students to learn about the benefits of the ID card and how to request one. Starting Fall 2026, Student Life will be conducting more outreach on-campus to encourage students to request their ID cards. This will include partnering with other departments and programs to promote the ID card and working with the Marketing Department to develop an advertising campaign.

Looking Ahead

Program Improvement Initiatives/Resource Requests (250-word limit)

- 14. With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.**

Some students may still see student leadership and student government as a hierarchal system that is inaccessible to them. The Center for Student Life in conjunction with the Associated Students will continue to conduct outreach to groups that may not see themselves in leadership roles. This will include meaningful and strong partnerships in programming and ASCSM funding priorities that support antiracism and equity. Members of the student government will continue to receive the District's Unconscious Bias Training to educate students on the benefits of diversity and equity. We will also seek out other opportunities for development and growth that focus on these areas.

- 15. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

- a. What additional antiracism training do you/your program need in the upcoming year?**
- b. What research or training will you need to accomplish these plans?**
- c. What supplies, equipment, or facilities improvements do you need?**

There is currently a gap in the availability of training on equity and antiracism directed towards students and student leaders on campus. This training would benefit the entire campus community by providing students with the same learning opportunities for faculty, staff, and managers.