

Division Themes and Trends Summary

Spring 2014 Program Review Cycle

Division: Counseling, Advising, and Matriculation

Departments Included:

**Assessment, Career Services, Counseling,
Disabled Student Program and Services (DSPS), Extended
Opportunity Program and Services (EOPS), Multicultural Center,
Transfer Services**

Themes:

Students, in general, have achieved the desired learning outcomes identified for each program. All programs focus on the student experiencing success with the educational experience at College of San Mateo. Success is defined as the student's ability to complete the matriculation process and use core student services to enroll in and persist in a course of study that supports the student's academic readiness as well as educational motivations and interests. Our programs teach students about the range of support programs and services available and how to use them.

Each program expresses a theme of the educational journey that a student undertakes upon enrollment in college; the importance of our student services programs to create an environment that supports a positive journey; and the importance of the student service role in the development of awareness, skills, and self advocacy in the areas of personal, academic, and career growth and planning.

A concern for providing counseling, career, and transfer support that is personal to the needs and experiences of the student is expressed. Each program's ability to respond to that need given limitations of budget and staffing is a reoccurring theme.

Trends:

Faculty and staff reductions/retirements in all programs have put a strain on our ability to respond to the growing needs related to advising and counseling

students and offering support in the form of activities, targeted student follow up, and special projects.

Advancing technology provides degree audits, 24/7 access to student educational plans, the ability to use a powerful “what if” program that allows the student to consider a variety of educational goals and majors. However, it doesn’t replace the need for counseling faculty and staff. Faculty and staff are needed to maximize the technology and to assist a student through a process of research and decision making.

The struggle to design and provide services tailored to the needs of the student continues to exist. Some students are more self-sufficient and have a higher level of college readiness and maturity related to educational planning. These students may be more independent and need minimal support. Other students need something on a continuum of “high touch” support in terms of help processing information, help related to engaging in educational decision making and planning, ongoing/regular monitoring and guidance for the purpose of establishing a major area of student and educational and career goals.

A majority of students place into basic skills classes in English and mathematics. Most students are undecided. Most students need to develop college readiness skills. In addition to developing an academic foundation, students need to develop skills in time management, study skills, learning independence, and appropriate college behaviors.

The trends noted above require intensive staff and faculty time and commitment to develop, implement, and evaluate our ongoing design and delivery of services.