College of San Mateo

COMPREHENSIVE PROGRAM REVIEW GUIDELINES:
ADMINISTRATIVE SERVICES

I. UNIT DESCRIPTION

1.1 What are the services offered and functions performed?

The Office of the Vice President, Student Services supports College of San Mateo's Mission and Diversity statements, listed below:

Mission Statement

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. We foster a culture of excellence and success that engages and challenges our students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. The college uses analysis of quantitative and qualitative data and information, collaborative institutional planning, and assessment to inform decision-making and ensure continuous improvement. Our programs and services are structured, delivered, and evaluated to prepare our students to be informed and engaged citizens in an increasingly global community.

To achieve this mission, the college has adopted the following *Institutional Priorities*

1. Improve Student Success
2. Promote Academic Excellence
3. Promote Relevant, High-Quality Programs and Services
4. Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
5. Enhance Institutional Dialog

College of San Mateo Diversity Statement

College of San Mateo maintains a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve. As an academic

institution, we foster a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. We abide by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

Organizational Structure

Reporting directly to the President of College of San Mateo, the Vice President of Student Services administers a comprehensive student services program. The student services unit is made up of 23 departments. Each of these departments is administered by a student services dean, director or program coordinator, who reports directly to the Vice President of Student Services. (See organizational chart attached.)

Listed below are the primary duties and responsibilities of the Vice President, Student Services:

- Plan, develop, coordinate, implement, and evaluate the College's Student Services offerings to meet student needs. Currently these include: Child Development Center, CSM Connects, Health Services, Psychological Services, Scholarships, Student Activities, Enrollment Services, Financial Aid, International Students, School Relations, Counseling/Advising and Matriculation, Assessment, CalWORKS, Career Services, Student Employment and Co-op Services, DSPS, EOPS/CARE, Multicultural Center, Transfer Center, and Articulation.
- Coordinate and direct the activities of the Student Services Deans and Director.
- Develop and manage the Student Services budget including general and categorical funds.
- Provide leadership to ensure that the Student Services units are proactive and sensitive in the hiring and retention of culturally diverse staff, faculty, and administrators.
- Provide leadership in responding to accreditation standards.
- Work collaboratively with District and College construction management personnel on facilities projects.
- Work with the Vice President of Instruction, to further develop a student-centered model of education and to encourage integration of appropriate student support services and academic instruction.
- Develop and foster partnerships with community agencies and educational institutions.

- Participate collaboratively in strategic planning, policy development, and resource allocation.
- Serve on appropriate College and District committees.
- Represent the College to professional organizations, governance entities, community groups, and prospective donors and friends of the College.
- Review, monitor and participate in shaping regional, statewide, and federal issues concerning community colleges.
- Supervise, as appropriate, the development of on-going institutional publications, including the catalog and class schedules.
- Guide and monitor the ongoing development of student learning outcomes, outcomes assessment and program review and improvement for Student Services.
- Actively participate in shared governance consultations and collaborations.
- Ensure that all Student Services programs comply with applicable laws and regulations.
- Serve as the College discipline officer and ensure student due process with regard to disciplinary action and appeal processes.

1.2 What is the "philosophy" guiding the unit's operations?

The primary philosophy guiding the unit's operation is to ensure the provision of a wide variety of support services to assist students in being successful. In doing so, the unit is responsible for ensuring compliance with federal, state and local regulations. An additional philosophy is the provision of services to support instructional and student services faculty and staff, other administrators, district personnel and the general public.

1.3 Who are the recipients of the services performed?

At each of the program levels within student services, students are the primary recipients of the services. In addition, services are provided to faculty and staff and members of the public. For example, the Vice President's Office has recently assumed responsibility for a number of the college's business operations, including facilities rental and college emergency procedures. In addition, the Vice President's Office staff routinely provides information to District and college personnel, provides reports and makes presentations, as requested, and disseminates information to law enforcement agencies.

Number of students: 9,946 (Fall, 2012 enrollment) (Information from the Office of Planning, Research and Institutional Effectiveness)

CSM Employees by Classification (Update)
Classified: 113 (21.7%)
Full-time instructional faculty: 113 (21.7%)
Full-time non-instructional faculty: 15 (2.9%)
Adjunct instructional faculty: 227 (43.6%)
Adjunct non-instructional faculty: 39 (7.5%)
Administrative/academic supervisory: 14 (2.7%)

Other student related contacts:

During 2011-12, the following contacts were made:

- 70 student discipline matters

1.4 Institutional Student Learning Outcomes

The institutional (general education) student learning outcomes serve as the student learning outcomes for the Office of the Vice President, Student Services.

Effective Communication
The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to:

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking;
- Communicate productively in a group or team situation.

Quantitative Skills
The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to:

- Solve challenging problems that require quantitative reasoning;

- Interpret graphical representations of quantitative information.

Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:

- Identify, develop, and evaluate arguments;
- Assess the adequacy of both qualitative and quantitative evidence
- Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:

- Understand and respect the range of diversity;
- Acknowledge the value of divergent opinions and perspectives;
- Work effectively with others of diverse backgrounds;
- Analyze the interconnectedness of global and local concerns, past and present.

Ethical Responsibility

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:

- Identify ethical issues and understand the conflicts inherent in them;
- Identify possible courses of action in response to ethical issues and evaluate their consequences;
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

The Office of the Vice President, Student Services is also responsible for ensuring that all student services programs complete Student Learning Outcomes. Many of the program student learning outcomes also address institutional (general education) student learning outcomes.

II. EVIDENCE OF UNIT'S EFFECTIVENESS

2.1 Administrative Unit Strengths

The Office of the Vice President of Student Services with oversight by the Vice President, Student Services, has attended to all the duties and responsibilities of the Vice President previously listed. Listed below are significant accomplishments or highlights of the 2012-2013 academic year, with some information from previous years included.

1. Increased use of technology for delivering services to students. Nearly all student services are available online.
2. Regular monthly meetings with members of Student Services Council, bi-monthly meetings with student services administrators, and weekly meetings with individual student services administrators in order to maintain communication among all units.
3. Periodic trainings and retreats with all student services staff in order to maintain communication among all units and improve delivery of services
4. Timely response to faculty and staff regarding student discipline matters
5. Close working relationship with the Vice Presidents, Student Services (VPSSs) at Canada and Skyline. The VPSSs have completed a review of Chapter VII Board policies and procedures for consistency and uniformity.
6. Close working relationship with Public Safety personnel to address public safety and security issues.
7. Close working relationship with the Vice President of Instruction to ensure the integration of instruction and student services to support student retention and success.

2.2 Improvement Areas
Over the last two years, The Vice President, Student Services unit has taken the following action steps designed to address areas identified for improvement:
- Coordinated training to all student services lead staff in the use of Trak-Dat for entering all student learning outcomes.
- Re-established the College Accessibility Committee to monitor and address issues related to accessibility.
- Purchased and implemented a software program for tracking student discipline.
- Coordinated a district wide business process analysis (BPA) for Admissions and Records, Financial Aid and Business Services to evaluate the effectiveness of service delivery and plan for increased demand in services.
- Worked with the Vice Chancellor for Human Resources, Vice Presidents of Student Services and Health Services staff to consolidate health services across the three colleges which resulted in greater equity of service across the colleges.

- Worked with the College Safety Committee and the Department of Public Safety to improve campus safety, with emphasis on the development of "911 zones" in all classrooms, development of an Emergency Preparedness website, and by providing annual safety meetings for college personnel.

III. VARIABLES AFFECTING UNIT

3.1 Operational Mandates

The majority of Student Services units administered by the Vice President, Student Services, have a significant number of federal, state and local mandates that affect their operation. For example, DSPS and Financial Aid have both federal and state mandates. All categorical programs (EOPS/CARE, CalWORKs, DSPS, Matriculation) have Title 5 mandates that must be met in order to receive state funding. Local Board Policy, Chapter VII, contains a number of Board policies related to the administration of student services.

3.2 Accreditation Concerns

Meeting accreditation standards is a critical component of the all student services. The Accreditation Liaison Officer made a presentation to Student Services Council regarding the upcoming Accreditation Self-Evaluation. Student Services staff are members of the Accreditation Oversight Committee and serve as standard co-chairs for the Self-Evaluation. Since the time of the last Accreditation visit, student services staff have been responsible for responding to the recommendations of the 2007 Self-Study. In addition, the Vice Presidents, Student Services at the three colleges are reviewing the support services available online to distance education students.

3.3 Resources Evaluation

At the present time, the quantity and quality of resources in the Vice President, Student Services unit are adequate in terms of equipment, supplies and materials. The new College Center, which opened in April, 2011, has greatly improved the facilities for all Student Services and created a "one stop model." Those services remaining in Building 1 (Health Services, Psychological Services, and Public Safety) have relocated to the first floor, which provided the opportunity to expand and make their services more visible to students and staff. In addition to their location in Building 1, Psychological Services has a satellite presence in the Counseling Department in College Center.

3.4 Reflective Assessment of Internal and External Factors

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	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Dedicated, knowledgeable staff in all student services areas. College wide support for student services.	.
Weaknesses		.
Opportunities	Budget reductions resulted in the need to reexamine all student services and identify ways to streamline the delivery of services to students. There has been an increase in dialogue across the three colleges to collaborate and coordinate student services, where appropriate, to better serve students with diminishing resources. The relocation of the majority of student services to College Center provides the opportunity to implement a one-stop model. The new Student Success Act, passed in November, 2012, will significantly impact the delivery of student support services. Student Services personnel have been actively engaged in discussions at the college and District level regarding implementation plans.	Increased opportunity for district wide collaboration in delivering student services to students across the colleges.
Threats	Budget reductions have directly impacted student services. A number of categorical program staff were Managed Hired in 2009-10, resulting in increased workload for remaining staff, the need to reduce student services hours, and re-examine what services must be provided and those that were "nice to have" but had to be suspended.	State budget reductions threaten student services. 2009-10 budget reductions in categorical programs significantly impacted students.

IV. GOALS, ACTION STEPS, AND OUTCOMES

4.1 What are the Goals and Objectives for the unit?

All unit goals relate to several of the college's Institutional Priorities, listed below, and many key assumptions identified in the Educational Master Plan, 2008.

Priority 1: Student Success
Priority2: Academic Excellence
Priority 3: Relevant, High-Quality Programs and Services
Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources.
Priority 5: Institutional Dialog

1. *Re-examine and revise, where appropriate, all student services programs in light of budget reductions, changing demographics, and the new Student Success Act regulations passed in November, 2012. (Institutional Priority 4: Integrated Planning, Fiscal Stability, and the Efficient Use of Resources; Educational Master Plan; Key Assumptions: The diverse student population suggests the need for new pedagogies and student services' strategies to ensure student success and retention.)*

    The following performance indicators will be affected by this goal: 1.1 Retention Rate, 1.3 Successful Course Completion Rate, 1.8 Percentage of Matriculating Students Advised; Numbers of Matriculating

2. Implement the "5 in 5" strategies that relate to student services. *(Institutional Priority1: Student Success; Institutional Priority 3: Relevant, High Quality Programs and Services)*

    The following performance indicators will be affected by this goal:1.1 Retention Rate,

3. Implement online student services for distance education students. *The three colleges are in the process of purchasing an online orientation, advising, and financial literacy program. (Institutional Priority 1: Student Success, Institutional Priority 3: Relevant, High Quality Programs and Service; Educational Master Plan: Key Assumptions: The growth in distance education and off-site programs results in an increasing need for student support services to complement these programs.)*

    The following performance indicators will be affected by this goal: 1.1 Retention Rate, 1.3 Successful Course Completion,

4. Continue to conduct annual all college training in safety and security procedures.

    The following performance indicators will be affected by this goal: 5.1 Employee Satisfaction and Perception.

5. *Continue to refine and collect baseline data for College Index indicators for student services, specifically: 1.7, 1.8, 1.9, 1.10, 3.8.*

b. Describe the actions steps the unit will take to meet its goals.

1.1   Conduct an assessment of services meeting with each student services unit to examine all processes and procedures. Determine if the unit is maximizing the use of technology to meet student needs.

1.1   Schedule meetings with high school personnel to identify "early intervention strategies, including the use of EAP data, to better prepare high school students to transition from high school to college. ("5 in 5" : Basic Skills, Strategy #)

1.2   Revise matriculation activities to include more "intrusive" approaches. ("5 in 5": Basic Skills, Strategy #2)

1.3   Increase partnerships with instruction to strengthen transfer services. Implement Puente program ("5 in 5": Transfer, Strategy #5)

1.4   Expand BSI summer bridge program; offer additional sections using Measure G funds. ("5 in 5: Basic Skills, Strategy #4)

3.1   Work with the Enrollment Services Committee to identify placement testing options for distance education students.

4.1   Conduct semi-annual training sessions for faculty and staff regarding public safety and security procedures.

5.1   Work with PRIE to establish baseline data for the specific Student Services indicators.

c. Describe how progress in meeting the goals will be assessed. What are the expected measurable outcomes? If applicable, describe what performance indicators from the College Index, 2009-2010 or from the Comprehensive Listing of Indicators and Measures, 2009-2010 will be affected by the goals.
Indicators:

This information has been included in section B.

4.2 Results of Pervious Program Reviews

This is the first administrative program review for the Vice President, Student Services unit.

V. SUMMARY OF RESOURCES NEEDED TO REACH GOALS

5. 1 Describe Resources Requested

The resource requests will be found in each student services unit Program Review. The resources specifically requested for the Vice President's unit are limited to a small increase in the operational budget.

Positions Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
Office Assistant II, 1.0 FTE	Increased efficiency of daily operations. Providing "greeter" for the VPI and VPSS offices.	.

For Non-personnel Requests:

Resources Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
Item: Number: Vendor: Unit price Total Cost: Status*:		

VI. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Jennifer Hughes
Phone and email address: (650) 574-6118
Administrators:
Faculty:
Classified staff: Dennis Tordesillas, Administrative Assistant
Students:

Primary Program Contact Person's Signature   *Date*

Other Participant's Signature   *Date*

Other Participant's Signature   *Date*

Other Participant's Signature   *Date*

Other Participant's Signature   *Date*