

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

The Vice President of Student Services (VPSS) is the chief student services officer. 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.)

A program review is completed annually for all student services programs, thus providing detailed analysis and assessment at the program level. The program reviews are discussed at a meeting of the Student Services Council. These program reviews are posted on the PRIE website and are integrated into the institutional planning process, especially through SLO assessment, themes and trends, and funding requests.

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.

The Vice President of Student Services is also responsible for several administrative operations of the college, chairing a number of college and district committees, and, effective July 1, 2013 serves as the Accreditation Liaison Officer for the college.

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.

Students Served (Information from the Educational Master Plan, Information Update, 2012, prepared by the Office of Planning, Research and Institutional Effectiveness [PRIE])

Number of students: 9,287 (spring, 2012 enrollment) (Information from the Office of Planning, Research and Institutional Effectiveness)

Other student related contacts:

During 2011-12, the following contacts were made:

- 70 student discipline matters
- 50 background checks

In 2012-13, the contacts were as follows:

- 103 student discipline matters
- 49 background checks

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.

The 10-item section, “Based on my experience at CSM,” measures students’ self-assessed gains in mastering CSM’s General Education (GE) Student Learning Outcomes (SLO’s) [also the College’s institutional student learning outcomes]. Questions covered all the GE SLO’s thematic areas: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility.

Students were asked to rate “agreement” with statements about the skills or knowledge they have acquired using a 6-point agreement scale. The survey instrument did not identify this section as an SLO assessment.

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 of Student Services has attended to all the primary duties and responsibilities of the Vice President listed above. Specific strengths of the unit include:

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 recently completed number of projects:
 - a. Reviewed and revised Board policies and procedures for Student Services (Chapter 7); established numerous new procedures to comply with new Title 5 regulations.
 - b. Secured district funding to purchase and implement Degree Works, an online audit system

- c. Hired two Program Services Coordinators to provide transcript evaluation services for all SMCCCD students who have completed coursework outside SMCCCD.
 - d. Securing bids to purchase an online orientation, advising, tutoring, and financial literacy program.
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. The Instructional Administrators Council meets with the Student Services Council several times a year to discuss various issues.
 8. Collaboration with the Office of Instruction, Community Relations and Marketing Department, and Center for Student Life and Leadership Development to produce key institutional publications including the Catalog, the Schedule of Classes, the Student Handbook, and the Faculty Handbook

2.2 Improvement Areas

Over the last three 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.

Future areas for continued progress or innovation include:

- Implement strategies identified in the BPA conducted for first time entering freshman, including developing mechanisms to address the “loss points” associated with the matriculation steps.
- Complete the implementation of strategies identified in the BPAs for Financial Aid and Admissions.
- Implement the new Student Success Act regulations.
- Implement the CIAG process for Student Services.
- Encourage and support student services departments’ innovation in the areas of student access and student success.
- Suggest revisions to the Academic Senate’s program review template to better serve student services departments.
- Revise the Student Services webpage.
- Continue to implement the mental health grant.

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. These include the California Education Code; Title 5; District Rules and Regulations, Chapter 7, accreditation Standards from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges; and federal mandates which regulate many of the activities administered by the Vice President of Student Services. The college must adhere to these mandates.

3.2 Accreditation Concerns

Meeting accreditation standards is a critical component of all student services. 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. Effective July 1, 2013, the Vice President of Student Services will assume the Accreditation Liaison Officer role for the college.

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.

The annual operating budget for the VPSS unit is \$336,995.

3.4 Reflective Assessment of Internal and External Factors

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Dedicated, knowledgeable staff in all student services areas. College wide support for student services. The administrative assistant has extensive knowledge of student services and is responsible for managing the student discipline software, conducting all background checks, managing the budget, and coordinating commencement activities	.
Weaknesses	The current staffing structure is reaching capacity. With the shift of the ALO responsibilities from the VPI to the VPSS and with increased changes in regulations affecting student services, an Office Assistant position is necessary.	State budget, District's basic aid status
Opportunities	The 2009 state budget crisis resulted in the need to reexamine all student services and identify ways to streamline the delivery of services to students. This resulted in increased 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	Increased opportunity for district wide collaboration in delivering student services to students across the colleges.

	<p>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. The District's Basic Aid status will create greater fiscal stability for the college over the next several years. Student Services should carefully review the <i>Educational Master Plan Update, 2012</i> and program review and SLO data to continue to identify ways to improve student success.</p>	
<p>Threats</p>	<p>The continued uncertain budgetary situation at the State level may pose a potential threat to Basic Aid districts.</p>	<p>State budget</p>

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.

Priority 1: Student Success

Priority 2: 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 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

2. Implement the "5 in 5" strategies that relate to student services. (*Institutional Priority 1: 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. Ensure that all student services departments maintain accreditation standards.
6. Ensure the integrity of all student services.

ACTION STEPS FOR GOALS

Goal 1

- Revise student services programs to meet new Student Success Act regulations; revise matriculation activities to include more "intrusive" approaches
- Continue to utilize technology to meet student needs
- Utilize the Completion by Design model to determine "loss points" and develop strategies to address same

Goal 2

- Continue to support Puente program and Honors Project by providing resources necessary to ensure the viability and sustainability of these programs

Goal 3

- Complete bid and selection process to purchase online orientation, advising and financial literacy software; establish college implementation team to work with consultant on content

Goal 4

- Schedule semi-annual training sessions for faculty and staff regarding public safety and security procedures; conduct emergency drills

Goal 5

- Develop a standing agenda item for Student Services Council to discuss accreditation expectations to ensure compliance with all standards

Goal 6

- Coordinate with the District's Financial Resources Department to develop internal audit processes for Student Services.

ASSESSMENT OF GOALS

Goal 1

1. Student Success Act regulations implemented by established deadlines
2. Reductions in loss of students at various points in the matriculation process
3. Intrusive approaches identified with timelines for implementation

Goal 2

1. Indication that Honors seminars are fully enrolled and that faculty and staff are involved in Honors-related activities
2. Indication that Puente courses are fully enrolled and that faculty and staff are involved in the establishment of all components of Puente

Goal 3

1. Software purchased and content developed.
2. Timeline for implementation developed and met; program launched for student use

Goal 4

1. Safety training conducted; increases in faculty participation

Goal 5

1. Accreditation standards are met

Goal 6

1. Internal CIAG process for student services implemented

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.	Daily operations will suffer and some projects delayed.

For Non-personnel Requests:

Resources Requested	Expected Outcomes if Granted	Expected Impact if Not Granted
Administrative Assistant to the Accreditation Liaison Officer	Increased monitoring of accreditation submission dates; assistance with accreditation reports and other documents and college communications	

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

Classified staff: Input provided by Dennis Tordesillas, Administrative Assistant

Jennifer Hughes

Primary Program Contact Person's Signature

Date

Dennis Tordesillas

Other Participant's Signature

Date

Other Participant's Signature

Date

Other Participant's Signature

Date

Other Participant's Signature

Date