

**COLLEGE OF SAN MATEO
MARY META LAZARUS CHILD DEVELOPMENT CENTER
PROGRAM REVIEW EXECUTIVE SUMMARY
2000 - 2001**

Introduction

The San Mateo County Community College District has established, as one of its missions, that each college provide a range of student services to assist students in attaining their educational and career goals. In line with this mission, the College of San Mateo provides a systematic program of developmental child care for young children while their student-parents are pursuing educational goals. The specific components of the Child Development Center program review indicate close correspondence with District priorities and College goals, including: maintaining FTES and enhancing recruitment efforts by encouraging student-parents to enroll; facilitating student retention through referring student-parents with educational programs to the appropriate support services; creating community awareness of available CSM programs and services; and strengthening of College private fund raising. Study findings confirm that CSM provides a quality child development program that offers subsidized child care to low-income student-parents, as well as student-parents who are District employees. The study also confirms conclusions reached through other outside evaluation sources: *viz.*, that CSM provides effective and efficient child development services for the young children of student-parents.

Mary Meta Lazarus Child Development Center Program Review: Strengths

The following provides a summary of the three major findings yielded by the Child Development Center program review.

- 1. Offer Subsidized Child Care for Children of Student-Parents.** The Child Development Center is licensed to enroll 48 children between the ages of 30 to 60 months. However, for the past 2 years, the Center has not operated at full capacity. Approximately 40 children have been enrolled. There has been a substantial decrease in the number of eligible student-parents seeking child care services on campus. In addition, the Center no longer functions as a District program serving student-parents from all three campuses. In the past five years, both Skyline College and Canada College have established child care centers to serve their students on campus.

- 2. To Provide a High-Quality Early Education & Care Program.** The Child Development Center provides child care and education for children in a nurturing, responsive, stimulating environment. The Child Development Center staff is a group of knowledgeable professionals who plan and implement an age-appropriate, individually-appropriate and culturally sensitive curriculum based on the principles of child development theory.

- 3. To Provide a Parent Involvement and Education Program.** Child Development

Center staff communicates with parents about their child's development in both individual and group conferences on a regular basis. Staff meets with parents to provide information about various topics, including discipline, nutrition, child development information, special education needs and health and social service needs.

Recommendations

As a result of the program review process, the following have been identified as Child Development Center activities in need of enhancement.

1. Increase the Recruitment and Retention of Child Development Center Staff.

The Child Development Center is experiencing enormous difficulty in recruiting and retaining qualified teachers. Due to low wages in the child care field, opportunities for higher paying jobs in elementary schools or in other fields and the high cost of living in San Mateo County, early childhood professionals are leaving the field and efforts to recruit, train and retain new professionals present serious challenges. The Center's Coordinator has been working with colleagues from other community organizations to design an incentive program encouraging child care professionals to pursue additional training & to remain in their teaching positions in San Mateo County. As a result of these efforts, the Center's difficulty recruiting and retaining qualified professionals to fill teaching positions will be minimized.

In addition, the District's Personnel Services will advertise open positions on new web-sites specifically designed for early childhood professionals seeking employment and a system for contacting graduates from Canada and Skyline's ECE programs to notify them of employment opportunities in the District's child development centers will be developed.

2. Increase the Number of Permanent Child Development Center Staff. In Fall 2000, in order to reduce the Center's heavy reliance on temporary staff and to create a more stable, consistent program for children, 2 full-time, permanent teaching positions, requiring 24 units in Early Childhood Education [ECE], were established. Creating an additional 2 full-time, permanent associate teacher positions, requiring 12 units in ECE, would result in larger pools of applicants and would eliminate the need for hourly employees. The Center would continue to function as a campus site where student assistants would be hired so they could assist in the classrooms and gain professional work experience.

3. Repair and Renovate the Outdoor Facilities of the Child Development Center.

The children's outdoor play environment is in need of renovation. A playground safety inspection, conducted in July 2000, revealed that the climbing structure, surfacing material that surrounds the structure, the retaining walls and pathway to the lower playground present safety hazards and render the area inaccessible to disabled children. As a result, a multi-phase renovation project was developed which includes, the purchase and installation of a new permanent climbing structure and new surfacing material to insure children's safety.

COLLEGE OF SAN MATEO
STUDENT SERVICES PROGRAM REVIEW
MARY META LAZARUS CHILD DEVELOPMENT CENTER
2000-01

Mary Meta Lazarus Child Development Center Program Review: Findings

The following provides a summary of the findings yielded by the program review of the Child Development Center.

Goal 1: To Offer Subsidized Child Care for Children of Student-Parents. The Child Development Center is licensed to enroll 48 children between the ages of 30 to 60 months. However, for the past 2 years, the Center has not operated at full capacity. Approximately 40 children have been enrolled. There has been a substantial decrease in the number of eligible student-parents seeking child care services on campus. Economic conditions in San Mateo County have adversely affected enrollment at College of San Mateo. In addition, the Center no longer functions as a District program serving student-parents from all three campuses. In the past five years, both Skyline College and Canada College have established child care centers to serve their students on campus. Currently, the waiting list includes only 40 - 50 low-income families. At the same time, the program has also experienced a serious staffing shortage. Two teaching positions have remained unfilled after being posted for more than one year.

Goal 2: To Provide a High-Quality Early Education & Care Program. The Child Development Center provides child care and education for children in a nurturing, responsive, stimulating environment. The Child Development Center staff is a group of knowledgeable professionals who plan and implement an age-appropriate, individually-appropriate and culturally sensitive curriculum based on the principles of child development theory.

Goal 3: To Provide a Parent Involvement and Education Program. Child Development Center staff communicates with parents about their child's development in both individual and group conferences on a regular basis. Staff meets with parents to provide information about various topics, including discipline, nutrition, child development information, special education needs and health and social service needs.

Goal 4: To Develop a Comprehensive In-Service Training Program for Center Staff. Numerous staff development workshops provided throughout the academic year are required attendance for Center staff. Topics include: conflict resolution; first aid; health & safety; emergent curriculum; observation and assessment; and other current topics in child development research. In addition, Center staff visit other child care programs, are encouraged to attend conferences and take additional coursework relevant to their job responsibilities.

Goal 5: To Operate in Compliance with Existing State and Federal Regulations. The Child Development Center rigorously adheres to the operating regulations and statutes of numerous agencies, including: the California Department of Education, California Department of Social Services; and the Federal Child Care Food Program. In Spring 1998, consultants from the California Department of Education conducted a comprehensive Contract Monitoring Review and as a result, the Child Development Center received commendations for providing the highest level of service to children and student-parents. In addition, mandated audits are conducted to monitor expenditures of certain funds. Food program audits, licensing visits and external reviews have consistently found the Center operating in full compliance with all statutes and regulations.

Goal 6: To Coordinate Program Operations with Student Services and Instructional Programs. Child Development Center staff refers parents in need to various Student Services programs [such as EOPS, CalWORKS, Financial Aid, DSPS, Psychological Services, Counseling Services, and the Career Development Center] for appropriate support and information. In addition, the Center coordinates with Instructional Programs [such as Early Childhood Education, Nursing, Dental Assisting, Broadcasting Arts, and various Social Science majors] to offer the use of the Center as a laboratory site providing observational/field work opportunities for District students in various degree and certificate programs.

Goal 7: To Operate Within Budgetary Allocations and Actively Seek External Funding. The Child Development Center has been primarily self-supporting since its inception. California Department of Education funding represents 50 per cent of total program costs. Accordingly, Center staff actively pursues external funding from local foundations, agencies, gifts, and other private sources.

Goal 8: To Actively Support District Priorities and College Goals. Insofar as the Child Development Center actively carries out the seven major goals identified above, it supports several District and College goals, including: [1] enhancing recruitment efforts by encouraging student-parents to enroll; [2] facilitating student retention through referring student-parents with educational programs to the appropriate support services; and [3] creating community awareness of available CSM programs and services.

Mary Meta Lazarus Child Development Center Program Review: Summary

The San Mateo County Community College District has established, as one of its missions, that each college provide a range of student services to assist students in attaining their educational and career goals. In line with this mission, the College of San Mateo provides a child care and education program for young children while their student-parents are pursuing educational goals. The specific components of the program review study of the Child Development Center indicate close correspondence with District priorities and College goals.

In addition, study findings confirm that CSM is providing a quality child development program that offers subsidized child care to low-income student-parents, as well as student-parents who are District employees, enhances recruitment efforts, supports student retention, and increases community awareness of CSM programs and services. The study also confirms the conclusions reached through other outside evaluation sources: *viz.*, that CSM provides effective child development services for the young children of student-parents.

Recommendations

As a result of the program review process, the following have been identified as Child Development Center activities in need of enhancement.

1. Increase the Recruitment and Retention of Child Development Center Staff.

The Child Development Center is experiencing enormous difficulty in recruiting and retaining qualified teachers. Due to low wages in the child care field, opportunities for higher paying jobs in elementary schools or in other fields and the high cost of living in San Mateo County, early childhood professionals are leaving the field and efforts to recruit, train and retain new professionals present serious challenges.

The Center's Coordinator has been working with colleagues from other community organizations to design an incentive program encouraging child care professionals to pursue additional training & to remain in their teaching positions in San Mateo County. The incentive program, called SaMCARES (San Mateo Compensation and Retention Ensures Stability), funded through our County's Children & Families First Commission (Prop.10), will provide stipends to child care professionals who commit to staying in their jobs and who meet specific educational criteria.

In addition, the California Early Childhood Mentor Program has established a mentor teacher program in San Mateo County and the Center's Coordinator has been selected to serve as a member of the Mentor Teacher Selection Committee. The Mentor Program is a collaborative initiative to improve child care quality and increase staff training, retention & compensation. The Child Development Center has been selected as one of the model sites and the Center's Master Teacher, has been selected to become a mentor because of her unique talent as an early childhood professional. The application process was comprehensive requiring a number of letters of reference and a thorough site evaluation by two committee members.

The Mentor Teacher Program & SaMCARES represent proactive measures taken to address the staffing crisis in San Mateo County. As a result of these efforts, the Center's difficulty recruiting and retaining qualified professionals to fill teaching positions will be minimized. Finally, the District's Personnel Services will advertise open positions on new web-sites specifically designed for early childhood professionals seeking employment and a system for contacting graduates from Canada and Skyline's ECE programs to notify them of employment opportunities in the District's child development centers will be developed.

2. Increase the Number of Permanent Child Development Center Staff. In Fall 2000, in order to reduce the Center's heavy reliance on temporary staff and to create a more stable, consistent program for children, 2 full-time, permanent teaching positions, requiring 24 units in ECE, were established. Due to the lack of qualified applicants, only one position was filled.

Creating an additional 2 full-time, permanent associate teacher positions, requiring 12 units in ECE, would result in larger pools of applicants and would eliminate entirely, the need for hourly employees to staff the children's program. The Center would continue to function as a campus site where student assistants would be hired so they could assist in the classrooms and gain professional work experience. In addition, recruiting permanent, qualified staff would allow additional children to be enrolled so the Center could operate at full capacity and serve more students who need child care in order to attend classes.

3. Repair and Renovate the Outdoor Facilities of the Child Development Center.

The children's outdoor play environment is in need of renovation. A playground safety inspection, conducted in July 00, revealed that the climbing structure, surfacing material that surrounds the structure, the retaining walls and pathway to the lower playground present safety hazards and render the area inaccessible to disabled children. As a result, a multi-phase renovation project was developed which includes, the purchase and installation of a new permanent climbing structure and new surfacing material to insure children's safety. Subsequent phases of the project will include: constructing a new pathway to the lower level of the playground; creating a covered area for children where science & math activities can be offered; and landscaping to soften the space and make it aesthetically appealing while also creating shade and a wind barrier. The cost of completing the first 2 phases, renovation of the pathway and a new climbing structure and surfacing material, totals approximately \$150,000.

The College administration supports the renovation plan and \$30,000 has been directed toward the project. The Coordinator has submitted two proposals to the California Department of Education requesting additional funds in the amount of \$40,000. Funding from one proposal was granted. As a result, architects and engineers were hired to draft the necessary plans for the renovation. The Coordinator, in collaboration with the College's fund-raising department and the District's foundation, will seek additional funding in order to complete subsequent phases of the project.

Student Services Program Review

Student Activities Office

College of San Mateo

Spring 2001

Student Activities Office Staff:

- Steve Robison, Coordinator of Student Activities
- Barbara Flores, Student Activities Staff Assistant
- Heather Scola, Student Activities Office Assistant II

Introduction

During the Spring 2001 semester, the Student Activities Office staff reviewed the Student Services Program Review (SSPR) model for Student Affairs. This model was developed by a statewide task group of student services professionals as a guide toward evaluating student affairs programs. We then compared our Student Activities program with the goals outlined in the SSPR model for Student Affairs.

After reviewing the SSPR model, we found that the model was appropriate for the review of our Student Activities program, with the exception of goal 4 which referred to Intercollegiate and Intramural Athletic Competition. At the College of San Mateo this item is the responsibility of the Physical Education/Athletics division.

The following is a summary of the findings of our review:

Goal 1: To Provide Information About Student Activities, Programs, and Services.

Availability of Information

Information about student activities, programs and services is readily available to students through a variety of publications. Publications that provide such information are accessible during the year in public literature racks in the Student Center building, in the Student Activities Office, and in a variety of other locations around campus. Informational publications include the College Catalog, the Student Handbook section of the College Catalog which outlines all major student services and college policies, the Schedule of Classes, and the Student Discounts brochure.

Effectiveness of Information

The Student Activities Office is primarily responsible for editing the Student Handbook section of the College Catalog each year. In addition, each new Student Senate Officer receives a Student Leadership reference binder at an annual leadership conference where the contents of the binder are thoroughly reviewed and discussed. Finally, the Student

Activities Office maintains a general campus literature rack where current information can be obtained during the day, and after business hours. All publications are updated annually and are considered accurate, timely and appropriate. The level of student awareness of these publications tends to vary based on need and how the publications are introduced. There is broad campus community awareness of the availability of additional copies of these publications during the school year should students need them.

Type of Information

The Student Handbook section of the College Catalog, the College Catalog, and the Schedule of Classes contain informational resources on every aspect of the programs and services provided by the college. Information regarding student due process rights are contained in the Student Handbook section of the College Catalog, and also in the Schedule of Classes. Policies regarding affirmative action, Title IX, and other important college policies are contained in the Student Handbook section of the College Catalog, the College Catalog, and the Schedule of Classes.

Changes in Information concerning Student Activities, Programs, and Services. since the last program review in 1995

Since the 1995 program review, the Student Handbook was combined and made a special section of the larger annual College Catalog. The College made a decision to give a College Catalog to each new student free of charge as part of the matriculation plan, and much of the material in the separate Student Handbook was a repetition of that already contained in the College Catalog. To give new students two separate free publications, each with similar information, would have been wasteful and unnecessary. Instead, the Student Handbook section of the College Catalog was expanded and enhanced, and the separate Student Handbook eliminated. By combining the information into one publication, the college was also able to achieve considerable cost savings as well.

Goal 2: To Provide for Student Involvement in Student Government and Institutional Governance.

Opportunity for Student Participation in Institutional Governance

There is a long established history of support at College of San Mateo for student government and student participation in college governance. The student government meets weekly in a Student Senate comprised of a President and Vice President plus up to twenty-two additional Student Senators (one for every 500 students enrolled) elected by the general student body. In addition, each of the major committees of the Senate also meet regularly to develop and implement proposals for Senate action. Such committees include Finance & Administration, Programs & Services, Public Relations, the Inter-Club Council, the Café International Advisory Board, Academic Affairs & Shared Governance, the Volunteer Community Service Committee, and the Legislative and Governmental Affairs Committee.

In addition, students have the opportunity to appoint representatives to almost every College and District committee, except those dealing with professional staff development and tenure. At the College level, these include the primary policy development and governance committees of the College Council, and the Committee on Instruction. Students also are represented on a broad variety of planning and review committees that

give input in specific areas of policy development. These include committees such as the College Auxiliary Services Advisory Committee(CASAC), Library & Media Resources Committee, Safety Committee, the Student Development Committee, Faculty, Administrator, Staff and Students Diversity Advisory Committee (FASSDAC), etc. Students are also invited to serve as full participants in the selection committees for administrative positions, including the College President, Vice Presidents and Academic Deans.

At the District level, students are represented in the District Shared Governance Council and the District Auxiliary Services Advisory Committee (DASAC), the District Academic Calendar Committee, and others. The Student Representative on the District Board of Trustees also regularly attends the District Board of Trustees meetings, and shares information with each of the three Associated Students Presidents. The Student Trustee periodically attends Student Senate meetings at each of the three campuses in the district, and holds District Student Council (DSC) meetings comprised of the executive leadership of each Associated Students Senate. The purpose of the District Student Council (DSC) is to develop and coordinate student policy issues with all three campuses.

Effectiveness of Student Involvement on Governance

The governance process at the College of San Mateo and the San Mateo County Community College District is based on a modified shared governance model, and with few exceptions gives each of the four recognized constituency groups (students, faculty, classified staff, and administrators-managers) representation on each of its governance and advisory committees.

Student leaders also receive training in order to be effective in their roles in governance. Once each year after annual Fall elections, an intensive weekend student leadership conference is held to orient the new student government. This leadership retreat is paid for by the Associated Students through their student representation trust. The activity is organized and facilitated with the help of the Student Activities Office staff, assisted by other college staff including the College President, the Vice President of Student Services, and occasionally by college Counselors and others who each give students a view of leadership and leadership dynamics and effectiveness from their own unique perspectives and experience. The retreat agenda is also planned with input and participation from the immediate past student government leadership. The format is designed to help new student leaders identify and develop the basic knowledge and skills required for effective leadership and success during their term of office. Through a variety of role playing exercises and interactions with peers, student participants are guided through a series of workshops designed to expose them to the types of situations they are most likely to encounter in their leadership experience, and to prepare them with the basic tools useful in working toward positive outcomes.

As a way to encourage participation and assess the effectiveness of student involvement in governance, student leaders who attend and participate in college governance meetings also provide written documentation of their involvement. Student leaders are asked by the Associated Students Senate to document their participation in governance by completing a short summary of the important points of each meeting they attend summarizing what contributions or points were raised, documenting any handouts or materials that were distributed, and noting any significant outcomes. These reports are

filed for reference use by the Student Senate, and reviewed by the executive board of the Associated Students. Each student leader representing and attending college and district meetings who also completes a written report for each meeting, are paid a small per-meeting stipend at the end of the semester for their documented participation.

Feedback from college faculty and staff regarding the quality of student involvement in college governance committees has been consistently positive, and governance outcomes have been positively affected by student input at all levels of the governance process.

Opportunities for Students to Participate in Student Government

Those who participate in student government are primarily full time students enrolled in daytime courses. However, an increasing number are also enrolling in at least one evening class to take advantage of course availability in the evenings and to allow for greater participation in student government activities during the day. The Student Senate is usually broadly representative of the student body as a whole, and is ethnically diverse with an equitable male/female mix. Although student government officers tend to be younger (18-25 yrs.), there are a few older returning students who also participate from time to time. Most College and District committee appointments are made from the elected Student Senate membership, however the student leadership does recruit and appoint students at large to participate in Student Senate committees and projects. A typical student election draws between approximately 500 to 800 ballots during a Spring general election, and between approximately 100 to 300 during a special election to fill vacancies in the Fall. Polls are kept open both during the day and evening for four days during the election week to give all students the opportunity to participate.

Institutional Support for Student Government

Two college staff members provided a portion of their time to the direct support of Student Government through advisement and program support assistance. These two staff positions are the Coordinator of Student Activities, which is a classified supervisory-management position; and the Student Activities Office Staff Assistant, which is a classified staff position.

The college budget supports the salaries of these two staff members, however there is no additional college budget allocation in support of either the Student Activities Office operation or student government. There is no dedicated line item budget in the College Budget in support of either the Student Activities Office (for items such as office supplies, office equipment or staff development), or for the Associated Students student government or its programs.

Instead, all student government related programs and services are entirely supported by the Associated Students budget. The Associated Students is funded primarily through the collection of an automatically assessed \$1.00 per student per semester 'Student Representation Fee, and a \$5.00 per semester student body fee (which can be refunded if a student wishes to have the fee reversed), and from a portion of District vending machine contract commission revenue. From these funds, the student government was able to create a full time salaried Office Assistant II position in 1999. This person works in the Student Activities Office to directly assist in supporting student government sponsored programs and services. This has been a tremendously positive step toward giving the

Associated Students consistent day-to-day staff support.

Adequacy of Facilities

Facilities to support student government activities are adequate in size, but some of the infrastructure is in some respects old and dysfunctional. Electrical outlets and telephone lines are scarce and can not adequately support current modern office equipment for the student government such as computers, modems, copiers, fax machines, etc. However, efforts have been made to establish cooperative relationships with neighboring offices to pool resources to accomplish tasks requiring such equipment.

There is an established "Student Senate Office" and a "Student Club and Organization Office," but both are located on the second floor of the Student Center at opposite ends of the building, and not accessible to physically challenged students. Student Senate meetings are held in a public use first floor Gallery Room in order to accommodate the physically challenged and to meet accessibility requirements for public meetings.

In 1996, the entire Student Center Building was renovated to remove asbestos laced ceiling materials, flooring materials, and address other infrastructure problems. The renovation addressed some, but not all of the electrical and computer cabling and telephone line problems. A comprehensive remodeling plan for the Student Center is continuing to be developed along with a Facilities Master Plan to address some of these issues in the future. In 1999 an attempt was made to pass a public facilities bond initiative in order to raise funds to make substantial facilities improvements to all of the campuses in the District, but unfortunately the initiative failed by a very small margin. A second attempt at passage is being mounted for an election this November. If successful, much of the needed renovations to the Student Center can be completed, or perhaps there can be consideration of constructing a newer Student Center facility located more toward the center of the campus.

Facilities to support campus-wide student activities are also adequate in size, but often lack adjacent storage for public address systems, extra tables and chairs, etc. which are necessary for large events and performances. There is also no permanent outdoor stage area for public events, so portable staging is required for almost every outdoor event. However the generally large size of our Student Center offers unique advantages for flexible facilities use with both small and large meeting spaces available for most activities.

Staff Involvement in Encouraging Student Participation

There is excellent staff involvement in encouraging student participation at the College level, and support for greater student involvement at the District level is improving. The difficulty is in accommodating students with sometimes difficult and complex class schedules and work hours which often conflict with meeting schedules. However, most important meetings are held in the afternoons to accommodate both students and staff. This works well as long as student work schedules or other essential student commitments do not conflict. College Administrators and Committee chairpersons and facilitators are generally very cooperative in orienting and encouraging new student participants in college governance meetings and processes.

Student Satisfaction with Opportunities for Participation in Governance

High levels of student participation in college governance is difficult to achieve, however it is essential to the positive and responsive growth of the College. There appears to be a high degree of student satisfaction with the opportunities for student participation in governance activities at the College of San Mateo.

In the accreditation review in April 1995 the reviewers wrote, " Student Life and student participation is highly valued at CSM. The Associated Students, the Coordinator of Student Activities, and student activities staff members are to be commended for the high level of student activity. The proposed expansion of the Student Senate and the development of an instructional component to the student activities program will further promote student involvement and provide opportunities for greater participation in the shared governance process and in the outreach programs of the college. The student leaders are wonderful advocates for the educational and student service programs at the College."

Changes in Providing for Student Involvement in Student Government and Institutional Governance since the last program review in 1995.

The review of 1995 noted that, " there is currently a critical need for at least an additional half time clerical support staff position in the student activities office to handle the coordination of the increased work load generated by a very active student body and the ongoing operations of the Café International coffee house. Additional staff would also provide assistance in the development of new programs -- such as a CSM Alumni Association."

Since the 1995 review, the Associated Students and the Student Activities Office staff worked with the district and the other two colleges in the district to institute an automatically assessed student body fee of \$5 per student per semester, allowing those students who did not wish to pay the fee the option of a refund or reversal of the fee. This approach to student body fee collection yielded a significant increase in the Associated Students budget, and enabled the Student Senate to approve funding for a full time Office Assistant II support staff position to assist with Associated Students programs and services. The addition to this staff person in late 1999 has significantly improved support for Associated Students programs and services.

Additional facilities improvements were made when in 1996 the Student Center Building was completely renovated to remove asbestos laced ceiling and flooring materials. Since the Student Center Building houses the Student Government Office, the Student Activities Office, and the Associated Students owned Café International coffee house, these offices benefited from this remodeling. New blinds, carpeting, painting and lighting improvements were also incorporated into the remodeling project as well. However, there were no significant improvements made to the electrical or phone wiring systems at that time, and limitations still exist in these areas. However, fiber optic and cat 5 cabling were added to the building to enable high speed computer connections, and in 2000, the two computers in the Associated Students office were able to be connected to this system, allowing student leaders to have high speed access to the internet and internet based e-mail.

Finally, the Associated Students Constitution was changed to allow for the doubling in size of the Student Senate, which is the main governing body of the students. The constitution now allows for one Student Senator for every 500 members of the student body, instead of one Student Senator for every 1000 members of the student body. The net effect was to double the number of Student Senators from 11 to 22, and thus increase the number of student leaders actively involved in representing student viewpoint and participating in college and district committees.

Goal 3: To Provide Opportunities for Student Involvement in Campus and Community Activities Which Foster Cultural and Citizenship Enrichment and Volunteer service

Existence and Availability of Campus and Community Activities (e.g., student clubs)

There are between 40 - 50 student clubs and organizations at the College. At any given time, about one third of those are extremely active, about one-third are moderately active, and about one-third are occasionally active.

A list of clubs and organizations and staff advisor contacts is published in the Student Handbook section of the College Catalog each year. Many of these clubs hold special events open to the college and community. Examples include the La Raza Club's 'Raza Day' event for high school students; the Ethnic Studies Society's community neighborhoods holiday event entitled the Celebration of Nations; the Unity Among Brothers assistance with the local Twilight Basketball program, and College of San Mateo Community Basketball Tournament; the Polynesian Club's High School Forum; the International Students Union and Ethnic Studies Society's 'International Talent and Fashion Show, and many, many others.

The process for developing a new club or new activity is extensively outlined in the Student Handbook section of the College Catalog. There is also staff assistance and support available in the Student Activities Office for aiding students with the formation of a club and for planning club activities. When possible, Activities Office staff will also attend club meetings to help larger student organizations plan and coordinate campus and community activities.

Once student organizations are formed, they are eligible for participation in the Inter-Club Council (ICC) of the Associated Students Senate. The Inter-Club Council is comprised of one representative from each club, and acts as both a support group for its member organizations, and as an advisory group to the Associated Students Senate. The Associated Students Senate allocates a sizable club assistance budget in support of large club-sponsored activities, and approves funds in support of club sponsored programs upon the recommendation of the Inter-Club Council.

The Student Center Building facilities are readily available to accommodate club and organization activities. Large areas available for club event use include the South Cafeteria, Balcony Mezzanine Lounge, Gallery Room, Staff Dining Room, and Main Cafeteria. Classrooms which are not being used for instructional purposes are also utilized for club meetings and smaller workshop events. The large plaza area adjacent to the Student Center, and the area around the reflection pond in front of the Library are utilized for large outdoor activities.

In 1989 the Associated Students created an on-going permanent Café International coffee house in the Student Center, which encourages interaction and education about different cultures and perspectives. Through music, poetry, and other programs, the Café International promotes a place to meet and share with students from around the country and around the world. Most of the student employees in the Café are also international students, which further enriches the international atmosphere and encourages cultural sharing of ideas and perspectives. The Cafe International is in its 12th year of operation and has been a place for thousands of students and staff to meet and interact outside of class.

Since 1999, the Associated Students have also sponsored an annual Volunteer Fair, matching students with community agencies and non-profit organizations in the area to promote volunteerism and service in the community. Numerous campus organizations also sponsor service projects in the community such as assisting in the building of homes with Habitat for Humanity, or serving food to the homeless at homeless shelters.

Student Participation in these Activities

Numbers of students and community members at events varies. Attendance is very good during campus festival days when the atmosphere is inviting and the weather cooperative. In recent years, the Associated Students has sponsored a number of 'free food' events involving barbecues and pizza giveaways to encourage participation, which has also been very effective in drawing students to large-scale events. There is generally good participation by ethnic and cultural groups, and events sponsored by cultural organizations are usually large and well attended. Academic and professionally related student groups tend to have smaller events and workshops geared toward their particular occupational or academic interests.

Student Satisfaction with Activities

There is general student satisfaction with the range and quality of campus events and activities. There is a general consensus that the college is more exciting and interesting if there are more events offered on a consistent basis, and efforts in this direction have been fruitful. For example, a series of weekly musical events is now offered through the Cafe International on a consistent basis, flavored with additional events sponsored by various campus organizations and programming groups as they are able to develop them.

Staff and Community Satisfaction with Activities

There are few financial resources available to offer large scale activities that can compete with those offered commercially in the surrounding San Francisco Bay Area. Therefore, staff and community satisfaction with activities is interest based around focused topics and the availability of resources.

For example, in the past we have been able to attract candidates for state and national office during an election year at little or no expense, and have offered those events to the campus and the community and no charge. Past visits by George Bush, Jessie Jackson, Kathleen Brown, Ralph Nader and others have generated wide participation from students, staff and the community. These types of events have been very well received, however lack of

sufficient funding for non-political speakers and events in off-election years has made large scale programming only occasional.

Smaller events such as poetry readings, showcases of local musical talent, etc. have been the mainstay of the activities programming at the college, but these activities have also been well received by students and staff.

Existence of Activities Recognizing Student Contributions: Academic, Service, Leadership

Academic scholarship contributions are recognized by the Alpha Gamma Sigma Honor Society, the Associated Students Leadership Scholarship Awards, and also through an Annual Scholarship Convocation sponsored by the College where numerous scholarships are awarded in a public ceremony.

Student leadership contributions are also recognized at an annual Appreciation Luncheon sponsored by the Associated Students for all of the student government officers and their faculty and staff guests. This Appreciation Luncheon honors student leadership and service, and also thanks members of the college community for assisting students in reaching their goals.

At the end of each year, outstanding student leadership and service is recognized on a college-wide basis through the nomination and selection of five Allan R. Brown Outstanding Student Service Award recipients. This is considered the highest award the college can bestow for leadership and service, and as such it is recognized with a public presentation of the awards at the annual Commencement Ceremony.

Changes since the 1995 program review in providing student involvement in campus and community activities which foster cultural and citizenship enrichment and volunteer service

A 'Leadership for Service and Social Change' class has been offered to those involved in or interested in student leadership roles.

The Associated Students Senate has established a standing committee for Volunteer Community Service, and now sponsors an annual Community Volunteer Fair to involve students in community service opportunities.

The Cooperative Education program offers college credit to students who work as volunteers and who develop and complete learning objectives with non-profit organizations and public agencies.

The college has promoted the incorporation of service learning components in curriculum development, and the faculty have sponsored workshops to share information and success stories concerning service learning projects.

The college applied for and received a grant to further institutionalize our 'CSM Connects' volunteer and community service and service learning program. The CSM Connects program encompasses all of the elements of volunteer service and service learning sponsored by various programs and departments on campus.

The Associated Students Senate established a Legislative and Governmental Affairs committee as a standing committee of the Student Senate. They are also very involved in CalSACC, the California Student Association of Community Colleges, which is the legislative advocacy organization in the state, and the State Student Senate of the California Community Colleges, which is responsible for working with the State Chancellor's Office of the California Community Colleges in the development of state-wide budget and policy decisions, and recommendations on legislative positions and proposals.

Goal 4: To Provide Opportunities for Students to Participate in Intercollegiate and Intramural Athletic Competition

At the College of San Mateo, this goal is the primary responsibility of the Physical Education and Athletics Department, and has not been addressed in this review. However, the Student Activities Office does work closely with the Physical Education/ Athletics Division Office to provide indirect support for these programs. The Associated Students operate the food concession at home football games. 50% of the net revenue from the concession stand goes back to the Athletics program. The Associated Students also assists in the development of homecoming football game promotions and gives support to the Cheerleaders and other team-related student organizations in the support of Intercollegiate Athletics. Finally, the Associated Students sponsors a daily recreational swim program during the year, which is expanded and open to the community during the summer. In the future, the Associated Students is planning to finance the salaries of Intramural program coordinators, and work in association with the Physical Education/ Athletics Department in the formation of an afternoon intramural sports program which would include such sports as Basketball, Volleyball, Soccer and use of the weight room and swimming pools during times when classes are not offered in those facilities.

Changes since the 1995 program review in providing opportunities for students to participate in intercollegiate and intramural athletic competition

The Associated Students has established an Associated Students Athletics Travel Trust Account and placed \$10,000 in the account to support intercollegiate travel, meal and lodging expenses over and above what the College budget can provide.

The Associated Students is also in the process of establishing a new endowment fund for Athletics through the San Mateo County Community College Foundation, providing an opening principal balance of \$10,000 from the Associated Students budget. The Athletics endowment fund will hopefully attract additional corporate and private donations, and the annual interest and investment revenue on the accumulated principal in the fund will either augment the athletics programs as an annual distribution, or be added to the principal to be carried over into the next fiscal year. It is the desire of the Associated Students to see this fund grow and expand over the years, giving the Athletics program a stable and consistent source of supplemental revenue.

Goal 5: To Educate the Campus Community About the Value of Student Affairs Programs and Services

Awareness, Understanding, and Acceptance of the Value of Student Activity Programs and Services by the Campus Community

There is a relatively high degree of awareness, understanding, and acceptance by the college of the value of student activities, programs and services. However, academically related programs are often viewed as the "value drivers" in an academic institution. Therefore, student activities are often viewed as non-essential in times of budget crisis, even though studies have shown that recruitment and retention of students is made easier when there is a feeling of excitement and activity on the campus outside of class. Also, many student activities can and do relate to the academic curriculum, and can often provide the bridge between theoretical concepts learned in the classroom and actual application of those theories in real life settings.

Staff participation in student activities is considered good, and generally centers around student club and organization activities. Faculty and staff members volunteer their time to advise the 40-50 student organizations each year. In some cases there is more than one advisor per club, which greatly improves the consistency and quality of advisorship support in very active student organizations.

Student participation is also centered mostly around club activities. Students carry on a tradition of encouraging new students to join and actively participate in club activities as a positive way to meet people and to do something useful and worthwhile for themselves and their community. Each semester the Associated Students and the Inter-Club Council sponsor Club Days to assist students in connecting with the various clubs and interest groups on campus. Tables are set up around the Library Pond, a free barbecue and music is provided, and students can meet with club representatives and join the various student organizations that interest them.

There is a very positive and high level of institutional support for student activities programs and services. There is an established 'College Hour' policy which allows for outdoor amplified sound for up to two hours per week from 12 noon to 1:00 p.m. on Tuesdays and Thursdays. There is also flexible support for allowing activities on other days and hours with advance request through the Vice President, Student Services. There is also very strong support from the College President, Deans and other staff for the full participation of students in college planning and governance activities.

In the future, campus community involvement in student activities planning and evaluation might be enhanced on an ongoing basis through an advisory group which includes faculty and staff outside the Student Activities Area, and/or by having even more faculty and staff participate as volunteer advisors in planning for major campus-wide programs and activities such as Homecoming or Spring Fling Week. Another area might be to have an increase in scheduled interactions with curricular and co-curricular program contacts to work toward the development of jointly sponsored programs relating to those academic fields. For example, this has worked well for the development of programs such as 'French Week' and 'International Language Week.' These efforts would increase the visibility of the benefits of student affairs programs and services among a broader population of the faculty, staff and students.

In an effort to educate the students about the value of student affairs programs and services, we also offer an extensive three day non-credit leadership workshop for elected

student leaders, and a one-unit Leadership for Service and Social Change course that is available to all students. The Leadership course serves to attract those students who might be interested in learning more about becoming involved in the governance process of the college, and gives them a background and basis of understanding regarding the programs and services of the college, as well as assistance in offering suggestions for change and improvement of issues in the community, the state and the nation.

Even though there are positive signs that there are long-range benefits to individuals and to society from those who participate in student activities and leadership roles in college, we do not always have an easy way to measure this long term success. However, we do know of many personal success stories from our alumni. One way of tracking that success more closely would be to further develop our alumni contacts -- perhaps in the form of an Alumni Association -- which could also provide a connection and support mechanism for students as they leave the College of San Mateo and enter the four year college or university, and/or the world of work. The Associated Students is now in the process of developing and establishing an Alumni Association.

Changes since the program review of 1995 in educating the campus community about the value of student affairs programs and services

The College celebrated its 75th Anniversary, and made significant moves toward informing the greater community about the programs and services of the college. During that time, there was heightened awareness within the campus community of the value of student affairs programs and services as well. During that time the Associated Students and the Student Activities Office took a visibly active role in developing and producing a number of the anniversary celebration activities.

In addition to regular student input on college committees, the Faculty Academic Senate has also been more involved than in previous years in bringing some issues directly to the Student Senate when discussing proposed policy changes that might affect students. This direct interaction has helped to build positive relationships between the two groups and serves to improve policy decisions as well.

Major Program Review Findings

The Program Review of Student Affairs programs and services confirms that the College of San Mateo provides a comprehensive array of student affairs programs and services including: student affairs information for students and staff; support for students involved in student government and institutional governance; campus and community activities which foster cultural and citizenship enrichment and volunteer service; and the continuous education of the campus community concerning the value of student affairs programs and services. The program review also confirms similar observations reached through external evaluation by the Accreditation site team visit in Spring 1995 and Spring 2001. During this review, we have identified strengths of the Student Activities program that should be maintained, and have identified areas for proposed recommendations for improvement. These areas are highlighted below:

Strengths of Student Activities Programs and Services

The following have been identified as the greatest strengths of the Student Activities

Programs and Services program.

1. Provide Extensive Student Leadership Advisement and Support in Leadership Skills Development and Organizational Development.

The Student Activities Office staff provides an extensive annual Leadership Conference for all elected student leaders, as well as periodic leadership skills workshops during the year as needed to assist students in the development of personal and group leadership skills. In addition, those involved in student government and college governance responsibilities are provided with the resources, encouragement and advice necessary to be effective participants in governance processes.

2. Provide Continuing Advisorship and Support for a Wide Variety of Student Clubs and Organizations.

Such advisorship and support helps create a positive educational atmosphere that is supportive of a diverse student body with diverse and unique interests, as well as interactive and cooperative team efforts by student organizations working together toward common goals. Student organizations are thus empowered to develop and create individual club programs and campus-wide programs that are responsive and meaningful to a wide variety of students.

3. Provide Stimulating Educational and Social Environments and Activities Outside the Classroom.

The student affairs program assists students in developing and providing continuous, on-going programs that provide support programs and services on a daily basis, together with a varied program of special events activities that provide unique educational and social opportunities for students to meet and interact in positive ways. The Café International coffee house project, for example, is an ongoing social/educational program with continuous daily benefits; while the visit of gubernatorial candidate Kathleen Brown, visits by local musicians, and the annual Holiday Craft Faire are examples of special events which help create an exciting and stimulating campus environment.

Recommendations

The following were identified as significant recommendations for the student affairs program as a result of the program review process in 1995. We have left the text of these recommendations intact below, and have added a year 2001 progress update to each to show the progress made toward that recommendation and the current status of the recommendation in 2001.

1. Develop plans for the extensive renovation, remodeling and improvement of the Student Center Building .

Work in coordination with other campus programs and services to provide plans for a central gathering place that welcomes and supports students and provides for a more

visible and efficient service center for a variety of essential student programs and services.

2001 Progress Update:

Development of the renovation plans for the Student Center Building is still in progress. There has been extensive student and staff participation this year in the continuing development of an updated Facilities Master Plan. The District is planning to place the matter before the voters again in November 2001 for passage of a local facilities bond initiative which would be necessary to fund extensive building and remodeling throughout the district, including changes to the Student Center Building. The revised plans at this point suggest the consideration of a separate Student Union type building more toward the center of the campus, near or just East of the existing Building 1 Administration Building. The intent would be to combine the Bookstore, Cafeteria Food Services, Associated Students & Student Organization Offices, Student Activities Office, etc. into a Student Union type of building in a more centralized area of the campus closer to the main traffic flow of students.

This would allow the existing Student Center Building 5 to be mostly converted into a gateway entrance building to the campus and a "one-stop" Student Services Center housing Admissions & Records, Counseling, Financial Aid, EOPS, DSPS, International Students Office, Health Services, Cooperative Education, Transfer Center, Job Placement & Career Services, as well as administrative offices for the Vice President-Student Services, Dean of Counseling & Matriculation, and Dean of Articulation & Research.

The student leadership plans to be extensively involved in the bond initiative campaign, not only in support of the possibilities of a new Student Union type of building and a newly remodeled Student Services Center, but for the possibilities of implementation of all of the key elements in the Facilities Master Plan throughout the campus, including a new integrated Science Center, expanded and reconfigured parking facilities, a new Administration of Justice center, etc. .

2. Create a Leadership Development course that can serve to enhance the leadership skills of those who participate in college governance and community service activities.

The students who participate as campus leaders are a tremendous resource for the college and community. The student leaders of today are the community and business leaders of tomorrow. If given training and guidance, students can develop leadership skills and abilities that will last a lifetime. These same student leaders can also assist in achieving the college goals of outreach and retention by helping to involve students in the life of the campus and surrounding community. This approach creates a basis for successful peer outreach programs both on and off campus.

2001 Progress Update:

A one unit course entitled, "Leadership for Service and Social Change," CRER 680 was offered in the Spring 2001 semester for those participating in Associated Students leadership roles, or for those interested in participating in student leadership roles in the future. Fourteen student leaders participated this past Spring semester, and we plan to offer this opportunity to student leaders in the Fall 2001 semester as well. A next step is to develop a more permanent curriculum beyond this experimental 680 course, and eventually consider the development of a Leadership Certificate program involving service-learning and community service

components as well.

3. Develop a CSM Alumni Association. Identify and develop alumni support for College programs through the formation of an active CSM Alumni Association

2001 Progress Update:

Developing an Alumni Association is a major long-term undertaking, but we have recently taken some steps toward that goal. During the past few years the Associated Students have expressed a strong interest in developing an alumni effort, and have taken some major steps in funding support for such an effort. The Associated Students funded an Office Assistant II position in the Student Activities Office with part of the responsibility of that new position to assist in developing the alumni contacts and alumni data base resources necessary to begin such an effort. However, this goal was delayed when Krystal Duncan, our first Office Assistant II, left in December 2000 after a year to take a higher paying position with the college Transfer Center program. Therefore, we placed most of our alumni effort on hold this year. We have just now been able to fill the Office Assistant II vacancy with Heather Scola. Once Heather is trained in other areas of the office operation, we will again begin to focus on the development of an Alumni Association.

In the meantime, we have recently created an Associated Student Senate Alumni e-mail list serve, and past Associated Student leaders have been communicating with each other via this group list. We hope to use this e-mail group list idea as a prototype to test the approach as a low cost way to encourage the formation of small alumni affiliation groups or "chapters." This approach will assist us in developing further contacts with other segments of alumni, and be useful for developing a major alumni association effort in the future. These internet links to interactive alumni "communities" will also allow us to communicate directly with alumni frequently and inexpensively. Of course, members of these alumni groups will also be able to communicate easily with each other through e-mail as well, promoting a continued sense of community between former students, and perhaps even a nostalgic connection with College of San Mateo reminiscent of that of their earlier years of attendance as students.

4. Increase our outreach activities to the community. Increase the involvement of currently enrolled students in community outreach activities, particularly in the local schools and community agencies where the potential for interest and participation is greatest.

2001 Progress Update:

We have addressed this area primarily through work in the development of the CSM Connects program which promotes service learning opportunities and community volunteer activities for students and staff, promoting an increase in community outreach and involvement. The Associated Students also sponsors an annual Volunteer Fair linking students interested in volunteering in the community with non-profit and public sector organizations who need volunteers. In addition, individual student organizations sponsor one-shot volunteer projects such as building houses for Habitat for Humanity, or serving meals to the homeless.

With substantial funding from the Associated Students, various campus clubs and student organizations also sponsor major annual student outreach and recruitment efforts, including activities such as Raza Day, the Polynesian High School Forum, African-American High School Day, and the annual UAB Basketball Tournament. Each of these events serve to introduce several hundred middle school and high school students per event to the College of San Mateo campus, and provide them with good college references and resources. The goal is to introduce potential students to the college and have them leave feeling that CSM is a welcoming and friendly place with students and staff who will support their success if they enroll.

With funding from the Associated Students, the Ethnic Studies Society, and the International Student Union, an International Culture, Talent and Fashion Show is also sponsored as a community event each year to create a forum for appreciation for other cultures and to promote international understanding. The program is outstanding in show-casing the contributions of a diverse community, and in involving the college with the community.

The Associated Students also funds an hourly assistant who coordinates the CSM Ambassadors program, giving group and individual campus tours for those high school students, parents, and community members who wish to visit the campus during the year.

5. Involve the community with the student activities of the college.

Encourage mutually beneficial community relationships. Identify community volunteer resources and financial resources necessary to carry out the programs and activities of an expanding student activities program here at the college. Create responsible volunteer internship opportunities that allow experienced graduate students from neighboring colleges and universities and/or experienced community members and leaders to participate and assist in the planning and coordination of college program activities.

2001 Progress Update:

We have not, as yet, created or advertised specific internship opportunities or ways graduate students or community members could easily get involved with the activities of the campus. However, we have worked with volunteers from the community who have worked with us to create specific college programs. Having community and student volunteers work with KCSM's Jazz on the Hill event, and our work with community volunteers with Ralph Nader's visit are two relatively recent examples.

Summary Comments Regarding Recommendations:

We believe that although we have made significant progress toward most of the the recommendations made in the 1995 program review, each recommendation has still not yet been completely fulfilled. Therefore, we continue to recommend that each of these areas continue to be addressed. Furthermore, we believe that these recommendations are comprehensive enough that we do not find a need for adding any new recommendations at this time in addition to those listed above.

This concludes our program review for the Student Affairs / Student Activities area for 2001.

2000-2001

Year-End Summary Report

Student Activities Office
College of San Mateo

June 30, 2001

Prepared by: Steve Robison, Coordinator of Student Activities

Student Activities Office staff:

- Steve Robison, Coordinator of Student Activities
 - Barbara Flores, Staff Assistant, Student Activities
 - Heather Scola, Office Assistant II, Student Activities
-

Year of last program review: 1995

Progress on recommendations since last program review:

1. Develop plans for the extensive renovation, remodeling and improvement of the Student Center Building. Work in coordination with other campus programs and services to provide plans for a central gathering place that welcomes and supports students, and provides for a more visible and efficient service center for a variety of essential programs and services.

Progress Update:

Development of the renovation plans for the Student Center Building is still in progress. There has been extensive student and staff participation this year in the continuing development of an updated Facilities Master Plan. The District is planning to place the matter before the voters again in November 2001 for passage of a local facilities bond initiative which would be necessary to fund extensive building and remodeling throughout the district, including changes to the Student Center Building. The revised plans at this point suggest the consideration of a separate Student Union type building more toward the center

of the campus, near or just East of the existing Building 1 Administration Building. The intent would be to combine the Bookstore, Cafeteria Food Services, Associated Students & Student Organization Offices, Student Activities Office, etc. into a Student Union type of building in a more centralized area of the campus closer to the main traffic flow of students.

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The student leadership plans to be extensively involved in the bond initiative campaign, not only in support of the possibilities of a new Student Union type of building and a newly remodeled Student Services Center, but for the possibilities of implementation of all of the key elements in the Facilities Master Plan throughout the campus, including a new integrated Science Center, expanded and reconfigured parking facilities, a new Administration of Justice center, etc .

2. Create a Leadership Development course that can serve to enhance the leadership skills of those who participate in college governance and community services activities. The students who participate as campus leaders are a tremendous resource for the college and community. The student leaders of today are the community and business leaders of tomorrow. If given training and guidance, students can develop leadership skills and abilities that will last a lifetime. These same student leaders can also assist in achieving the college goals of outreach and retention by helping involve students in the life of the campus and the surrounding community.

Progress Update:

A one unit course entitled, "Leadership for Service and Social Change," CRER 680 was offered in the Spring 2001 semester for those participating in Associated Students leadership roles, or for those interested in participating in student leadership roles in the future. Fourteen student leaders participated this past Spring semester, and we plan to offer this opportunity to student leaders in the Fall 2001 semester as well. A next step is to develop a more permanent curriculum beyond this experimental 680 course, and eventually consider the development of a Leadership Certificate program involving service-learning and community service components as well.

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Progress Update:

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4. Increase our outreach activities to the community. Increase the involvement of currently enrolled students in community outreach activities, particularly in the local schools and community agencies where the potential for interest and participation is greatest. Involve the community with the activities of the college as well. Encourage mutually beneficial community relationships. Identify community volunteer resources and financial resources necessary to carry out the programs and services of an expanding student activities program here at the college. Create responsible volunteer internship opportunities that allow

experienced graduate students from neighboring colleges and universities and/or experienced community members and leaders to participate and assist in the planning and coordination of college program activities.

Progress Update:

We have addressed this area primarily through work in the development of the CSM Connects program which promotes service learning opportunities and community volunteer activities for students and staff, promoting an increase in community outreach and involvement. The Associated Students also sponsors an annual Volunteer Fair linking students interested in volunteering in the community with non-profit and public sector organizations who need volunteers. In addition, individual student organizations sponsor one-shot volunteer projects such as building houses for Habitat for Humanity, or serving meals to the homeless.

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We have not, as yet, created or advertised specific internship opportunities or ways graduate students or community members could easily get involved with the activities of the campus. However, we have worked with volunteers from

the community who have worked with us to created college programs. Having community and student volunteers work with KCSM's Jazz on the Hill event, and our work with community volunteers with Ralph Nader's visit are two relatively recent examples.

Significant accomplishments in 2000-01, in bullet form:

- Associated Students funding of an Office Assistant II Position
- Associated Students funding of High School to CSM Scholarships
- Associated Students funding of Color Photo I.D. Cards for all staff, as well as Photo I.D. cards for all students who pay the student-body fee
- Associated Students funding of a significant portion of the annual CSM Health Fair
- Associated Students funding and sponsorship of the 3rd Annual Volunteer Fair
- A successful Spring Fling Week sponsored by the Associated Students
- A Leadership Course - Leadership for Service and Social Change
- Outreach and Recruitment Programs - Raza Day, Polynesian High School Day, UAB Basketball Tournament, International Culture, Talent and Fashion Show, etc.
- Successful PEP Priority Enrollment Program Orientation support - Tour guides, lunch, and Q & A panel with student leaders and audience participation
- Working with the SPARK alcohol and other drug awareness and education program to bring numerous positive and participatory programs to the students which involved positive role models, positive outcomes, and which helped build self-esteem and support for healthy living and healthy lifestyles
- Campus Ambassador Tours for high school and middle school groups and other groups and individuals throughout the year
- Support for the annual Commencement / Graduation ceremony
- Routine but important daily support services such as:
 - General Campus Information Services
 - Housing Information & referral
 - Transportation Assistance
 - SamTrans bus passes; on-campus sales and information
 - CalTrain information
 - Car pool information
 - Monitoring and approval of campus posting
 - Facilities reservations and supervision of the public areas of the Student Center building

- Contract management and supervision of off campus craft and merchant vendors in the Student Center
- Oversight and refunds for Food Vending Machine Services
- Oversight and refunds for Game Vending Machine Services
- Supervision & oversight for the Associated Students Senate
 - Meeting advising, Policy Development, Programs and Services Development, Budgeting, Accounting, Bookkeeping, Requisition processing, Bill Paying
- Supervision & oversight of off-campus student travel activities & conference activities
- Oversight for the ASCSM Cafe International Coffee House operation
- Daily support services for Student Clubs and Organizations

Relationships of significant accomplishments to current College goals/ambitions:

1. Manage Enrollment:

1A. Improve CSM's ability to offer programs and services matched to the needs of the community.

- We assist our campus clubs and organizations in sponsoring outreach and recruitment efforts with local middle schools and high schools, reaching out to specific areas of the community through activities such as Raza Day, African-American Day, Polynesian Forum, etc.
- We sponsor the Summer Swim program for the community, encouraging the community to have an easy and convenient connection with the college which may encourage involvement and potential enrollment in other classes
- We are developing an intramural sports program which may also have spin-off benefits as participants enroll in other classes, and overall retention in existing classes is improved due to a greater connection with the college as both an academic and recreational resource.
- We are developing the Alumni Association which will have the benefit of encouraging continued connections between the community and the college, encouraging life-long learning and enrollment, and possible future financial support to the college as well.

IB. Evaluate and enhance marketing efforts tied directly to enrollment growth.

- The Associated Students increased their support of the High School to College of San Mateo Scholarship Program. This is a program with visibility in high schools and allows potential high school students to think about College of San Mateo as a college choice. It also increases enrollment by a small degree by actually funding students to enroll here.
- With campus student organizations, we sponsor outreach and recruitment efforts with local middle schools and high schools - Raza Day, African-American Day, Polynesian High School Forum, etc., which are all programs that expose the community to our programs and services and encourage at risk youth and others to enroll in college
- We provide support for the Ambassador's tour program and work with high school groups and others to bring students to the campus for tours and subsequent enrollment

2. Effect Institutional Change:

2A. Plan activities to improve the College's ability to serve students' needs and meet reasonable expectations and to attract, serve and retain a diverse population.

- During the first week of each semester, we sponsor and staff a Welcome Booth and Information counter located between Building 1 and Building 5. Students are assisted in finding the information they need to move easily around campus and enroll and add classes.
- We sponsor a college services day along with Club Day each semester where college service offices and campus clubs are encouraged to have tables by the Library Pond, and meet students directly and explain the various programs and services that are available. Such programs as EOPS, the Career Center, Cooperative Education and others regularly participate.
- We assist campus student organizations in sponsoring outreach and recruitment efforts with local middle school and high school populations - Raza Day, African-American Day, Polynesian Forum, the UAB Basketball Tournament, etc.
- We work to support the development of student clubs and organizations with different cultural and experiential perspectives.

2B. Develop a climate in which diversity is genuinely valued and progress toward becoming more diverse is regularly achieved.

- We now have recognized student representation on FASDAC , and the name of this advisory group was recently changed to FASSDAC to include students, and now is titled: 'Faculty, Administration, Staff and Students Diversity Advisory Committee.' or FASSDAC. The FASSDAC committee is moving on a broad range of ideas to improve campus diversity including cultural programs, guest speakers, and staff involvement in Museum of Tolerance programs.
- With campus student organizations, we sponsor outreach and recruitment efforts with local middle schools and high schools - Raza Day, African-American Day, Polynesian Forum, International Culture and Fashion Show, etc.
- We work to support the development of student clubs and organizations which have different cultural and experiential perspectives. We encourage these organizations to share their perspectives and cultural heritage with the entire campus population and the local community.

2C. Develop CSM's ability to assess the effectiveness of its programs and services.

- We have participated in numerous surveys and studies, including a campus climate study, and a student services study, both to help the college assess the effectiveness of programs and services.
- We participated fully in the Accreditation review process, and had active student participation in the process as well.

3. Improve Facilities, Grounds and Equipment:

3A. Work with the District to plan new projects and complete funded projects

- We worked with the Facilities Master Plan review process for long-range planning and improvement of facilities
- We worked on a daily basis with the Buildings and Grounds Department to improve the general daily condition of the Student Center building .
- We are working with Buildings and Grounds staff to select and purchase new stage equipment to replace our current aging stage.

3B. Identify potential bond-funded projects....

- We worked with the Facilities Master Plan review process to develop long-range plans and suggestions for improvement of facilities

4. Promote Institutional Advancement:

4A. Heighten internal awareness of and involvement in the institutional advancement process.

- Contributed to the development of the Chancellor's Office grant for the CSM Connects - Service Learning and Community Service grant. Worked with others to develop an awareness of the institutional advancement process that we went through.

4B. Increase the visibility of the College in the Community

- We worked in support of the College Information Night activity
- With campus student organizations, we sponsor outreach and recruitment efforts with local middle schools and high schools - Raza Day, African-American Day, Polynesian Forum, etc. Middle school and high school students tell their parents and families about their visit to the campus. In turn, this increases the visibility of the College in the Community.

4C. Significantly enhance funding resources for special projects as well as for general or basic curricular support through a broadened base of donor development and fund raising activities.

- The Associated Students is a major donor for special projects, and they increased funding support again this year for High School to College of San Mateo Scholarships, College for Kids Scholarships, and Leadership Scholarships. They also made significant financial contributions this year to the Child Development Center(\$5000), and to the Athletics Program(\$20,000).
- The development of an Alumni Association has the potential to enhance fund raising possibilities as well.

5. Improve Organizational Systems:

5A. Continue current planning processes which further college goals.

This review and report is an example of continuing the planning processes which further college goals

5B. Integrate College strategic planning activities as recommended by the WASC team.

This goal is more more of a focus area for College Council and the Administrative Management Team.

Anticipated Student Activities Office goals for the next year, 2001-02:

We will continue maintaining the many ongoing programs that we have established in prior years, and will give emphasis to the the development of the following new areas in the 2001-02 year:

- **Student Activities Office Budget** - establish an annual institutional Student Activities Office budget within the SMCCCD budget and accounting system, commensurate with budgets of other student services offices and adequate to fund the following basic office support needs:
 - **Office Supplies** - ink cartridges for computer printers, paper, staplers, staples, tape and tape dispensers, desk calendars, file folders, pens, pencils, file folder labels, address labels, etc.
 - **Office Equipment** - purchase, repair and maintenance budget for standard office computers, typewriters and basic office equipment
 - **Staff Development**- funds beyond those available from AB 1725 funding sources to cover expenses for workshops, meetings and conference travel

- **College Programming Budget** - establish a college programming budget for special campus-wide educational events that would promote campus-wide goals to improve the larger society. Possible program focus areas could be on tolerance and diversity education, the exploration of ideas across academic disciplines, public discussions about the future of our environment, our culture, the moral and ethical questions of cloning and altering DNA, etc. These programs would serve to improve the overall quality of the college experience for a broad range of students, improve the campus climate for students and

staff, and provide ways that the community could connect more directly with the college as a community resource as well. This budget would not be an Associated Students fund, but a College fund, or be used in combination with the Associated Students or maybe with donations from other community based organizations. Perhaps such a fund could initially be established from a portion of the vending machine commission revenue?!

- **Develop 'Transfer Clubs':** work with the Transfer Center and members of the college community to develop 'Transfer Clubs' geared toward bringing students together around the theme of transferring to a particular institution -- such as a 'U.C. Berkeley Transfer Club', or a 'San Francisco State Transfer Club'. College of San Mateo faculty and staff who have graduated from a particular institution could become advisors for the Transfer Club for that institution. Clubs could meet and discuss admission requirements and aspects of interest about the particular transfer institution. Students with similar transfer goals could work together, building a transfer community, and help each other transfer successfully. Transfer Clubs could possibly take field trips together to their intended transfer institution, and make contacts and become familiar with their intended transfer institution prior to transfer. This would personalize the transfer experience, and hopefully boost retention and increase transfer rates.
- **Intramural Sports Program:** development of an intramural sports program in cooperation with the Associated Students and the Athletics department to involve students in recreational out-of-class activities in the afternoons when facilities are readily available for recreational sports such as Basketball, Volleyball, Soccer, and others.
- **Alumni Association:** further develop the Alumni Association in cooperation with the Associated Students to establish alumni 'chapters', a communications network with alumni, and eventually a way for alumni to assist and contribute toward the continuing program needs of the college.

Relationship of anticipated goals to current College goals/ambitions:

- **Student Activities Office Budget:** While other campus offices enjoy some modest office support budget, we have had to do without any office budget at all for over 25 years. Although we are an extremely resilient and resourceful staff, and have managed to successfully beg and borrow over the years, not having a standard annual office budget makes our office staff feel at times like they are second-class citizens compared to the modest annual funding of other offices. As other student services offices freely order general office supplies and receive

updated computers, printers and software every few years, our office has had to manage on old or borrowed equipment or hand-me-downs, or the generosity of other departments.

Many confuse the fact that although we work closely with the Associated Students, the Student Activities Office is not a student government office, nor is its basic office function supported by the Associated Students. The Student Activities Office is also a Campus Activities Office and is a college office separate from the Associated Students, yet we do not have a separate college budget to support our own office functions. As most agree, it is ethically wrong to expect the Associated Students or any other department or area to fund our basic office supply and equipment needs. These basic needs should be supplied by the college budget. It's long overdue that the Student Activities Office, as a permanent office of the college, should receive a small annual budget commensurate with other offices to conduct its business in a responsible, professional way. Basic services to staff and students would be improved with a standard office budget, and staff morale would improve as well.

- **College Special Events Programming Budget:** The college needs to develop a budget for special events that can be used by the Student Activities Office in conjunction with other offices of the college to provide programs that enhance the campus climate and improve awareness in such areas as cultural diversity, disability sensitivity, and issues of community and public concern. Such programs would help address the college's goal to develop a climate in which diversity is genuinely valued and progress toward becoming more diverse is regularly achieved. Such programs would also increase the visibility of the college in the community, and potentially serve to attract, serve and retain a diverse population.

- **Intramural Sports Program:** The development of an Associated Students sponsored intramural sports program will help improve the campus climate by offering out-of-class activities to students in the afternoons, encouraging students to stay on campus longer, and encouraging students to have a stronger personal connection with the college. It is anticipated that students who participate in extra-curricular activities have a greater connection with the institution and tend to be retained longer by the college. Students involved in campus life may also tend to enroll in more units during the duration of their enrollment. This goal addresses issues of campus climate, retention, and potentially increasing enrollment.

- **Alumni Association:** The development of an Associated Students sponsored Alumni Association will lead to a greater connection with past students, and it is anticipated that they will continue to identify with the college longer. This long-term relationship will most likely yield benefits to the individual alumni and the institution. Former students who are currently in middle or high levels of management in local business and industry will be important contacts for the College institutional advancement efforts in the future. Former students who keep in touch with the college through an Alumni Association may also continue to avail themselves of current course offerings in pursuit of life-long-learning objectives as well. Finally, alumni are an important resource in passing a good word on to others about the offerings and benefits of the college. All of these areas are of benefit to the institution by helping us connect with our alumni community, reach marketing objectives, potentially increase enrollment, and give us the possibility of reaching external funding goals with alumni donations and contributions of both time and money.

Final Comments:

It was a fruitful and productive year, with the potential to grow even further in the years to come!

PSYCHOLOGICAL SERVICES 2000-01 YEAR-END SUMMARY REPORT

Summary Report Prepared by: Tim Stringari and Arlene Wiltberger

Student Services Area: Psychological Services

Year of Last Program Review: Psychological Services was included in the last Counseling Services program review (1998-1999)

Progress on Recommendations since Last Review: No specific recommendations were made for Psychological Services.

Significant Accomplishments in 2000-01:

- Recruited and maintained a diverse staff of eight interns.
- Provided personal counseling and/ or crisis intervention services to over 400 students.
- Offered four support groups to serve the needs of special populations (gay/lesbian, parents, math phobic, and women).
- Provided personal support to numerous staff and faculty experiencing personal and family crisis.
- Provided numerous in-class orientations to students regarding college health and psychological services.
- Participated in Health Services' annual health fair and provided support to health services staff in the production of the fair.
- Provided a Flex Day training on Disruptive Behavior on Campus for faculty and staff.
- Carried out numerous interventions related to disruptive behavior on campus that involved faculty and staff coaching and student counseling.
- Provided consultation and technical assistance to a number of different student services and instructional units regarding a variety of issues. These issues included; the management of disruptive behavior, student retention, student centered teaching, program development and design, providing service and instruction to special populations, referral techniques and community resources.
- Provided a special workshop for executive support staff on how to respond to threatening situations in the office.
- Developed and prepared a Psychological Services "Go Packet" for campus emergencies and participated in a campus emergency drill.
- Provided coordination and leadership, to the Transition to College Program (TTC) which served 194 students with psychological disabilities.

- Provided coordination, staff supervision and budget oversight to the CalWORKS program and successfully facilitated the integration of CalWORKS services into the Career Center.
- Provided coordination and leadership to CSM's effort to partner with Peninsula WORKS and successfully transitioned CSM's Peninsula WORKS responsibilities to be part of on-going Career Center functions.
- Reassumed leadership of the Human Services Certificate and Degree program and transitioned the return of the Human Services classes to CSM. Successfully negotiated a partnership with Canada College regarding the shared (non-competitive) offering of Human Service classes.
- Successfully developed and implemented the Family Development (FDC) and Community Health Worker (CHW) certificates of completion as part of the Human Services Program and awarded 44 FDC certificates.
- Provided direct instruction or served as teacher of record to 20 different sections of HS, FDC, or CRER Classes.
- Successfully maintained numerous partnerships with state and local agencies and on-campus units in support of Psychological Services, Human Services, FDC, CHW, CalWORKS, and (TTC) and Peninsula WORKS programs.

Goals for 2001-02:

- Continue to provide individual, family and group counseling services to students by recruiting and supporting a staff of six to eight MFT interns.
- Continue to place a high priority on the recruitment of interns that represent the diversity of our student body. We will again hold space for a bicultural Spanish-speaking intern beyond the normal selection period and will continue our partnership with El Concilio to recruit and stipend Latino interns.
- Provide consultation, technical assistance, and encouragement to the African American recruitment/retention program.
- Continue to provide consultation and technical support to the Puente Project. As part of this effort, an intern has been assigned to work with the students and the project coordinator to assure personal support for students is available.
- Continue our positive relationship with the SPARK program by serving on the SPARK advisory board, serving as teacher of record for CRER 141, providing consultation on program design, providing additional supervision and training to SPARK volunteers as needed.
- Develop a 12 unit Certificate of Completion in Peer Support that will serve both SPARK and Transition to College programs.
- Continue our close partnership with Health Services by participating in ongoing programs, providing outreach to students, holding weekly staff meetings, as well as providing support for the upcoming changes in service delivery.

- Continue our discussions with San Mateo County Mental Health Services regarding the expansion of our partnership to include psychiatric services on campus.
- Continue to provide Disruptive Behavior training, coaching and intervention to faculty and staff. This will include the offering of a training at each flex-day.
- Continue to work together with campus security to insure a climate of safety. This effort will include a Disruptive Behavior training for security staff.
- Continue our ongoing partnership with Social Science and Coop Ed by providing leadership, instruction and coordination to the Human Services, CHW, and FDC programs.
- Continue our ongoing partnership with the Career Center by providing leadership, staff supervision and coordination to the CalWORKS program and Peninsula WORKS partnership.
- Continue to further develop and maintain our numerous partnerships with state and local agencies, universities, and on-campus units in order to provide the best possible services and instruction to students.

Relationship of Significant Accomplishments and Goals to Current College Goals:

Our accomplishments for this year and our goals for the next contribute to the overall college goals and ambitions in the areas of Enrollment Management and Effecting Institutional Change.

Enrollment Management

Campus research reveals that students most frequently cite personal problems as their reason for dropping out of college. By providing timely and accessible personal counseling and immediate crisis intervention, we assist students to manage personal, developmental, and situational problems that might otherwise cause them to leave school. In many cases, through the encouragement and skilled support that they receive, students are empowered to excel in school and continue on to higher levels of academic and career success.

Through our partnerships with other student service units and off campus agencies, and our stewardship of the TTC and CalWorks programs, we participate in a seamless web of support for students, which is highly effective in contributing to student retention and student success.

We contribute directly to enrollment management through our TTC and SPARK career classes and most recently through the development and coordination of the Human Services, FDC, and CHW certificate programs. These programs are now contributing significant FTES to the college as well as increasing our completion outcomes as required by the Partnership for Excellence.

Effecting Institutional Change

Psychological Services contributes to institutional change through its strong commitment to diversity on our campus and in our community. We place a high priority to the recruitment of interns who reflect the diversity of our student body and provide culturally relevant in-service training to our staff. As part of this effort, we regularly seek the advice and support of our colleagues from underrepresented groups and have formed

numerous relationships with community organizations such as El Concilio of San Mateo County and Samaritan House who represent different cultural groups or neighborhoods within our county.

We support diversity through our support groups that provide a safe place for many students from special populations to feel accepted and affirmed. Our close partnership with SPARK, our assistance to the Puente and African American projects, and our leadership of the TTC and Cal Works programs also contribute to the colleges effort to attract, serve and retain a diverse population.

Finally, through our Disruptive Behavior training and coaching, we encourage our colleagues to honor individual and cultural differences and to approach situations regarding student behavior with an attitude of respect and an intention to reach an understanding.

Comments

We are very proud of the services we provide to the campus and community and the significant way these contribute to the college goals and ambitions. Judging from the feedback we receive from students, colleagues and community members, they are appreciative and proud of our contribution as well.

We are particularly proud of our ability to consistently fulfill our primary mission of providing personal counseling support to students and, at the same time, assume a leadership role in responding to emerging college and community needs. Our recent development of the HS, FDC, and CHW programs and our stewardship of the CalWorks program and PeninsulaWorks partnership are examples of the strength, flexibility, and depth of expertise of our unit.

The key to this strength and flexibility is our excellent MFT internship program, which increasingly attracts the best and brightest individuals from our local universities. Their devoted and talented service creates a base of support that allows our Psychological Services unit to provide counseling to a significant number of students and also provide services to the campus and community in the areas of instruction, staff training, consultation, and program development and administrative support.

June 2001

COLLEGE OF SAN MATEO
YEAR-END SUMMARY REPORT, STUDENT SERVICES
2000 – 2001

Date:

June 30, 2001

Summary Report Prepared By:

John Sewart

Student Services Area:

Articulation

Student Services Staff:

John Sewart

Joanna Brown

Jonah Wong

Year of Last Program Review:

N/A

Progress on Recommendations Since Last Program Review:

N/A

Significant Accomplishments in 2000 – 2001:

- On-going re-design of articulation/major preparation section of CSM College catalog
- Created @ 200 major preparation and course-to-course agreements
- Addition of 11 CSM courses to CSU General Education and IGETC transfer list
- Inventory of all CSU and UC www. sites for publication in CSM College catalog
- Inventory of general education transfer requirements for selected California private colleges and universities

Relationship of Significant Accomplishments to Current College Goals/Ambitions:

- Increase FTES
- Enhance CSM visibility and information provided to San Mateo County and San Francisco high school academic community
- Support student academic success, including transfer

Anticipated Goals for Next Year [2001 – 2002]:

- On-going re-design and enhancement of articulation/major preparation section of CSM College catalog
- On-going creation of @ 200 major preparation and course-to-course agreements
- On-going addition of new CSM courses to CSU General Education and IGETC transfer list
- On-going up-date all CSU and UC www. sites for publication in CSM College catalog
- On-going up-date inventory of general education transfer requirements for California private colleges and universities
- Explore feasibility of creating index of “recommended” major preparation agreements NOT found in www.ASSIST.org

Relationship of Anticipated Goals to Current College Goals/Ambitions:

- Increase FTES
- Enhance CSM visibility in the community at large
- Support student academic success, including transfer

Comments:

- The addition of Joanna Brown to our office has been of inestimable value. Joanna has personally enabled the created of several hundred new articulation agreements with four-year colleges and universities. All this was made possible by her unique personality and relationship with the four-year colleges and universities.

COLLEGE OF SAN MATEO
YEAR-END SUMMARY REPORT, STUDENT SERVICES
2000 – 2001

Date:

June 30, 2001

Summary Report Prepared By:

John Sewart

Student Services Area:

Research

Student Services Staff:

John Sewart

Joanna Brown

Jonah Wong

Year of Last Program Review:

N/A

Progress on Recommendations Since Last Program Review:

N/A

Significant Accomplishments in 2000 – 2001:

- Conducted 3 major campuswide surveys in support of Accreditation Self-Study: students, faculty/administrators, and classified staff
- Analyzed campuswide surveys results and prepare summary reports for each individual Accreditation Standard Team
- Conducted CSM Campus Climate Study and distribute results to campuswide community
- Conducted data analysis and surveys in support of CSM's Middle College High School Program
- Began research efforts to render CSM's placement testing database [CAPP]—not part of Banner—accessible and useable for student accountability reports
- Published 6 CSM Research Briefs for distribution to campuswide community
- Provided research support for 4 grants studying various aspects of CSM curriculum, including basic skills math, pre-transfer level English, progression of students to transfer level math, and CSM Middle College program
- Provided ad hoc research support to CSM faculty and administration
- Prepared SMCCCD database for Statewide UC Outreach effort to contact prospective SMCCCD transfer students

- Participated in UC Santa Cruz research consortium to enhance number of CSM transfer students enrolling at UCSC
- Member of Search Committee for VP-Instruction, CSM
- Concluded last year of Tenure Review Committee for CSM Health Center Director
- Performed major revision to CSM Research Web page.

Anticipated Goals for Next Year [2001 – 2002]:

- Publish 6 CSM Research Briefs for distribution to campuswide community
- Provide continuing research support for 4 grants studying various aspects of CSM curriculum, including basic skills math, pre-transfer level English, progression of students to transfer level math, and CSM Middle College
- Secure external funding for at least 1 - 2 research grants
- Provide ad hoc research support to CSM faculty and administration
- Prepare database for UC Outreach effort to contact prospective SMCCCD transfer students
- Continued participation in UC Santa Cruz research consortium to enhance number of CSM transfer students enrolling at UCSC

Relationship of Significant Accomplishments to Current College Goals/Ambitions:

- Increase FTES
- Enhance CSM visibility in the community at large by providing topical information to CSM's Public Information Office
- Support student academic success, including transfer

Comments:

- The 2000 –2001 academic year witnessed a tremendous growth in the number of ad hoc research requests submitted by various faculty for information and data regarding students, programs, and academic outcomes. Jonah Wong has proven to be a wizard at extracting very large amounts of technical and sometimes obscure information from the Banner Student Database—thereby rendering this information useful to faculty in order to improve instructional services and programs.

INTERNATIONAL STUDENT PROGRAM

Year End Review

2000-2001

Statistics

International Student (F-1) enrollments for the 2000-2001 academic year remained healthy each semester with a population 200 (Fall 2000) and 190 (Spring 2001). Based on an average 15-unit load per student each semester, revenue from tuition and enrollment fees totaled \$435,000.00 for Fall 2000 and \$422,000.00 for Spring 2001. Adding to that figure amounts for books & supplies and additional college fees, International Students brought in close to \$860,000.00 in the 2000-2001 academic year.

The 42 new international students admitted for Fall 2000 represent 22 countries and declared 12 distinct major interests. The 30 new students admitted for the Spring 2001 term represent 18 countries and 11 distinct major interests. The entire program remains truly "global" with its population representing approximately 40 countries.

2000-2001 Goals

The International Student Program set three major goals for the 2000-2001 academic year:

1. Develop strategies to increase international student enrollments and preserve the same level of personal service that has made the program well-known;
2. Train a part-time academic adviser to accommodate the needs of international students;
3. Initiate an International Alumni Association for the purpose of program support, new student recruitment, networking and fundraising.

The International Student Adviser (ISA) has begun to develop a formal outreach program with Intensive English Programs (IEPs) which are major sources of students to the college's program. In addition, the application deadlines for both fall and spring semesters have been extended one month beyond the previously established dates. Staff has also begun to review program announcements, letters, e-mail communications and forms for clarity and tone.

Revision and further development of the program's web site was an important project for 2000-2001; however, because of administrative changes, uncertainties with the public

information staff and their priorities, and a lack of time in the ISA's schedule, this was not begun. Since it is a major tool in recruitment of new students, restructuring the program's web page will be the top priority in 2001-2002.

This past spring, the ISA and the interim Dean of Admissions and Records began to explore various other recruitment strategies including advertising in publications directed to international students, recruiting trips, and developing a network of overseas academic advisers sponsored by the US Department of State. The latter will be of top priority since it is the most cost effective method for disseminating information to students overseas. It is equally important to develop a recruitment strategy directed to the parents of prospective students. While multimedia might speak eloquently to the youngsters, their parents (the "real" consumers) will probably need a different source of information.

There is considerable concern in the profession that qualified students, particularly those admitted to community colleges, are not being issued F-1 visas by US consulates in select countries. Over the past few years, our program has experienced an increase in the number of newly admitted students being denied a visa for study, particularly from Fiji, Nepal, Indonesia, Jordan, Palestine and China. In the 2000-2001 academic year at least 12 newly admitted students were either denied F-1 visas or were forced to defer admission because of difficulties receiving visas in a timely manner.

A further concern is the impact of the cost of living in the bay area, particularly on the peninsula, where affordable apartments are scarce and overpriced and where rooms in single-family homes have become less available. Many international students are unsophisticated consumers, and find the cost of food, transportation and daily necessities far too expensive. This places a challenge on the International Student Program to orient new students not just to the college but to the community as well. This is a service that cannot be easily accomplished by an office of two, and we are exploring methods of involving continuing students to help orient new students to life in the community. As one of its services, the Center keeps a file of available rooms in private homes and offers a homestay program through a private organization in the bay area.

In order to maintain and support the level of services afforded to international students, the Vice President for Student Services and the Dean of Counseling and Matriculation have assigned an academic adviser who also teaches ESL to work with international students as part of her advising duties (8 hours per week). This has proved quite successful. Students appear to be comfortable seeing either adviser for program review and direction, although the ISA continues to conduct all Student Educational Planning sessions. During the fall 2001 semester the part-time adviser will be taking a more active role in educational planning. Because of space limitations in the International Student Center, the part-time adviser meets with students in the Drop-In Counseling Center, but this has not caused much inconvenience to any parties.

At the start of the Spring 2001 semester, the International Student Program was awarded a grant from the Critical Needs Fund to begin developing an International Alumni Association. The International Student Adviser personally met with or telephoned

several directors of alumni associations & institutional advancement at local colleges to learn how their programs worked and what software they used to maintain and support them, and to determine how international students might be involved in the life of the college after they left. A number of software products were previewed and one (*Exceed!* by TRAC) was selected because of its "user friendliness," its training and support service, and its cost. The software has been approved for purchase and will be in operation soon. The Vice President for Student Services has enthusiastically supported this project and has offered the part-time help of a staff assistant to get it started.

At present, we have a database of approximately 500 current addresses of former international students, not including recent graduates. Those contacts will be used to create larger mailing lists. Electronic and printed newsletters will be employed to develop interest in the alumni association, and incentives and events will be used to encourage membership.

The International Student Program continues to enjoy an exceptional reputation among its students who refer their friends to the college. The Program will soon be establishing additional goals for the 2001-2002 academic year in hopes of attracting a greater number of qualified applicants by offering programs and services that address their specific needs and ambitions.

Year-End 2000-01 Summary Report
Counseling Services Area: EOPS/CARE
June 28, 2001

Last Program Review: Spring 1997

Progress on Recommendations:

1. Implementation of our mentoring program began in Fall 1997. Presently, 15 staff and faculty serve as mentors. Mentees are heavily recruited at the beginning of each semester and on-going referrals are made to the Mentor Coordinator. Mentees and mentors meet on a regular basis; with mentors providing an environment of sharing, learning and growing for the mentee. A yearly newsletter is published to cite accomplishments and recruit.
2. One full-time classified and one half-time certificated personnel have joined the EOPS team. The increased staff has greatly improved program operations but additional staff is needed for our growth and progress.
3. Positive discussions have begun with the Dean of Articulation and Research to conduct a survey on EOPS success rates. Plans are to initiate this project in Fall 2001.

Significant Accomplishments in 2000-01:

- First Summer College Readiness Program: **20** students participants; **18** continued at CSM- Fall 2000
- CARE Services Information mailed to over 500 county cash-aid recipients
- First joint meeting with Financial Aid staff (plans are to meet once each semester)
- First Annual Shadow Day: **35** students from seven (7) target high schools
- Hillcrest Juvenile Center and Redwood High School: five-part workshop on college preparedness
- Two four-part parenting workshops
- **26** students earned associate degrees or certificates; **31** students transferring to four-year schools; **45** students on the dean's list; **170** students earned a 3.0 gpa or higher; and **55** students received scholarships
- Exceeded Chancellor's Office mandate to serve **479** students; actual students served was **507** (an increased of **16%** over the previous year)

Significant Activities in Progress:

- Summer 2001 College Readiness Program: **20** students
- College preparedness workshops at Hillcrest Juvenile Center

Anticipated Goals for 2001-02:

- Implementation of Peer Advising Component
- Develop an EOPS/CARE Student Handbook
- Strengthen the relationship with three target high schools; some personnel are not receptive to community college for their students
- Upgrading of computers
- Remodeling of office

Submitted by: Adrian Orozco, EOPS Director

YEAR-END 2000-01 SUMMARY REPORT

May 24, 2001

To: Dr. Patricia Griffin
Vice President Student Services

From: Pete Nannarone
Interim Director of Security

Year of last program review: N/A

Progress on recommendations since last program review: N/A

Significant accomplishments in 2000-01:

1. 10% reduction in reported crime from 1999.
2. Addition of two full-time security officers.
3. Created and filled new position of "lead" security officer.
4. Complied with state mandated training requirements for college security officers.
5. Security officers received training in the use of batons and pepper spray.
6. Formed a parking committee composed of various "stakeholders."
7. Developed a "Nordstrom's" customer relations philosophy for the security department.

Relationship of significant accomplishments to current College goals.

The addition of two full-time officers had some impact on reducing crime. It allowed us to have two officers on each shift except midnights. This allowed us to have a higher visibility on campus and not only discourage crime, but lend a feeling of safety to our clients.

The lead officer can now supervise officers during the evening hours. Previously, when the supervisor left for the day, the evening officers were unsupervised. The lead officer also assists with operations when the supervisor is on vacation.

Training is an important component of having an efficient organization. The officers understand their role in a college environment and what they need to do to keep the campus safe. Having them trained in the use of non-lethal weapons gives them the

confidence to carry out their responsibilities in a professional manner and helps others feel that they are protected.

The formation of a parking committee, composed of staff, faculty, and students, gave everyone input on how to improve parking on our campus. Improving parking and the permit process will make it easier for everyone and lends itself toward our user-friendly philosophy.

The College of San Mateo wants to improve customer relations to increase attendance. The officers understand this mission. They have been told of our philosophy from my first day on campus. I feel that this actually begins with the hiring process, selecting only those candidates who demonstrate good interpersonal skills.

Anticipated goals for next year, 2001-02.

While the new supervisor, after reviewing the organization, will set his own goals, he will also inherit what has been set in progress:

1. Completion of the security office work station.
2. Completion of the security officers relocation from Building 4 to Building 1.
3. Completion of parking signage replacement where needed.
4. Schedule mandated training for new officers as it becomes available.
5. Test for permanent replacement for Office Assistant II position.
6. Continue the parking committee and monitor changes that are currently being instituted. Continue to look for additional ways of improving the permit process and parking on campus.
7. Consider hiring one or more additional short-term officers.

Relationship of anticipated goals to current College goals.

The security office workstation is antiquated and is not ergonomically designed for the employee. It is not user friendly nor attractive. By redesign, it will become ergonomically correct. It will also be user friendly by having a lower counter design that will assist the disabled.

Relocating security officers from the "attic" of the theatre will bring them into the main stream and they will be closer and more visible to the population we serve. This will also lend itself to more efficient supervision of the officers.

Improving signage on campus (where needed) should make it easier for everyone to understand the parking regulations. This in turn would make the campus more “user friendly.”

Comments:

The security department is in transition. For the first time in almost four years, the department will have a full-time supervisor. The supervisor will also have a new staff assistant.

While a lot of progress has been made, the new supervisor will have to complete all of the goals listed in order to continue the progress and add the needed stability to this division.

Year-End 2000-01 Summary Report

Date: June 5, 2001

To: Pat Griffin

Summary Report Prepared by: Steve Morehouse

Student Services Area: High School Relations

Student Services area staff: Steve Morehouse

Year of Last Program review: 1998-1999 as part of Counseling Services
Program review

Progress on recommendations since last program review: I participated in providing systematic and comprehensive information to counselors/advisors on issues related to the recruitment of high school students and procedures related concurrent enrollment.

Significant accomplishments in 2000-01:

- Published a Pre-Application Quick reference Guide for Associate Degree/Certificate Programs Requiring Supplementary Applications within the SMCCCD
- Coordinated a special recruitment mailing campaign to all currently enrolled high school students promoting CSM enrollment through our priority registration programs.
- Assisted in the development of a Medical Emergency Form for High School Concurrent Enrollment Students.
- Recruited, evaluated and approved over 700 concurrent enrollment applications from high school students throughout the bay area.
- Contributed text for the publication of two issues of the CSM Scene, and delivered both to all high schools in our immediate service area.
- Ensured that all high school college centers throughout San Mateo County were well supplied with appropriate CSM materials (e.g., Class Schedules, Catalogs, Concurrent Enrollment forms, CSM view brochures, etc.).
- Staffed tables at over 19 College Nights/Fairs at schools and colleges throughout San Mateo County.

- Made 24 CSM/Community College Presentations at high schools throughout San Mateo County.
- Conducted 24 CSM/SMCCCD Application Workshops throughout San Mateo County.
- Conducted Career & Educational Planning Inventory Workshops on 31 different days throughout San Mateo County and at two High Schools in San Francisco.
- Recruited over 600 new high school students to participate in CSM's "new student" matriculation program (Priority Enrollment Program-PEP).

Relationship of significant accomplishments to current College goals/ambitions:

All accomplishments as listed above are related to current College goals/ambitions in two specific ways:

1. They are directly connected to the ambition of "Effecting Institutional Change" by planning activities to improve College's ability to attract and serve students.
2. They are connected to the ambition of "Promoting Institutional Advancement" by increasing the visibility of College in the Community.

Anticipated goals for next year, 2001-02:

From my own personal perspective, I have recently noticed two conflicting issues happening simultaneously. On the one hand, the Office of Counseling Services (and to a lesser degree Office of Admissions and Records) as it is currently structured and managed, has not been able to take advantage of the recruitment efforts that this college undertakes, and matriculates less students (both "new" and "concurrent") as a consequence. (See attached information). While on the other hand, the amount of outreach efforts in the form of phone mail, E-mail, and visits from high school students/parents/counselors/career resource staff during the course of the year continue to increase dramatically.

So while it is paramount that we maintain or increase the current level of outreach services provided to all high schools throughout the county, I also realize that we cannot sustain this level of outreach effort with so few personnel. And at the same time, I feel that changes need to be made in the "post-application" phase of the College's operation to ensure that recruited students stay in the pipeline and matriculate in a successful and timely manner.

So, I guess Goal #1, will be to assess the value of my school relations efforts and related productivity in the area of recruitment, against a matriculation process which is experiencing difficulty in keeping new applicants (and concurrent students) in the pipeline and effectively matriculating them through the enrollment process.

Goal #2. To recommend additional outreach staff to help maintain and/or increase our level of outreach efforts. (See copy of sample job announcements). There is no question in my mind that the greatest return on investment for CSM is the recruitment of new students. I also recognize (as articulated above) that this is an area of increased activity, and that CSM could directly benefit from having additional staff working in the area of School relations, to help augment and complement our current outreach efforts.

Goal #3 Work with the Office of Admissions and Records to offer High School Concurrent Enrollment Students Orientation Program and/or to develop an information packet or brochure to send to all Concurrent Students.

Goal #4 To develop a Pre-Application form for high school students to complete prior to attending a CSM application workshop. It is hoped that by completing this new form in advance of the workshop, students will be able to more fully complete the application and hand it in at the conclusion of the workshop. Previously students typically needed to mail the forms back to CSM only after taking them home to get their SS#, or find out how long they have lived at their present address and when guardian's stay in California began.

Goal #5 Continue to refine the Spanish Version of Career and Education Planning Inventory with has already been in use at a few local high schools.

Relationship of anticipated goals to current College goals/ambitions:

All anticipated goals as listed above are related to current College goals/ambitions in two specific ways:

1. They are directly connected to the ambition of "Effecting Institutional Change" by planning activities to improve College's ability to attract and serve students.
2. They are connected to the ambition of "Promoting Institutional Advancement" by increasing the visibility of College in the Community

Year-End 2000-01 Summary Report

6/11/01

Prepared By: Sharon Bartels, RN

Student Services Area: Health Services

Administrator:	John Sewart
Faculty:	Sharon Bartels, RN
Staff:	Gloria D'Ambra, OA II William Watson, SPARK Director
Part-time nurses:	Edna James, RN Shirley James, RN Tanya Isaeff, RN Ruth McCracken, RN

Last program review: 1997-1998

Program Review Recommendations, and Progress:

1. Improve Visibility and Accessibility.

Visibility and access continue to be a problem. However we are working toward adding an examination room in the health center. This will allow for a more efficient delivery of services.

2. Hire a Health Educator

We have not been able to hire a health educator, however we have received a grant for Alcohol and Other Drug Prevention. This has been funded by the county for the last two years, and has been very successful in achieving visibility on campus. In the future I would like to see this position institutionalized.

3. Physician Clinical Services

We are in the process of hiring a physician on a part-time basis. This will allow us to expand the clinical services available to our students.

Activities in Progress:

- ◆ Planning a hepatitis community awareness campaign, with the city of San Mateo. This event will be hosted at CSM in October.
- ◆ Making arrangements to hire a part-time physician in the fall.
- ◆ Working on protocols and procedures for expanded services
- ◆ Obtaining a CLIA certificate for lab work performed on campus.
- ◆ Establishing a drug formulary, for pre-packaged prescription drugs
- ◆ Establishing a relationship with Unilab to perform blood tests and PAP smears.
- ◆ Assuming the position of State President of Health Services Association of California Community Colleges, beginning July 2001
- ◆ Alcohol and Other Drug Prevention Grant to be renewed for 2001-2002
- ◆ SPARK program has successfully implemented a Peer Educator program. Their work will continue next year.

Anticipated Goals for 2001-2002:

- ◆ Provide expanded medical services on campus.
- ◆ Provide immunizations: hepatitis, flu.
- ◆ Implement treatment protocols, and instruct part-time nurses in appropriate use of them.
- ◆ Create data base and tracking systems to closely monitor cost and effectiveness of expanded medical services.
- ◆ Offer smoking cessation clinics.
- ◆ Provide free nicotine patches to students.
- ◆ Certify staff and students in First Aid and Adult CPR.

2000-01 Summary Report

Date: June 2001
Prepared by: Carlene A. Gibson
Area: Admissions and Records
Staff: Dean, Assistant registrar, 1 A&R III, 8 A&R II, 1 A&R I, 1 Staff Assistant, 2 vacancies.

Program Review: 1997-98

Progress on recommendations of the A&R Task Force in lieu of Program Review

1. **Customer Service Training:** Customer Service Training is being implemented campus-wide during the 2001-2002 year. A&R will be a participant in the program. The A&R staff discusses customer service process and concepts during their weekly training sessions.
2. **Campus Information Centers:** A&R has computers available in their lobby area for students to access their records, add or drop classes, and access the CSM web page. As part of improving service to students, A&R has taken over many of the cashiering functions and the distribution of parking stickers.
3. **Extend Service Hours:** A&R is open on the first two Saturdays of the semester. If Saturday offerings increase, we will assess the need for additional Saturday hours.
4. **Extend SMART/WEBSMART Service:** The hours of service have been extended. Students are able to access their unofficial records and other documents through the web.
5. **Improve Consistency among the Colleges:** The Registrars group meets twice a month to establish consistent practices and policies. This has significantly improved information provided to the student.
6. **Outgoing Transcript Production:** Implemented
7. **Unify Cashier Functions:** Implemented at CSM
8. **Provide A&R Web Access for students:** Implemented January 2001.
9. **Image Pre-1981 Records:** This recommendation was started. The District is currently researching systems that would be implemented District wide. The equipment in CSM A&R is not usable at this time.
10. **Implement Banner Transfer Articulation:** Being developed through the new Degree Audit Program (CAPP).
11. **Implement CAPP:** The IGETC for UC and CSU data has been entered and tested. It will be in production for final checks for the transfer students

Goals for 2001-2002

- Participate in creating and writing a Strategic Plan for CSM
- Continue the development of the Degree Audit Program
- Continue to improve and streamline processes for students
- Participate in activities to increase visibility of CSM in the community
- Improve communications with the Counseling staff
- Participate in the Instructional Deans Council
- Participate in enrollment management activities directly related to increasing CSM FTES
- Have the A&R staff functioning at the fullest potential of the job descriptions

Year End 2000-2001 Summary Report

Summary Report prepared by: Steve Myrow
Student Services Area: Financial Aid
Staff: Steve Myrow
Doreen Garcia
Claudia Menjivar
Gail Tubbs
Year of last program review: 2000

Progress on recommendations since last program review:

The last program review made six recommendations: expand Office of Financial Aid (OFA) hours to include an additional evening during the week, develop financial aid links to the college website, develop a student training handbook, establish more locations for the dissemination of financial aid forms, expand OFA's high school outreach efforts, and streamline the academic transcript assessment process.

In the ensuing months, the OFA has successfully developed financial aid links on the CSM website and streamlined the academic transcript assessment process. The OFA is planning on purchasing magazine racks for Building 5 and the Library to make financial aid forms available in these high traffic areas. The OFA plans to expand office hours, once a full time OAI is hired. The OFA will be increasing its high school outreach effort this summer, as it sends Cal Grant information to recent graduates. It will also be contacting local graduating seniors in Fall of 2001. Work on the student training handbook is in progress.

Significant accomplishment in 2000-2001:

- Awarded \$2,040,612 in federal and state aid, including \$1,066,793 in Pell Grants, \$194,418 in SEOG Grants, \$61,321 in Perkins Loans, \$156,484 in Federal and CalWORKS work study, and \$387,615 in BOG waivers. In 2000-2001 provided financial assistance to 2171 students.
- Managed full utilization of Federal Work Study funds.
- Worked with ITS to develop GPA report for Cal Grant submission.
- Took District lead in implementing Banner RFMS and Return of Title IV Aid software.
- Employed 10 minority students under the Federal Work Study and CalWORKS Work study program.
- Participated in outreach to local high schools.
- Staff member created and implemented high school outreach "Shadow Program."
- All OFA staff trained on federal financial aid software.
- CSM default rate lowered to 8.3%.

Relationship of significant accomplishments to current College goals/ambitions:

The OFA's primary function is to provide financial assistance to students in support of their academic endeavors. A student-centric financial aid office, which is concerned with student needs, is essential to both attracting students to a successful college (or university) and then retaining them. The OFA's efforts in providing financial assistance, as well as working with the various types of software and ITS issues, is definitely connected to CSM's enrollment management goals.

CSM has been actively involved in supporting diversity issues on campus. By employing minority students and utilizing them in key student positions within the office, the OFA works toward accomplishing institutional diversity-related goals.

The OFA's outreach efforts are related to CSM's enrollment management goals.

Anticipated goals for next year, 2001-2002:

- Maintain or exceed 2000-2001 funding figures.
- Have all staff attend federal financial aid training workshops.
- Have all staff attend student sensitivity training workshops.
- Increase Cal Grant outreach effort.
- Complete a student training manual.
- Increase loan default management efforts.
- Hire FT Office Assistant II.
- Increase evening hours.
- Increase high school outreach effort
- Continue employment of minority students in high visibility student worker positions.

Relationship of anticipated goals to current College goals/ambitions:

The meeting of these goals would help CSM achieve its enrollment management and diversity related goals.

Year End Report DSP&S

Summary Report prepared by: Joan Hare, DSP&S Specialist

Student Service Area: DSP&S (DRC, LD Assessment, HTC, and APE)
TTC (Please see Tim Stringari's Report)

Student Service Area Staff: Joan Hare, DSP&S Specialist (FT)
Marie Paparelli, Learning Disability Specialist (FT)
Carolyn Fiori, High Tech Specialist (FT)
John Hogan, APE (FT)
Mikel Schmidt, APE (FT)
Janet Hogan, APE (PT)
Anna Sewart, APE (PT)
Laura Skaff, Program Assistant, LD Assessment Center (FT)
Clara Johnson, Program Assistant, DRC (48%)

Year of last Program Review: CSM 1998
State Chancellor's Site Review 1999

Progress of recommendations since last Program Review:

- ◆ DSP&S continue to work with facilities in improving physical access to the college.
Electric doors are installed in Bldg. 5, 8, 9, 12, 14, 16
Restrooms in Bldg. 16 have been redesigned to meet ADA requirements, including electric doors.
- ◆ Classroom relocations are completed in a timely fashion by working with the Department Deans, Administrative Assistants, and Office of Instruction.
- ◆ Laura Skaff, Program Assistant for the LD Assessment Center is 100%
- ◆ TTY is available in Bldg. 16, Room 150. DSP&S continues to work with ITS in providing public access to TTY at payphones.
- ◆ Due to the relocation of LD Assessment Center, there is now additional space available for LD Assessment.
- ◆ Improve and expand student recruitment and outreach activities with local high schools, community agencies, and advocacy groups.

DSP&S continues to work with Department of Rehabilitation, feeder high schools, advocacy groups by providing outreach and DSP&S Orientations. In addition, DSP&S continues to participate in "life After High School", Parent's Night (CSM), San Mateo Commission on Disabilities, Center for Independence of the Disabled, San Mateo County Mental Health.

- ◆ Improve and expand space and facilities on campus to more adequately meet the needs of students and to increase compliance of Title V.

With the relocation of DRC, LD Assessment Center, and HTC, DSP&S are able to serve students with special needs more productively. The merger of the DRC

and the Learning Disability Assessment Center has allowed like services to be provided in the same area. The HTC being relocated across the hall from the main center has allowed for consolidation of DSP&S services.

- ◆ Explore additional sources of funds to improve and expand DSP&S services through grants, community partnerships & liaisons with other funding agencies.

DSP&S continues to explore additional funding sources

Significant Accomplishment in 2000 – 01:

- ◆ Served over 620 students with disabilities.
- ◆ Provided over 650 accommodations (Test Accommodations, classroom relocation, tables/chairs), not including parking permits
- ◆ Hired Sue Roseberry as the Alternate Media Service Provider (OA2)
- ◆ Relocation of DSP&S from Bldg. 18, to Bldg. 16. New facilities with furniture. (Spring 2001)
- ◆ Increased outreach to Coastside for APE
- ◆ Worked with Counseling Services in providing CRER 121 & 122 for students with disabilities.
- ◆ Moved Disability Parking request to DSP&S.
- ◆ Continue to work with Department of Rehabilitation and feeder High Schools to increase enrollment of DSP&S thus increasing funding.
- ◆ DSP&S Specialist, Learning Disability Specialist, and High Tech Specialist continue to serve on State Chancellor's Advisory Boards.
- ◆ Joined in partnership with Center for Independence of the Disabled in "Fun Roll 2000"

Relationship of significant accomplishments to current College goals/ambitions:

Manage Enrollment

With the continual outreach and relationships with community agencies and advocacy groups, DSP&S continues to work at increasing enrollment in DSP&S as well as the college itself.

Effect Institutional Change

- ❖ CRER 121 & 122 continues to provide additional support to students with disabilities.
- ❖ Expansion of DSP&S offices has allowed more flexibility in providing students with disabilities educational accommodations.
- ❖ Participated with Cañada and Skyline in draft of Accommodations Policy that will be review by the colleges' Academic Senates. and Board of Trustees Fall 2001.

Improve Facilities, Grounds and Equipment

- ❖ Expansion and renovation of DSP&S in Bldg. 16.
- ❖ Restrooms in Bldg. 16 remodeled in accordance with ADA.
- ❖ Electric doors in Bldg. 9, 12, and 14.

Promote Institutional Advancement

DSP&S Faculty continue to serve on State Chancellor's Advisory Committees. Continue to work with advocacy groups for community events to be held at CSM

Anticipated goals for next year, 2001 - 02

- ◆ Work at implementing Advisory Committee for DSP&S with community members.
- ◆ Increase funding for DSP&S by increasing weighted count.

- ◆ Hire permanent support staff for APE
- ◆ Increase outreach of APE to off-campus sites
- ◆ Broaden college community knowledge level of DSP&S Services
- ◆ Increase enrollment of DSP&S and CSM as a whole by providing outreach services.
- ◆ Continue working with KCSM in implementing close captioning for videos.
- ◆ Work with faculty and staff in order for smooth transition in ordering text in alternative formats.
- ◆ Continue working with library and computer labs on campus to increase access for students with disabilities.
- ◆ Continue working with ITS to provide TTY access for general public at CSM.
- ◆ Work at increasing funding to hire permanent part-time LD Specialist.

Relationship of anticipated goals to current College goals/ambitions:

The above goals have a close relationship to the College goals of increase enrollment, effect institutional change, improving facilities, and promoting Institutional Advancement.

Career Services Center Productivity Report Year End 2000-01

June 17, 2001

Prepared by Elaine Burns

Career Services Center

Staff: Elaine Burns, Eileen O'Brien, Michael Mitchell,
Kenny Gonzalez

Last Program Review 1995-96

Progress on recommendations and overall program goals and objectives since last program review.

1. *Assist students in developing Career and Life Planning skills, including Educational Planning.*
2. *Provide delivery services in a variety of methods, places and times to better meet the need of our county's diverse population.*

Spring semester 2001, over 2500 students signed-in using the Career Services Center.

1500 students signed-in between 8:00 and 12:30

650 students between 2:30 and 4:30

350 used the Center during evening hours

The Career Services Center is open 50 hours a week.

Accomplishments

The CRER 133 class has been redesigned in a flexible scheduling format to allow a wider range of times available for students, both day and evening.

Topics are included to meet the need of, and to encourage Calworks students to participate.

Topics are offered at off campus locations for students who otherwise could not participate.

Students may elect to earn .5 to 1 unit of credit and may re-take for up to 4 times. New topics are added to the schedule periodically.

Progress rated very successful

- 48 students enrolled in CRER 133 for Fall semester 2000
- 77 students enrolled in CRER133 for Spring semester 2001
- Students have a choice of individual counseling or group

- Offer individual counseling hours of over 45 hours per week to any walk-in client
- Provided 64 day scheduled career topic workshops
- Provided 25 evening scheduled career topic workshops
- Developed and presented 8 new Calworks workshops
- Made arrangements through Office of Instruction for an off campus course, CRN number and registration process specific to CRER133

Goals for 2001-02

On-going

Expand the topics as needed for CRER133

Use CRER 133 as a short course offered in the community, to increase the visibility of the College in the community.

3. *Coordinate Career and Life Planning services with other Student Services and Instruction Programs.*

Accomplishments

- Currently the Business Division, Accounting Program, has included the CRER133 as a requirement for completing the certificate in accounting and office practices. Instructors within the Tech. Division are considering implementing this model for Fall 2001.
- Provided Job Preparation and Placement workshops for campus clubs, career classes, EOPS, Transition to College, DSPS, Business classes.
- Received frequent referrals from Faculty and staff to provide one-on-one Career counseling to students who expressed uncertainty about career/major, thereby assisting students to find purpose for remaining in college.

Progress rated very successful

The above activities reflect the College of San Mateo's on-going institutional goals 1.A.2, continue to implement the Enrollment Management Plan by offering non-traditional offerings that reflect more flexible scheduling alternatives.

Goals for 2001-02

Contact specific faculty to plan a program related CRER 133 class.

4. *Maintain relevant and up-to-date information necessary for use in career decision making.*

Accomplishments

An improved system for organizing labor Market information was developed this semester. Students have direct access to job postings through a streamlined filing and display system. Additionally, computers with the latest software programs are available for students' use which allow access to electronic information concerning employment, careers, majors, labor market, self-assessment and other ancillary information to aid students in the difficult process of choosing appropriately.

Progress rated very successful

- Revised and improved the job listing information
- Piloted a method to gather student information for an employment database using student questionnaires
- Piloted a method to increase walk-in student success in using job search information

The above activities reflect CSM's institutional goal 2.C.3, Use data generated from relevant sources to plan activities to improve services.

Goals for 2001-02

On-going
Design a Website

The following comments reflect activities related to the Student Services Model-Five Year Plan to upgrade career services in the area of careers and placement.

Accomplishments

Sponsored two Career Day events to provide students with access to educational and job information and to facilitate the employer/students contact. A secondary goal was to establish working relationships with the faculty at large.

Progress rated very successful

- Aviation Career Day—over 300 participants
- Get Linked Career Faire – over 700 Participants
- Employer Recruitment: 726 applicants seen by employers, 249 interviews/placements for a 34% placement rate

The above placements are a result of the on-going agreement the Center has with local employers to provide employers table space to conduct informal recruitment and interviews for part-time and casual work. This process is considered passive recruitment,

which is not directly related to CSM's programs of instruction, therefore it is not placement in that formal sense.

Goals for 2001-02

Provide two mini Career Days for Tech. Division, Aero and Multi-media

Continue to offer Get Linked.

Continue to work with employers to schedule on-campus recruitment

Improve the on-campus recruitment to resemble Department specific recruitment for students completing a course of study.

Develop a Website with Career and Job Placement information provided.

These goals relate to CSM's 2.A, 4.C, and 4.E.

Job Placement

At the time the last program review was written the concept of a full-time job developer/placement counselor was not established. Goal 4 Program Review above speaks to this goal somewhat. The need to provide up-to-date information concerning jobs, labor market trends, specific skills and duties demanded by the local employment base requires the skills of a full-time job developer/counselor. It has been determined that this position must be dedicated to researching the labor market, identifying jobs and internships, informing students, interacting with faculty and making CSM's programs known to county employers. This new CSM faculty position is a reality. An experienced Career Counselor is on staff and progress is being made toward developing a full service Placement Office.

Accomplishments

- Developed relationships with 25 employers
- Discusses internship possibilities with 16 new employers
- Referred 13 students to GSA, Guinness, Litton Electronics, Applied Graphics, Genentech and others.
- Four students hired as a result of Internship/Placement development, three ET student and one business student.
- Revised student application and employer request form.
- Administered internship survey to 108 students. Results: 38% interested in internship, 40% currently working, 45% need paid internship, 15% request summer internship, 30% request fall internship
- Began a process of data collection to build a data base
- Continued meeting with faculty to discuss and inform

Goals for 2001-02

Continue placement development to expand program

Develop Data Base

Develop student marketing flier, advertising program

These Goals above relate to CSM's 4.C and 4.E

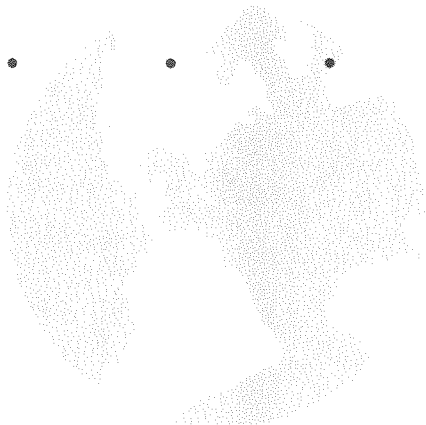
CalWorks

- Full-time students 20+ CalWorks
- Part-time students 8+
- These are high risk students therefore the CalWorks counselor works extensively with all other areas of student services
- Outreach activities: over 10 agencies contacted on regular basis (see attachment)
- One Stop activities: counselor holds regular biweekly counseling sessions at the local One-Stop/recruitment
- Workshops directed to the needs of CalWorks population:
- Retention for this risk population is significantly improved by utilizing both on and off campus resources
- An increase in transfer in this population
- Increase in placement both on and off campus
- The end year report will show approximately 50 students served
- The CalWorks counselor has identified the resources most significant to keeping students in class (over 10 agencies now identified as good referral sources to meet student's additional needs)
- Study skills workshops .5 unit (8 hours) designed and delivered by CalWorks counselor (support activities for first time college students)
- There has been a 33% increase in Work Study used benefiting both students and on-campus programs and services
- There has been a 21% decrease in Books and Supplies expenditures despite serving the same number of students. This has been largely in part to the successful book loan program

The above activities reflect CSM's institutional goals 2.A, 4.C

Transfer Center

End of the Year Summary 2000-2001



*Prepared by Aisha Upshaw and Krystal
Duncan*

Transfer Center Year End Summary

2000-2001

Prepared by

Aisha Upshaw/Krystal Duncan

June 28, 2001

The Transfer Center began this academic year with a vacancy in the classified position. Subsequently, there were a minimum number of workshops scheduled, and the Transfer Center Activities Brochure was neither produced nor mailed until the spring semester (April/May). The impact of this was primarily felt in the number of University Representative appointments, and attendance at the Transfer Center workshops. It seemed to have no impact on drop-in traffic. With the help of a part time and post retirement counselor during the fall semester, the Transfer Center started collecting drop-in student contact data, as best we could, in October. The number of students reported as contacts does not always refer to a new student, but often includes a student who has returned to the Transfer Center for additional information.

In addition to the Transfer Center workshops, we continue to coordinate the following programs:

- Transfer Admission Agreements (UC Davis, UC Santa Cruz, UC Riverside, Santa Clara University, College of Notre Dame, Menlo College, University of San Francisco)
- Cooperative Admissions Program - UC Berkeley
- UC Santa Cruz Dual Admissions Program
- Transfer Day

We have initiated the review necessary to become a Transfer Admission Agreement partner with UC San Diego. To qualify for a TAA program, UC San Diego requires that a minimum number of students from a community college enroll at their campus, for two consecutive years. CSM has more than the required minimum number of students admitted to UC San Diego, but not enough of the students admitted have decided to enroll to qualify CSM for the Transfer Admission Agreement. This year the Transfer Center added a UC San Diego University Representative, and we hope to qualify for the TAA this fall.

The CSM Transfer Center is also a member of the statewide Transfer Center Directors Association.

Program Review

The last Program Review was conducted during the 1995-96 academic year. Of the six recommendations made, four of them fall outside the purview of the Transfer Center (Tracking, Data Collection, Articulation, New Technologies). The last two recommendations were **Expanding Transfer Opportunities** and **Serving Underrepresented Students**.

Expanding Transfer Opportunities Recommendation

While the Transfer Center currently provides enrollment and transfer information (e.g., major articulation agreements) about public and private institutions throughout California and, on a more limited basis, public and private institutions throughout the nation, the SMCCCD should explore the possibility of expanding the

range and type of transfer information available to students in order to facilitate transfer to four-year post-secondary institutions.

This recommendation has been met. The Transfer Center Web Page makes available to CSM students direct access to transfer admission information, to facilitate transfer, to every public and/or private university in the United States.

Serving Underrepresented Students

Recommendation

As the vast majority of underrepresented students begin their higher education at community colleges, programs like the Transfer Center will need to continue to explore new ways to efficiently provide special services to educationally disadvantaged and underrepresented student. This is necessary to ensure that these students receive the information, support, services, and preparation needed to transfer. More counselor/advisors with transfer expertise and training will also be needed.

Successful transfer programs and activities at other community colleges should be reviewed for possible implementation at CSM (e.g., Puente Program, African American Achievement Program, Summer Scholars Transfer Institute, Transfer Mentor Program).

Though we were not able to this year, the Transfer Center has continued to coordinate a Mini Transfer Day College Fair and, in conjunction with EOPS, campus tours specifically for underrepresented students. The Transfer Center worked, from its inception, on the planning committee of the African American Recruitment and Retention Program and will work with the Coordinator/Counselor to coordinate activities for the students in this program. With Puente, and the implementation of the African American Recruitment and Retention program this fall, this recommendation has been met.

Significant accomplishments in 2000-01

- Transfer Center Web Page
- Degree Programs for Working Adults, which is a college faire we offer as a service to evening students, has been adopted by local private colleges as a model program to be implemented at other community colleges

Relationship of significant accomplishments to current College goals/ambitions:

- Both the *significant accomplishments* and our *anticipated goals* relate directly to the following District/College goals:

provide lower division programs to enable students to transfer to baccalaureate institutions;
provide a range of student services to assist students in attaining their education and career goals.

Anticipated goals for 2001-2002:

- Create, publish and distribute a Transfer Center Newsletter
- Develop Transfer Admission Agreement Program with Historically Black Colleges
- Develop programs, with Dean of Counseling, to institutionalize transfer so that transfer and transfer programs are thought of, by the CSM community, as the responsibility of the institution rather than the responsibility of the Transfer Center
- Include AA degree information in transfer workshops to increase the number of students who complete an AA degree before transferring.

Relationship of anticipated goals to current College goals:

- See above
- We have a *Partnership for Excellence* goal to increase the number of students who transfer. According to representatives from community colleges with very high transfer numbers, the institutionalization of transfer is imperative.

Transfer Center End of the Year Summary

October - May 2001

Appointments with Transfer Center Counselor: 383

Transfer Center Drop-ins: 674

Spring Semester 2001

College Representative Scheduled Appointments, Drop-ins and Workshops:

UC Berkeley Drop-in Only

UC Davis 7

UC San Diego 3

UC Santa Cruz 5

CSU Hayward 8

San Francisco State 8

San Jose State 7

Saint Mary's Drop-in Only

University of San Francisco 2

College of Notre Dame 3

Golden Gate University Drop-in Only

Menlo College Drop-in Only

Total Appointments: 43

San Francisco State University Instant Admission: 135

Evening College Faire: 215

University Day, UCLA: 11

Nursing Major Day: 16

Total Appointments and Workshops: 420

Transfer Center Workshops: 74

CAP Orientation 22

Transfer Admission Agreements: 46

Transfer Day 525

Total Student Contacts for 2000-2001 Academic Year: 2,144

TRANSITION TO COLLEGE 2000-2001 YEAR-END SUMMARY REPORT

Summary Report Prepared by: Tim Stringari and Dee Howard

Student Services Area: Psychological Services/DSP&S

Year of Last Program Review: Transition to College (TTC) was last reviewed by the state DSP&S in 1999-2000.

Progress on recommendations since last review: State reviewers recommended that TTC secure additional space to allow for more privacy for students who are receiving counseling. Present conditions require that too many staff (case manager, educational coaches, student assistants, intern) use the same space at the same time interfering with privacy and confidentiality. TTC staff has been borrowing additional office space from the Social Science and/or Business Division as a short-term solution.

Significant Accomplishments in 2000-01:

- One hundred and ninety-four students with psychological disabilities received services from the TTC program. Services included: specialized instruction; tutoring; educational coaching; academic and disability related counseling; case management; support in enrollment and financial aid processes; support groups; peer counseling; liaison with faculty and special help in handling collegiate requirements, such as filling out applications for scholarships and graduation.
- Six sections of specialized career courses were offered to TTC students including Beginning Peer Counseling, Transition To College, Disability Management, and Skill Development for Career Growth.
- An Educational Coaching Handbook was completed. It will be used to train new coaches for TTC and DSP&S.
- A Handbook for TTC Interns was developed.
- A syllabus and activities guide for Crer 138, "Skill Development for Career Growth," was developed.
- Nine TTC students received awards at the CSM Scholarship Convocation. Anita DeSilva, a TTC tutor and office assistant was awarded a Bill Gates Scholarship and a National Chicano Scholarship.
- Eleven TTC students met requirements for Associate Degrees and/or Certificates. Four graduated and seven received certificates. Two students are transferring, one to UC Berkeley, and the other to CSU San Francisco.

- The 10th anniversary of Supported Education in the San Mateo Community College District was observed with a festive event. The featured speaker was Sylvia Shumard, M.A., a former TTC student who is now a doctoral student at The Institute for Transpersonal Psychology and a part-time faculty member at Canada College.

Goals for 20001-02

- Locate additional space for the program to alleviate the current problems of six "staff" members providing services to TTC students working in one small office.
- Produce a handbook which details the various procedures and functions of the TTC program. This document could be utilized to train new staff for the SMCCD as well as training DSP&S or Psychological Services staff at other colleges.
- Secure permanent course status for TTC's new CRER 680 course, "Wellness Planning for Career Success" (formally entitled "Disability Management").
- Work with County Mental Health professionals, mental health consumer groups and CSM's SPARK program to create a new 12 unit Certificate of Completion in Peer Support Services. Presently, peer counselors trained by TTC receive a certificate from San Mateo County Mental Health.
- Enhance the Educational Coaching Program by recruiting new coaches and offering an Educational Coaching Training Workshop in the fall to prepare them to work with TTC students.
- Re-evaluate and restructure the Wednesday Lunch Group Program in light of the lack of attendance shown this past year.
- Form a Study Hall Program for Crer 680 students utilizing educational coaches as mentor/advisors.
- Convene a special staff work group to develop a plan for the smooth transition of staff for the TTC program when the current counselor retires in May 2002.

Relationship of Accomplishments and Goals to Current College Goals:

TTC's accomplishments for this year and goals for next year contribute to the overall goals of the college in the areas of Enrollment Management and Effecting Institutional Change. TTC contributes to these by assisting in the college's efforts "to attract, serve and retain a diverse population".

Enrollment Management

In partnership with San Mateo County Mental Health and 19 other local and state agencies and organizations, TTC recruits students with psychological disabilities that would otherwise not attempt to attend college. Through its excellent system of on and off-campus supports, TTC has consistently maintained an 85% retention rate from semester to semester and a course completion rate of 80%. In addition to recruiting and retaining students, TTC contributes to enrollment management by offering up to six sections of specialized instruction each year. The instruction for the majority of these is provided to the college at no cost by our community partners there by enhancing the fiscal value of the FTES that these courses generate.

Effecting Institutional Change

Over the past ten years, TTC has served as a model to the campus in the area of institutional change. By successfully facilitating the integration of persons with psychological disabilities into the campus community, we have assisted the college in making significant progress toward achieving a more diverse population. And, through our educational outreach efforts on the need for full participation of persons with disabilities in our society, we have contributed to a campus climate in which diversity is valued and appreciated.

Comments

This year we celebrated the tenth anniversary of TTC. The first five years involved a very difficult struggle to fund and institutionalize the program and to gain acceptance for this new and highly stigmatized population. The past five years have been marked by acceptance, stability, great success and recognition. TTC has become a valued and valuable resource to the campus, the community, the state and the nation. We are very proud of Transition to College and look forward to our continued service to this brave and deserving group of students with psychological disabilities.

June, 2001

YEAR-END 2000-01 SUMMARY REPORT

Date: June 26, 2001

Summary Report prepared by: Louise Piper

Student Services area administrator: Dr. Patricia Griffin

faculty: Louise Piper, Coordinator

staff: Karen Wiggins-Dowler, Master Teacher (Instructional Aide 11)
Yovanka Crossley, Teacher (Instructional Aide 1)
Tina Giusto, Associate Teacher (Hourly Instructional Aide 1)
Vanessa Audino, Associate Teacher (Hourly Instructional Aide 1)
Bonnie Tse, Associate Teacher (Hourly Instructional Aide 1) Fall 00
Matilda Bagheri, Student Assistant
Maile Stark, Student Assistant
Malia Chao, Hourly Office Assistant 1

Year of last program review: 1994-95 & 2000-01

Progress on program review recommendations:

In order to reduce reliance on hourly staff and create a more stable, consistent program for children, 2 full-time permanent Teacher positions (Instructional 1, requiring 24 ECE units & 16 GE units) were established. If necessary, 65% of the cost will be assumed by the College, 35% by the Child Development Center. 1 Teacher position was filled in 9/00 and the 2nd position remains open until filled.

In 1/99, B&G staff removed a large pine tree from children's upper play area and planted a redwood tree as a replacement. To repair fissures in the asphalt, the area was resurfaced. The asphalt remained smooth for one year. In Spring 00, new fissures appeared in the asphalt and a determination was made that roots, from pine trees located on the side of the hill, adjacent to the playground, were the cause. A multi-phase renovation plan was developed and the plan includes blocking all tree roots & resurfacing asphalt after area is graded.

Significant accomplishments in 2000-01:

- \$15,000 renovation & repair grant proposal funded: doors painted; door jams sanded & painted; redwood window frames & sills sealed; renovation plan for children's playground developed by architects; plans for grading yard & pathway were drafted by engineers.
- Submitted proposal to Calif. Dept. of Ed. for \$25,000 to use in combination with College budget augmentation funds granted in 00-01 to purchase & install climbing structure & surfacing material for children's lower playground.

Significant accomplishments in 2000-01, con't. :

- Restaurant Drawing Fund-raiser: CDC Parent Advisory Committee raised \$3000 for curriculum materials.
- Donations: \$2000 from U.S. Bancorp, \$2000 in private donations.
- Selected by United Way to receive 2 IBM Young Explorer Computers to enhance learning environment in children's classrooms.
- Coordinator established SaMCARES partnership group, with members of various community organizations, to design training & retention incentive plan for SM County. Submitted proposal to implement advocacy activities countywide - \$50,000 granted to SM County through "Quality Child Care Initiative". Used a portion of the funds to plan & implement 3 community action meetings to raise awareness of teacher recruitment & retention issues. Met with Supervisor, Jerry Hill to gain support for SaMCARES. Submitted proposal to SM County Prop. 10 Commission to fund SaMCARES – 1.5 million granted to implement incentive program for 3 years.
- Coordinator selected to serve as a member of the SM County Mentor Teacher Selection Committee by representatives of the California Mentor Teacher Program – another proactive response to shortage of qualified teachers. Mentor Teachers receive stipends & mentees gain practical experience in an working in an exemplary program and develop as professionals.
- Coordinator and student-parent interviewed, on the subject of early literacy & Center's participation in the Raising A Reader Book Bag Program, by producers from the "Osgood File", a nationally syndicated radio program. Interview aired on KCBS radio in June 00.

Significant activities in progress:

- Recruiting applicants for Master Teacher & Teacher positions: assisting in development of a series of job fairs for employers & EC professionals seeking employment; advertising positions more widely on web-sites; and working with Personnel Services & Canada & Skyline's ECE departments to develop a system for contacting ECE students with information on current employment opportunities available in the District's child development centers.
- Serving on Steering Committee for SaMCARES current focus is on implementation of stipend program.
- Conducting comprehensive program reviews to evaluate applicants for Mentor Teacher Program using State mandated instrument "ECERS".

Goals for 2001-02:

- Recruit and hire permanent staff.
- Redesign organizational structure for permanent Child Development Center staff to include: Associate Teachers (12 units); Teachers (24 units); Master Teachers (BA degree).
- Act as participating site for Mentor Teacher Program & support Center's Master Teacher to function as a mentor teacher. Mentees are viewed as prospective applicants for staff positions.
- Increase enrollment of low-income, eligible student-parents.
- Purchase & install new permanent climbing structure & surfacing material.
- Work in collaboration with CSM's fund-raising dept. & District's foundation to fund 2nd phase of multi-phase renovation plan, including grading the upper playground & constructing new pathway to lower yard).
- Train staff to implement new developmental profile "Desired Results" required by Calif. Dept. of Ed..
- Prepare for Contract Monitoring Review to be conducted by CDE in Fall 2002.

Date: June 5, 2001
To: Pat Griffin
From: Steve Morehouse
Subject: Summary of High School Relation Activities in four (4) key areas.
(FY 2000-2001).

College Nights/Fairs - (19)

06/01	Belmont	Hillcrest JVH – College Fair & Presentation
10/03	Burlingame	Burlingame H.S. – College Night & Presentation
10/05	San Mateo	Hillsdale H.S. – College Night & Presentation
10/17	San Mateo	SMUHD – College Night/Fair & Presentation
10/18	San Mateo	Serra H.S. – SM County Priv. Coll.Ngt & Present.
10/19	Redwood City	Sequoia H.S. – College Night/Fair
10/20	Daly City	SFUHD/JUHD – College Night/Fair
10/24	San Francisco	Galileo H.S. – College Fair
10/24	San Mateo	Parents Night – at CSM
10/25	San Francisco	City College – College Fair (Ind. Living Prog.)
11/01	SSF	SSFUHD – College Night/Fair
11/14	Half Moon Bay	Half Moon Bay H.S. – College Night & Presentation
12/13	San Mateo	Hillsdale H.S. – Coll. Fair & Presentation
02/21	Daly City	Fernando Rivera Inter. – Coll. Night/Presentation
0307	Belmont	Notre Dame H.S. – College Night & Presentation
04/04	Burlingame	Burlingame Inter. – College fair/Night
04/06	Redwood City	Sequoia H.S. – Career fair
04/21	San Mateo	Get started College Fair (Sat) – at CSM
04/25	San Mateo	Job Fair College Booth – at CSM

Community Coll./CSM Presentations – (24)

08/23	Millbrae	Mills H.S. – Digital H.S. Advisory Meeting
09/20	Daly City	SMUHD – College Workshop & Presentation
09/21	San Mateo	Serra H.S. – CC Presentation
09/25	Burlingame	Mercy H.S. – CC Presentation
09/28	Burlingame	Mercy H.S. – CC Presentation
10/19	San Francisco	Balboa H.S. – CC Presentation

Career & Educational Planning Inventory Presentations (31)

10/02	San Mateo	CEPI Administration (Middle College) – at CSM
11/03	Burlingame	Mercy H.S. – CEPI Administration
11/08	Burlingame	Mercy H.S. – CEPI Administration
11/17	Pescadero	Pescadero H.S. – CEPI Workshop
11/20	San Mateo	Aragon H.S. – CEPI Administration
11/21	San Mateo	Aragon H.S. – CEPI Administration
11/22	San Mateo	Aragon H.S. – CEPI Administration
12/06	SSF	Baden H.S. – CEPI Administration
01/23	San Mateo	Serra H.S. – CEPI Administration
01/24	San Mateo	Serra H.S. – CEPI Administration
01/25	San Mateo	Serra H.S. – CEPI Administration
01/30	San Mateo	Serra H.S. – CEPI Administration
01/31	San Mateo	San Mateo H.S. – CEPI Administration
02/01	San Mateo	San Mateo H.S. – CEPI Administration
02/05	Woodside	Woodside H.S. – CEPI Administration
02/06	Woodside	Woodside H.S. – CEPI Administration
02/08	Half Moon Bay	Pilarcitos H.S. – CEPI & CC Workshop
02/20	San Mateo	San Mateo H.S. – CEPI Administration
02/21	San Mateo	San Mateo H.S. – CEPI Administration
02/26	San Francisco	Riordan H.S. – CEPI Administration
02/27	San Mateo	San Mateo H.S. – CEPI Administration
02/28	San Francisco	Riordan H.S. – CEPI Administration
03/06	Palo Alto	Mid-Peninsula H.S. – CEPI Administration
03/13	San Francisco	Mercy H.S. – CEPI Administration
03/14	San Francisco	Mercy H.S. – CEPI Administration
04/19	Half Moon Bay	HMB H.S. – CEPI Administration (Spanish)
04/20	Half Moon Bay	HMB H.S. – CEPI Administration
04/30	San Mateo	CEPI Administration (Middle College) – at CSM
05/22	SSF	Baden H.S. – CEPI Administration.
05/23	Redwood City	Sequoia H.S. – CEPI Administration
05/24	Redwood City	Sequoia H.S. – CEPI Administration

Attachments to Year-End Report 2000-01

Date: June 5, 2001
To: Pat Griffin
From: Steve Morehouse
Subject: Matriculation Concerns regarding the enrollment of New High School Students.

The following is a summary of the number of students who were tested as part of the Priority Enrollment Program (PEP) over the past five years:

YEAR	# STUDENTS TESTED			TOTAL
1997	19-Apr (S) (126)	23-Apr (W) (107)	3-May (S) (235)	468
1998	21-Apr (T) (59)	2-May (S) (171)	9-May (S) (173)	403
1999	24-Apr (S) (131)	4-May (T) (134)	8-May (S) (231)	496
2000	15-Apr (S) (109)	25-Apr (T) (121)	29-Apr (S) (179)	409
2001	28-Apr (S) (80)	2-May (W) (60)	5-May (S) (128)	268

Year 2001: No doubt you will want to conduct your own independent evaluation, and perhaps tie-in this information together with the data from the follow-up survey I recommend that John Sewart conduct, regarding PEP student satisfaction with matriculation services and registration. If my information is correct, and the Office of Counseling Services has served 33% fewer new (PEP) students than in the past four years (in spite of our increased outreach efforts), than we certainly would have just cause to be alarmed regarding future enrollment at College of San Mateo.

