

**2001-2002
Year-End Summary Report**

**Student Activities Office
College of San Mateo**

June 30, 2002

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
 - Fauzi Hamadeh, Office Assistant (Part Time Hourly), Student Activities
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Year of last program review: 2001

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:

Student leadership was extensively involved in the November 2001 measure 'C' bond initiative campaign. Not only did they work to support the possibilities of a new Student Union building and a newly remodeled Student Services Center, but also for the possibilities of implementation of all of the key elements in the Facilities Master Plan throughout the campus. These include a new integrated Science Center, expanded and reconfigured parking facilities, a new Administration of Justice center, etc .

Since the passage of the bond initiative, development of the renovation plans for the Student Center Building have progressed at an accelerated rate. There has been extensive student and staff participation this year in the continuing development of a remodeling plan for the Administration Building - Bldg 1, and the Student Center - Bldg. 5/6.

In the last Master Plan revision, there were plans of a separate Student Union building located more toward the center of the campus... just East of the existing Bldg. 1 Administration Building. The intent was to combine the Bookstore, Cafeteria Food Services, Associated Students & Student Organization Offices, Student Activities Office, etc. into a single Student Union building in a more centralized area of the campus closer to the main traffic flow of students.

This would have allowed the existing Student Center Building 5 to be 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.

However, due to funding limitations it appears that a separate new Student Union/Bookstore/Cafeteria building is not feasible at this time, even with the influx of bond initiative funding. Therefore, recent Building 5 remodeling plans have proceeded with an effort to include all of the functions of a Student Services Center, a Student Union, a Bookstore and a Cafeteria all within the existing Building 5 footprint.

At the moment, plans are to move the Student Activities Office, the Associated Students Senate Office, and the Associated Students Club & Organization Offices upstairs into the South Mezzanine area, with a Recreation/Game room on the ground floor in the South side of what is now the Main Cafeteria, and/or in what is now the Gallery Room. Detailed space allocation plans are being developed this Summer by the architects for review in the Fall.

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 again in the Fall 2001 and the Spring 2002 semesters for those participating in Associated Students leadership roles, or for those interested in participating in student leadership roles in the future. We plan to continue to offer this opportunity to student leaders in the Fall 2002 semester as well. A next step is to develop a 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.

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 for support of 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 been able to fill the Office Assistant II vacancy this past year with Heather Scola. Now that Heather is trained in other areas of the office operation, we will again begin to focus on the development of an Alumni Association having her act as part time support staff.

In addition, the Associated Students has set aside monies to support an Alumni Association effort with contributions totaling more than \$5000. This initial fund is to be used to provide basic office support for Alumni Association efforts in 2002-03 and beyond.

In the meantime, we are continuing the Associated Student Senate Alumni e-mail list serve, and past Associated Student leaders have been communicating

with each other via this group list. We plan to use this e-mail group list idea 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. By being able to link to these interactive alumni "communities" we will also be able to communicate directly with alumni frequently and inexpensively using the internet. 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 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. 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 continue to address this area with the CSM Connects Program, the Ambassadors Outreach Program, and a variety of large outreach programs sponsored by individual clubs and organizations and the Associated Students.

The CSM Connects program promotes service learning opportunities and community volunteer activities for students and staff, promoting an increase in community outreach and involvement. The Associated Students sponsors an annual Volunteer Fair as part of the CSM Connects effort. The Volunteer Fair links 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 our annual holiday food and clothing drive, helping build houses for Habitat for Humanity, and serving meals to the homeless.

The successful Ambassador Outreach Program was expanded this past year. The Associated Students funded an hourly assistant (Fauzi Hamadeh) who

coordinates the CSM Ambassadors Outreach 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. The Associated Students sponsored program has always included giving tours and information to high-school students and others when groups and individuals visit the campus. This year the program was expanded from having only tours on the CSM campus, to having CSM student ambassadors visit local high schools. Steve Morehouse was asked to work with our Associated Students Ambassadors group to give them training sessions regarding college programs and resources. The training sessions were videotaped so that they could be viewed by other students interested in serving as ambassadors as well. The trained students were then encouraged to set up contacts with counselors and instructors at local high schools and arrange for visits, typically at the high school from which the CSM Student Ambassador had graduated. Although this new trial effort was limited, it was successful enough to continue to build on our experience. The effort was limited primarily by the difficulty CSM student ambassadors had in being able to arrange for visits to high schools during the peak demand morning hours when most high school students are in class. CSM student ambassadors are also in class at that time, so scheduling was difficult. But the visits that could be scheduled were successful, and the Associated Students leadership has made this expansion of the the Ambassador Outreach Program a priority for next year as well.

The Associated Students also provides major funding for several large community outreach and recruitment events sponsored by various campus clubs and student organizations. These include activities such as a Celebration of Nations Holiday Festival, Raza Day, Polynesian High School Forum, African-American High School Day, the annual UAB Basketball Tournament, and this year the Hip Hop Extravaganza. The Associated Students pays for transportation, food, guest speakers and entertainers for these events, while the individual club leaders organize and act as hosts for the program. Each event serves to introduce and educate hundreds of high school students to the College of San Mateo campus, and to provide them with information and resources concerning our programs and services. The goals of these programs are to provide organizational programming experience for our CSM student leaders, share our diversity of cultural experience with the community we serve, and to introduce hundreds of high school students to the college with events hosted by their college peers. The result is to have these potential students leave CSM feeling that we are a welcoming and friendly place sensitive to their cultural values, with students and staff who will support their success should they choose to enroll. The formula is very powerful and successful, and many former high

school students claim that their experiences in these outreach events was the major deciding factor in their decision to enroll at the College of San Mateo.

We have also worked with volunteers from the community who have worked with us to create 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 2001-02, 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 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, Hip Hop Extravaganza
- Successful PEP Priority Enrollment Program Orientation support - Tour guides, lunch, and orientation 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 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 & leadership development and advocacy conference activities
 - CCCSAA Leadership Conference, Sacramento
 - SDSU Leadership Institute Conference, San Diego
 - AGS Honor Society Conference, San Jose
 - CalSACC Legislative Conference, Los Angeles
 - ASACC Advocacy Conference, Washington D.C.
- Oversight for the ASCSM Cafe International Coffee House operation
- Daily support services for Student Clubs and Organizations

Relationships of significant accomplishments to 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 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 work with the Associated Students to sponsor Club Day each semester where college service offices and campus clubs are all encouraged to have tables by the Library Pond, and meet students directly and explain the various programs and services that are available. Campus programs such 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 representatives on the College Diversity Advisory Committee and the name of this college advisory group was recently changed to be inclusive of students. The CDAC group has moved on a broad range of ideas to improve campus diversity awareness 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 last 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, and are now working to develop the actual plans for Building 5 renovations.

4. Promote Institutional Advancement:

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

- We helped contribute to the development of the original Chancellor's Office grant for the CSM Connects - Service Learning and Community Service grant and have worked with others to develop an awareness of the institutional advancement process with respect to other programs.

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

- We worked in support of the College Information Night activity, staffing information tables, providing ushers, and promoting the College.
- 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 visits 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.

We have worked this year to integrate our goals and objectives with other areas of the college. These efforts are reflected in the Student Services Planning document that was developed as a way to work as a cohesive team to further college goals.

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

This has been done through our role in the development of the Student Services Planning document in conjunction with the college strategic planning process.

Anticipated Student Activities Office goals for the next year, 2002-03:

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 2002-03 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. This was accomplished in part through the President's Office funding of the Diversity Speakers series. Possible program focus areas could continue to 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

the day including such topics as : cloning and altering DNA, or the geopolitical implications of the War on Terrorism, etc. These types of 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 programming effort can be combination with the Associated Students or maybe with donations from other community based organizations. Such an effort could also be funded from a portion of the increased vending machine commission revenue.

- **Develop 'Transfer Clubs' and the POINT program:** 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 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. In addition, a transfer program could be developed to assist CSM students in transferring to independent private colleges such as Stanford, Harvard, Yale, etc., and to traditionally Hispanic and Black colleges and universities, and to out-of-state public colleges and universities.
- **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 modest office support through the college budget, the Student Activities Office has had no college budget for office support 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, hand-me-downs, or the generosity of other departments or the Associated Students.

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 a Campus Activities Office as well as a Student Activities Office and is a college office separate from the Associated Students. Yet we do not have a separate college budget line item 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 as a line item of the college budget commensurate with other offices of our size to conduct our 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.

This past year, the Vice-President, Student Services Office agreed to work on this issue, but antiquated budget restrictions apparently don't allow for office budgets except under a "Dean" category. In the meantime, the Vice-President Student Services Office has given us permission to assume that a small amount of their budget is available within their budget that we can use until a budget mechanism can be found to create a separate budget for the Student Activities Office. Perhaps during the 2002-03 budget cycle a way can be found to establish an actual line item budget in the college budget system can be created for the Student Activities Office.

- **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 will have a greater connection with the institution and tend to be retained longer by the college. Students involved in campus life activities 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. If Associated Students or other funding is possible, such a program would be a welcome extra-curricular addition to college program offerings.
- **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.

Anticipated Goals for Next Year:

It is anticipated that we will be working closely with the Associated Students in their development of a proposal to raise the student body fee. Over the past several years, the Associated Students has taken on the challenge of a number of important on-going programs that are of great service to students, but at an ever increasing burden on their finite financial resources. We find that the modest \$5 per semester student body fee is about half that charged at community colleges in neighboring districts and other parts of the State. Also, in reviewing the history of the Student Body Fee, we found that the \$5 per semester student body fee has not ever been increased in the entire history of the college -- not in the past 80 years. Inflation has historically deteriorated the Associated Students' ability to provide programs and services during this time. Further, even a 1932-33, in the depth of the Great Depression, the CSM Bulletin of Class Information touts a \$5 semester student body fee at a time when the median income for a family in San Mateo County was less than \$3000. That same \$5 fee assessed in 1932, adjusted for inflation, would be the equivalent of about \$55.00 in today's dollars. We're not suggesting an increase of that magnitude, but in order to continue developing the kinds of student programs that aid in the recruitment and retention of students and serve to provide extra curricular and co-curricular programs vital to the college experience, it is increasingly evident that the student body fee needs to be increased as well. It is well warranted and long overdue. The Associated Students Senate discussed this issue at length this past Spring, and have vowed to develop and propose a coordinated fee increase sometime during the 2002-03 year. Their efforts will need to be coordinated with the other two campuses in the district both in the amount of the fee, and the approval by all three Associated Students organizations, the District Chancellor and the District Board of Trustees. Once such an adjustment in the Student Body Fee is made, the resulting income can be used to continue to implement Associated Student goals that parallel those of the college. Such programs would include those addressing diversity awareness, increased outreach and recruitment efforts, and the development of the Alumni Association, and aid in the continuing support of Athletics, the Child Development Center, High School-to-CSM Scholarships, etc.

In addition, we will also continue to address the items related to Student Activities outlined in the Student Services Planning document for 2002-03.

Final Comments:

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

Gibson, Carlene

From: O'Brien, Eileen
Sent: Tuesday, May 28, 2002 2:08 PM
To: Gibson, Carlene
Cc: Griffin, Patricia L.
Subject: Summary of Spring Student Employment Services

Summary of Student Employment Services Spring 2002

Services this spring: Assisted 145+ students (providing 240 individual appointments for 30-60 minutes) to prepare for job search (resume and interviewing preparation) and to find and respond to job leads. Break down of students served by discipline (approximate numbers):

<input type="checkbox"/> CIS	15%
<input type="checkbox"/> Technology	21%
<input type="checkbox"/> Business	21%
<input type="checkbox"/> Science/Math	13%
<input type="checkbox"/> Human Services	3%
<input type="checkbox"/> Miscellaneous	27%

Made special presentations to classes regarding job preparation and job search (i.e., resume presentation for portfolio classes). Academic programs included: graphics, CAD, bio/sciences, and human services.

Strongest employer links/placements:

- **Genentech** - 10+ bio-science students applied for numerous manufacturing and quality assurance part-time jobs (on-going internships) starting in June. (Actual numbers hired not yet confirmed.)
- **NASA/Ames** - 15 - 20 students from various disciplines applied for one-year assignments starting on July 1. Screening and interviewing began on May 13.
- **Seton Health Foundation** - 10 students referred for several graphics, marketing, and writing internships. Four students begun working there on May 6. Others are being considered.
- **Bassett Productions** -- hired three web-design students for six-month internships. Considering other students for film production and writing/editing positions.
- Other placements in the community and on campus which I have not yet been able to quantify.

Difficult determining actual number of students who obtained work and employers who hired CSM students since gathering of data is based on manual methods and self-reporting. In addition, not all companies have completed their hiring process.

Developing plan for gathering data through electronic means.

Fall 2002 plans:

- Streamline services and reach more students -- offer more small group orientations and less individual appointments to prepare students for work and job search.
- Hopefully, identify an intern who will be able to assist me with these services.
- Identify qualified individuals in community or an intern to teach the career assessment class at the PW San Carlos (One-Stop) location. CSM retains FTES and I am freed up to focus on employment services.
- Create database program for tracking student progress/success and placements with employers.
- Develop more business/employer contacts to increase student work opportunities.
- Establish faculty links in key academic areas to make more inroads into business community. Also establish individual discipline brainstorming committees for same purpose.
- Explore grant-funding sources (similar to Foothill's grant with NASA/Ames) to create work opportunities for students from various disciplines.

Eileen O'Brien
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College of San Mateo
1700 W. Hillsdale Blvd.

Year-End 2001-02 Summary Report Format Transfer Center

Prepared by
Aisha Upshaw
Krystal Duncan
June 26, 2002

Year of last programs review: 2001-2002

Progress on recommendations since last program review:

The majority of the recommendations were in the areas of tracking, data collection and articulation, however, one of the recommendations, *New Technologies*, is partially met by the Transfer Center web page. The recommendation, *Expanding Transfer Opportunities* has been met, by the Transfer Center Web page.

Recommendation: New Technologies

Continued efforts should be made to acquire existing technologies to support the transfer function. An increased use of technology will support the increased demand for data collection and information sharing needed by all segments of higher education.

Recommendation: Expanding transfer opportunities

While the Transfer Center currently provides enrollment and transfer information about public and private institutions within California . . . 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.

Significant accomplishments in 2001-02:

- **Transfer 101** - Counselor/Advisor transfer training presented in a one hour, one day a week, three week format. It was highly evaluated and well received.
- We were able to secure an approval for the Transfer Admission Agreement Program with UC San Diego.

Relationship of significant accomplishments to fall, 2001-Spring 2003 students Services Planning Document:

Both these accomplishments relate directly to Goal 2A "plan activities to improve the College's ability to serve students' needs..." About 47% of the students enrolled at CSM indicated transfer as their goal. Both of these accomplishments will enhance CSM's ability to assist students to meet this goal.

Comments

The goal that was always prominent in my mind was to make the Transfer Center the hub of reliable information and activities to promote transfer of CSM students. I believe I have done that, but it is always gratifying to know that your colleagues feel the same way. To have Karen Taylor acknowledge us as “one of the most outstanding Transfer Center programs in the state” leaves me with a tremendous sense of accomplishment and satisfaction, and is a wonderful note upon which to end an era.

Transfer Center End of the Year Summary 2001-2002

Appointments with Transfer Center Counselor: 504

Transfer Center Estimated Drop-ins: 647

College Representative Scheduled Appointments, Drop-ins and Workshops:

UC Berkeley	Drop-in Only
UC Davis	29
UC Santa Cruz	5
San Francisco State	32
San Jose State	17
Saint Mary's College	2
University of San Francisco	9
Notre Dame de Namur University	19
Golden Gate University	Information Table
Dominican University	Information Table
Holy Names College	1
Menlo College	3
University of Southern California	3
Academy of Art College	1
Santa Clara University	11

Total University Representative Appointments: 132

San Francisco State University Instant Admission:	120
Evening College Faire:	215
Engineering Major Day:	60
Business Administration Major Day:	38
Nursing Major Day:	12
Teacher Preparation Major Day:	30
University Day, UC Berkeley	13
University Day, UCLA:	11

**Total University Representative Appointments and
University Workshops: 499**

Transfer Center Workshops: 119

CAP Orientation: 12

Transfer Admission Agreements: 45

Transfer Day Estimated Attendance: 400

Total Estimated Transfer Center Contacts: 2,226



May 14, 2002

Carlene Gibson, Interim Dean of Counseling
College of San Mateo
1700 W. Hillsdale Blvd
San Mateo, CA 94402

Dear Dean Gibson:

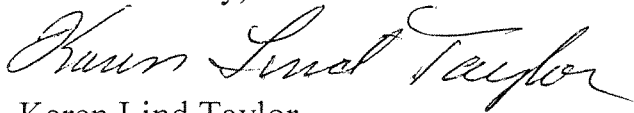
I have just recently retired from 30+ years at the Berkeley campus of the University of California. For the past 10-15 years I have worked both as the campus articulation coordinator, and as campus coordinator of the Cooperative Admissions Program (CAP). I am still on staff, serving as articulation consultant during the transition process.

I understand that your Transfer Center Director, Aisha Upshaw, will be leaving her position and returning to counseling. As Transfer Center Director Aisha had the very important and complex responsibility of running CAP at the College of San Mateo since the inception of the program. She and I have had extensive interaction over the years as she has worked with CAP participants attending CSM. She has been an excellent resource for your students in every way, carefully checking requirements, and helping them negotiate the process of transfer. This is no easy task, and was done in addition to running the Transfer Center and coordinating all of the other programs with universities. She was always meticulous in her questions and a wonderful advocate for her students. I also know that, in carrying out her commitment to students over the years, Aisha ran workshops for transfer students, inviting representatives and faculty from the four-year schools to make presentations and provide additional information to encourage transfer. She has attended all of the inter-segmental programs of which I'm aware (such as the annual Ensuring Transfer Success workshops held each spring),

and her questions and contributions to these meeting always reflect her commitment and extensive knowledge about the transfer process within California.

I am sorry that Aisha will not longer be your Transfer Center director, since it is a position that plays a most critical role in helping students to transfer to other institutions, a role that I believe is to the welfare and well-being both of the individual students and of California's society. I am hopeful that her successor will be as committed to the process of transfer and to the students. In my opinion, CSM has one of the most outstanding Transfer Center Programs in the State, thanks really to Aisha and her ability to balance the myriad of responsibilities so effectively.

Most sincerely,

A handwritten signature in cursive script that reads "Karen Lind Taylor". The signature is written in black ink and is positioned above the printed name.

Karen Lind Taylor
Articulation Consultant

Career Services Center

Spring Semester 2002 Report

The Career Center Staff provided services for 2,060 students which included:

- Career counseling Researching job leads
- Academic advising Online assessment testing
- Electronic research Workshops
- Resume preparation General counseling

Provided the following services which meet the stated purpose of Goal 1A:

- 48 Career Assessment workshops
- 48 Job Search Skills workshops
- Offered two new topics: Scholarships and Study Skills
- Enrolled 66 students in the on campus CRER 133 class

Provided the following activity which meets Goal 1B:

Enrolled 261 students in Cooperative Education classes

On-going Career Services:

- Provided 244 individual career counseling appointments
 - Assisted 800+ students in doing career research
 - Provided Career Services Center orientations to 500+ students
 - Assisted 736+ students in registering on MonsterTrak
-

Collaboration with Academic Divisions:

Met with faculty from Cosmetology, Math/Science, Biology, Chemistry, Social Science, Business, Accounting, and Human Services. The purpose of the meetings was to collaborate and design career services to students within those disciplines. Classroom presentations were made incorporating Meyer-Briggs, Strong Interest Inventory, SCANS Skills, and specific disciplines course outcomes.

Relationships with Employment Community:

Developed Work Based Learning Partnerships with San Mateo County, Public Defenders Office, Human Services, Sheriff's Office Forensic Laboratory; and with Inhale Corp., Oracle, and Franklin Fund. These on-going relationships provide Work/Learn opportunities for 60+ students.

Many thanks to the Career Services Center staff: Mike Mitchell, Joyce Griswold, Terry Simonson, student assistants, and graduate student interns.

Respectfully Submitted

Elaine Burns

Career Services Center Spring Semester 2002

Staff provided services for 2,060 students which includes career counseling, academic advising, electronic research, resume preparation, researching job leads, on-line assessment testing, work shops and general counseling.

- Provided 48 Career Assessment workshops
- Provided 48 Job Search Skills workshops
- Offered two new topics: Scholarships, Study Skills
- Enrolled 66 students in the on campus CRER133 class
- *These activities meet the stated purpose of goal 1A*

- Enrolled 261 students in Cooperative Education classes
This activity meets goal 1B

On going Career Services

- Provided 244 individual career counseling appointments
- Assisted 800+ students in doing career research
- Provided Career Services Center orientation to 500+ students
- Assisted 736+ students in registering on MonsterTrak

Collaboration with Academic Divisions

Met with faculty from Cosmetology, Math/Science, Biology, Chemistry, Social Science, Business, Accounting, and Human services. The purpose of the meetings was to collaborate and design career services to students within those disciplines. Classroom presentations were made incorporating Meyers-Briggs, Strong Interest Inventory, SCANS skills and specific disciplines course outcomes.

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Developed Work Based Learning Partnerships with San Mateo County, Public Defenders Office, Human Services, Sheriff's Office Forensic Laboratory, and with Inhale Corp., Oracle, and Franklin Fund. These on-going relationships provide Work/Learn opportunities for 60+ students.

Many Thanks to the Career Services Center staff: Mike Mitchell, Joyce Griswold, Terry Simonson, student assistants and graduate student interns.

Respectfully submitted,
Elaine Burns

Year-End 2001-02 Summary Report

Date: June 7, 2002

Student Services Area: Admissions and Records

Student Services Area Staff: Henry B. Villareal, Dean; Joanne Dunbar, Assistant Registrar; Arlene Fajardo, A&R III; Seven A&R II's: Abby Beeber, Kay Rabb, Grace Gamiao, Jeremy Mileo, Gert Sartor, David Stetson, Niruba Srinivasan, and Geri Trevaskis, A&R I.

Year of Last Program Review: 2000-01

Progress on Recommendations From the A&R Task Force and Since Last Program Review:

1. Customer Service Training: During 2001-02, four A&R staff have attended the CSM Cares Customer Service Training Program. Two additional staff were scheduled to attend the program in June.
2. Extend WebSMART Hours. WebSMART hours have been extended to eighteen hours per day, seven days per week. Hours are from 6:00 am to 12 midnight.
3. Extend Service Hours. A&R continues to be open two Saturday's per semester and maintains evening hours Monday through Thursday until 8:00 pm.
4. Improve Consistency Among the Colleges. The Enrollment Services Council continues to meet twice per month. Common processes, policies and procedures are being identified and reviewed, and as possible standardized amongst the three colleges.
5. Outgoing Transcript Production. Transcript requests are sent out within three days of initial request. Further improvements include fulfilling emergency requests which are sent out within 24 hours.
6. Document Imaging. Document imaging equipment has been delivered to A&R. Prioritizing of documents to be scanned is being determined and training for staff has begun.
7. Degree Audit/Implement CAPP. The IGETC for UC and CSU is now complete. The transfer component is still being developed and is targeted for completion by the end of 2002.
8. Upgrade Office Equipment. New computers have been provided for all A&R staff. As well, two high speed printers were secured for the A&R office.

Significant Accomplishments in 2001-2002, in Bullet Form:

- Cross training of A&R Staff
- Assigned A&R Staff as team leaders and trainers
- Empowered staff by involving them in decision-making
- Incorporated participatory weekly staff meetings
- Developed Procedural Manual for A&R operations
- Enhanced communication with Counseling Division
- Improved customer service by emphasizing professionalism and courtesy
- Web for Faculty participation increased to over 100 faculty during the 2001-2002 academic year
- Streamlined A&R Office operations
- Enhanced website to be more user friendly
- International Admissions Application and the Concurrent High School Applications now on the web.
- Student class schedules printed from web more user friendly
- Non Social Security Student ID Numbers now generated by Banner

Revised Procedures:

1. Streamlined the data input process for Admissions Applications.
2. Revised memorandums sent to faculty with Temporary and Permanent Roll Sheets and Census forms.
3. Developed process of responding to student petitions via written correspondence with a 48 hour turnaround.
4. Streamlined the Graduation Application.
5. Revised the Course Substitution and Late Registration forms.
6. Enforcing more strictly the adherence to published deadlines.
7. Simplified the Reinstatement Form and delegated the responsibility to counseling staff.
8. Faxing of transcripts and over the counter transcripts now available
9. Student Pin Numbers now provided over the telephone
10. Credit Card receipts print out only the last four digits of the credit card

Relationship of Significant Accomplishments to Fall, 2001 – Spring 2003 Student Services Planning Document:

The significant accomplishments noted above relate directly to a couple of the goals outlined in the Student Services Planning document. Specifically, the goals most closely associated with the A&R accomplishments are Management Enrollment and Improving Organizational Systems.

Admissions and Records is a critical component of the College's enrollment process. Not only is the A&R staff providing information to many potential students,

they are also responsible for serving other college constituents including current students, alumni, faculty, and staff. During the past year, A&R staff have become more cognizant of their significant role within the College. In addition, they better understand the importance of providing first-rate customer service and being flexible yet maintaining the integrity of established processes and procedures. As well, they have come to understand and appreciate the benefit of streamlining operations, cross training, and working in a team-oriented environment. Recognition of their important role has contributed to the staff's acceptance of procedural changes, to an enhanced customer service orientation, and streamlining of operations.

Anticipated Goals Based on 01-03 SS Planning Document for Next Year, 2002-03:

- Enhance the user-friendliness of WebSMART
- Incorporate A&R forms on the web
- Continue to improve communication with Counseling and Instruction Divisions
- Participate in enrollment management activities including enhancement and monitoring of community outreach activities
- Collaborate with Financial Aid to promote availability of financial support, particularly the BOGG program
- Continue cross training of A&R staff
- Completely implement the Degree Audit Program
- Fully implement the Document Imaging process
- Admissions Web Application data to be linked directly to Banner

Comments:

The past year has been a challenging one for A&R. Significant changes brought about by streamlining operations, expectations for enhanced customer service and introducing the practice of adhering to (at least attempting to) established and written policies and procedures contributed to these challenges. However, by incorporating components of Total Quality Management such as involving stakeholders in the decision making process, allowing staff to identify and implement streamlined operations, listening to their concerns, and validating them as individuals has helped with the transition.

The challenge during the next year will entail institutional wide change in which students, faculty and staff will need to accept the A&R practice of strictly adhering to policies and procedures that are incorporated within the CSM Catalog and Schedule of Classes. This change in culture will indeed present a formidable challenge.

TRANSITION TO COLLEGE 2001-2002 YEAR-END SUMMARY REPORT

Summary Report Prepared by: Tim Stringari and Monica McCarthy

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: In addition to a very complementary recognition for our successful partnership with the community, state reviewers recommended that TTC secure additional space to allow more privacy for students who are receiving counseling. Present conditions require that too many staff (case manager, educational coaches, student assistants, and interns) 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 2001-02:

STUDENTS

- **One hundred and ninety-five students with psychological disabilities received services** from the program (81 Fall, 75 Spring, and 39 Summer). This represents approximately 15% of the total students served by DSP&S. Services included: educational accommodations; specialized instruction; tutoring; educational coaching; academic and disability related counseling; case management; support in enrollment and financial aid processes; book funds; support groups; peer counseling; liaison with faculty and community providers; special help in handling collegiate requirements, such as filling out applications for scholarships and graduation.
- **Four sections of career courses were offered primarily for TTC students.** These were *Peer Counseling*, *Transition To College (2)*, and *Wellness Planning for Career Success*. **All sections we taught or co-taught by community volunteers, interns, or agency staff.**
- **Fifteen students received certification from San Mateo County Mental Health Services as Peer Counselors** and will be employed in the community. (CSM will provide certification in the future—see 2002-3 Goals.)
- **Four TTC students received scholarship awards** at the CSM Scholarship Convocation.
- **Four TTC students met requirements for Associate Degrees and/or Certificates.** One is transferring to Santa Clara University. **Teresa Craven** was honored at the CSM Commencement as one of the two graduating students this year to earn a **4.0 grade point average**.

- **TTC students graduating, transferring, receiving certificates or scholarships were recognized at a TTC 2002 Achievement Celebration.** The event was produced by TTC college and community staff and supported by Caminar/CLC and SPARK. **Patricia Griffin**, Vice President of Student TTC Services, welcomed the students to the celebration and **Shirley Kelly**, CSM President, gave words of encouragement to all in attendance.

FACULTY AND STAFF

- **Former TTC Student and Allen R Brown Outstanding Student Service Award recipient, Bill Shumard returned to CSM this year as our new Educational Case Manager employed by Caminar/CLC.** Bill is unique in that he has been a part of this program since its inception as a student, program developer, tutor, assistant instructor, student advocate and consultant/trainer. In addition to his case management duties, Bill has been a co-instructor for the *Wellness Planning for Career Success* classes at CSM and Skyline, facilitates a weekly “Lunch With Bill” support group, and serves on the Community Rehabilitation Coalition’s Supported Education Subcommittee. **Bill was successful this year in facilitating book fund donations from the Peninsula Network For Mental Health Clients and the National Alliance for the Mentally Ill (NAMI).**
- **Former TTC honor student and CSM alumnus, Sylvia Shumard, accepted a position for this year as the Educational Case Manager for the Canada College TTC program.** Sylvia is also a part-time Human Services instructor at Canada and is a doctoral student at the Institute for Transpersonal Psychology. Like Bill, Sylvia has been with the program since 1992 and has served as an instructor, tutor, trainer, consultant, and motivational speaker.
- **Karin Shlobohm, former student and Educational Case Manager for 1999-2000, returned this year as a volunteer instructor for the spring *Transition to College* class.** Students praised Karin for her excellent and inspiring instruction. Karin was assisted by educational coach **Ronnie Broeker** and intern **Sonia Chopra**.
- **Laura Brown, TTC student and Educational Coach, served as co-instructor for the Fall *Transition to College* class.** Laura, assisted by Psychological Services intern **Lisa Wong**, assumed a great deal of responsibility for the class. Since she was completing her AA in Human Services (Laura graduated this spring), she was able to utilize her counseling skills and referral expertise to give special assistance to many students in the class. **As an experienced scholarship recipient, Laura organized a scholarship application seminar for TTC students that resulted in scholarship awards for two new students.**
- **Canada TTC Alumnus and military veteran Walter McVeigh returned for his fourth year as TTC’s recruiter.** As an employee of San Mateo county Mental Health, Walter travels throughout the county speaking to individuals and groups about the educational opportunities at our three colleges. Approximately 20% of all TTC students first hear about TTC through Walter. Three examples of the type of students Walter recruited this year are: A former nurse, a

disabled landscape contractor and a former massage therapist. All are seeking to reenter the workforce through CSM's certificate and/or degree programs. In addition to his recruiting responsibilities, Walter worked as a teaching assistant for the Canada College TTC program in the Fall semester.

- **Sonia Chopra, a graduate intern in the Rehabilitation Counseling at San Francisco State University, interned 20+ hours weekly this year.** She provided personal, academic and disability related counseling to TTC students, assisted in various transitional classes and the "Lunch with Bill" support group. Sonia also participated in the TTC Achievement Celebration Planning Committee. We are extremely fortunate that Sonia has decided to return as an intern next year.
- **Linda Gunn, CSM Human Services Graduate and San Mateo County Mental Health Specialist, returned for her sixth year as co-instructor for the Peer Counseling class.** Assisted by TTC interns and faculty, Linda again trained an excellent group of new peer counselors who will be employed in various agencies throughout the county to provide service to their peers. In addition to her teaching responsibilities, Linda coordinates the peer training program for San Mateo County Mental Health and serves as a consultant/trainer in peer services for counties throughout the state.
- **Monica McCarthy replaced Dee Howard as an academic/DSP&S Counselor for the TTC program this spring.** Monica originally came to the program as a graduate intern from SF State during the 1999-2000 school year. She received her MS in College and MFT Counseling in May of 2000, began working for CSM in the Drop-In Counseling Center in the Fall of 2000 and has since transitioned into the role of TTC counselor. In addition to her academic and DSP&S counseling duties, Monica supervised TTC office staff, tutors, educational coaches, provided academic counseling supervision to Sonia Chopra, provided oversight to our book fund, and led weekly TTC staff meetings. **Monica further strengthened the program this year by developing a partnership with Notre Dame de Namur University (ND) where by senior students from ND voluntarily serve as Educational Coaches for TTC students.**
- **Long-time TTC counselor, mentor and program leader Dee Howard retired this spring** and has moved into a Resource Specialist and Mentor role for TTC and will work in the Drop-in Counseling Center on a post-retirement contract. Dee has been with the program since 1992 and is responsible for assisting in the academic, personal and career success of over 1000 TTC students. Dee is highly respected throughout the state for her knowledge and skill in serving students with psychological disabilities. Those of us who work closely with Dee appreciate her most for her loving and compassionate wisdom and patience. She has been the spiritual heart of the program and we will continue to seek her out for guidance and support. **Dee was successful this year in securing a Trustee's Program Improvement Grant to create a TTC Counselor's Manual that will be completed by TTC staff this Fall.**
- **Caminar/CLC Clinical Director and TTC cofounder Debra Rades returned for her eleventh year as a Disabilities Management/Wellness planning instructor, Educational Case Management Supervisor, and chair of the Supported Education Subcommittee.** Debra

provides inspiring leadership to the entire community on issues related to Supported Education and recovery from mental illness and this year organized and facilitated a Supported Education Retreat for college and county staff and secured funding for our TTC Achievement Celebration. Additionally, She partnered with CSM Psychological Services and organized a training for CSM and Caminar/CLC staff on *Confidentiality in the Workplace* that was held in the CSM Theater. Debra is also a part-time faculty member for Canada and CSM's Human Services Certificate and Degree Program and serves on the Community Advisory Committee for those programs.

- **TTC cofounder and Coordinator, Tim Stringari provided leadership to the program, served as the supervisory instructor for TTC classes and provided clinical supervision to intern Sonia Chopra.** In addition to these responsibilities, Tim provided consultation and training on Supported Education and Human Services Training Programs to mental health and college staff from Humboldt, San Diego and Ventura counties. Tim also made presentations on *Educational Supports for Transition Age Youth* at two statewide conferences on Transition Age Youth sponsored by the California Institute for Mental Health.

Goals for 20002-03

- Continue to focus on obtaining 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 counselor. This document could be utilized to train new staff for the SMCCD as well as training DSP&S at other colleges. A trustees grant has been secured for this purpose.
- 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 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 coaches from ND and offering an Educational Coaching Training Workshop in the fall to prepare them to work with TTC students.
- Form a Study Hall Program for TTC students utilizing educational coaches as mentor/advisors.
- Recruit an additional rehabilitation intern to accommodate the expected increase in enrollment as a result of program difficulties at Canada College.
- Offer one section of Transition to College, Peer Counseling and Skill Development or Wellness Planning each semester to fill in for the loss of these courses at Canada College.

- Meet with staff from the Adaptive PE program to develop better referral and service coordination procedures.
- Meet with EOP&S staff to increase service coordination.
- Provide the new DSP&S coordinator with an orientation to the TTC program and introduce her to the Community Rehabilitation Coalition and Supported Education Subcommittee.
- Send a representative to all DSP&S staff meetings to assure better service coordination and TTC ~~representation.~~
- Work with President Kelly, Vice President Griffin, representatives from Canada and Skyline Colleges, and members of the community to undertake a review of our district-wide supported education programs.
- Provide consultation and training on Supported Education to West Valley College. Vice President Edward Myers of West Valley has asked Tim for assistance in program development.

Relationship of Accomplishments and Goals to Current College Goals and Student Services Fall 2001-Spring 2003 Planning Document:

TTC's accomplishments for this year and goals for next year contribute to the goals of the college and Student Services in the areas of Enrollment Management and Effecting Institutional Change.

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 who 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%. **Our recruitment efforts relate specifically to Student Services Goal 1B by "increasing the number of students enrolled in EOP&S and DSP&S".**

In addition to recruiting and retaining students, **TTC contributes directly to enrollment management by offering up to six sections of specialized instruction each year.** Instruction for the majority of these classes is provided to the college at no cost by our community partners thereby enhancing the fiscal value of the FTES that these courses generate. **These class offerings relate directly to Student Services Goal 1B by capturing low cost or no cost FTES.** TTC students also enroll in numerous courses leading to certificates or degrees thereby further increasing FTES. Remarkably, TTC peer counseling graduates continue on to make up 20% of the enrollment and graduates of the Human Service Certificate and Degree Program. This fulfills the vision of the State Departments of Mental Health and Rehabilitation, who mentored us in the development of that program.

Effecting Institutional Change

Over the past eleven 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 campus outreach efforts and coordination with other Student Service and Instructional units, we contribute to a campus climate in which diversity is valued and appreciated. **(Student Services Goal 2B)**

TTC contributes directly to CSM's ability to assess the effectiveness of its programs **(Student Services Goal 2C)** by collecting appropriate data on retention, course completion, GPA, transfers, and degree and certificate completion. This and our many years of participating in national research studies contribute to the creation of a "culture of evidence".

Comments

Last year we celebrated the tenth anniversary of TTC. We entered our eleventh year with a feeling of optimism and security only to be shaken by the loss of our sister program at Canada College and its related Stepping Stones and Psychological Services Programs. While TTC has become an established resource to the college, the community, and the nation, we are reminded by the events at Canada, that when serving a highly stigmatized and underrepresented group such as persons with psychological disabilities, we can never be too confident about program security. Our hope for this year is that by working together with college administration and DSP&S leadership we can further secure and be reassured of TTC's place in CSM's Student Services family.

June, 2002

Year-End 2001-2002 Summary Report
International Student Program
College of San Mateo

Date: July 5, 2002
Prepared by: Gerald Frassetto
Student Services Area: International Student Program
Staff: Gerald Frassetto, International Student Adviser
Margaret Skaff, International Student Specialist
Linda Scholer, International Student Adviser (partial load)
Last Program Review: 1998

Progress on recommendations since last program review:

The International Student Program continues to improve its methods of data collection with regard to its specific population. The purchase of a new software program which generates INS forms and maintains complete data on all F-1 international students has aided the office in this effort. With the coming of SEVIS, the web-based federal system for tracking the movement of international students, in January 2003, some data will be more readily available in a standardized format.

An additional part-time academic adviser has been assigned to assist international students. This has proven effective because the adviser is also a member of the ESL teaching staff and is therefore better able to counsel students with serious English language concerns. During the absence of the full-time ISA in the spring 2002 semester, Ms. Scholer was able to take on the full counseling/advising duties of the office. Initially, an additional adviser was intended to help accommodate anticipated growth in the program. Events of the past year and the INS response to the influx of F-1 visa students has temporarily slowed program growth, but projections advanced by the Institute of International Education in *Open Doors 2001* and by NAFSA: Association of International Educators indicate a strong potential for growth in the near future at the community college level. It is, therefore, reasonable to maintain the part-time position of academic adviser to international students.

The International Student Program has continued to provide close, personal service to its students through a "centralized services" policy, a well-developed orientation program, initial academic advising and educational planning. INS advising and advocacy continues to be a strong service. However, the housing service has not developed significantly because of the continued high cost of living in the bay area. The Program has been fortunate that most of its new students already have housing prior to their enrollment in the college, so accommodations has not been a serious problem so far.

Significant accomplishments in 2001-2002:

The Program has continued to develop/strengthen its association with ESL schools who continue to be a major source of prospective students.

Contact with several State Department overseas advising offices (OSEAS) has been established in order to receive and house CSM materials for the purpose of overseas recruiting.

Program staff has attempted to prepare for the mandatory January 2003 implementation of SEVIS (Student/Exchange Visitor Information System).

Work on an International Student Alumni Association has progressed with the purchase of a software package to manage the program, the development of a roster of recently graduated students and a select list of former students from 1970 to 1990. This effort will resume on the fall of 2002.

The office of the International Student Specialist has been remodeled, making it a more efficient workspace as well as a more welcoming environment to students.

Relationship of significant accomplishments to the 2001-2003 Planning Document:

Effort is being made to develop new options for advertising and recruitment. Discussions are underway to develop a new website for the Program and serious work will begin on this project in 2002-03. The same is true with print material. Updated materials will help in establishing contacts with OSEAS to increase the Program's visibility abroad.

The on-going development of an international alumni association will aid in recruitment and outreach since the recommendations of former students has a significant recruitment value. Although this may take many years to develop, it is worth the effort.

The image of the International Student Program has been greatly improved by an office remodel. Since that office provides an initial visual impression for prospective students (and sometimes their parents), it is important to convey a professional yet warm visual environment. This has a positive effect on the decisions of students to attend CSM. Ultimately, however, it is the positive and welcoming attitude of the staff that attracts international students to the college.

Perhaps the most significant accomplishment has been keeping abreast of the issues resulting for September 11, 2001. Our office's quick response to all international students in the form a personal letter and subsequent office consultations to students helped to quiet fears and retain students. Frequent communications with students to apprise them of rapidly changing State Department policies provided them and their families with a degree of stability. The attempts of the staff to become fully aware of the mandatory SEVIS regulations that developed quickly (and awkwardly) in the months

following September 11th will allow the college to become compliant by January 2003 as required by federal law.

Anticipated goals based on 01-03 SS Planning Document for 2002-2003:

To design and develop a new website for the International Student Program with the help of students and Multimedia faculty.

To explore new print materials options and resources for continued recruitment efforts.

To develop an electronic newsletter for rapid and regular dissemination of information to our current international students.

To revise the mission and goals statement for our program to refocus our objectives and to reflect the changes in our clients and their needs.

To continue the on-going efforts to involve alumni in the program.

To continue the on-going efforts to disseminate program information abroad through OSEAS.

Comments:

The impact of September 11, 2001 has had a significant impact on our students, as well as on the way the International Student Program is perceived and run. Enrollments have "dipped" as a result of fewer students being admitted for language training in our feeder institutions and much more stringent screening of prospective student at US Consulates. It is anticipated that this reduction will be temporary, but it is essential that the college strengthen its recruitment efforts – to the extent allowed by current staffing – in order to Remain competitive in the Bay Area.

While the absence of the ISA on a spring 2002 sabbatical leave did not, in any way, reduce the quality or the extent of services provided by the office, it did limit the number and scope of the goals projected for 2001-2002. Both Linda Scholer and Maggie Skaff met the enormous challenges of working with a diverse population in an uncertain time without sacrificing the most important elements of Student Services: enabling student success and advocating for the student. Their efforts must be recognized and applauded.

COLLEGE OF SAN MATEO
YEAR-END SUMMARY REPORT, STUDENT SERVICES
2001 – 2002

Date:

July 2, 2002

Summary Report Prepared By:

John Sewart

Student Services Area:

Articulation

Student Services Staff:

John Sewart

Mirjana Kokic

Jonah Wong

Year of Last Program Review:

N/A

Progress on Recommendations Since Last Program Review:

N/A

Significant Accomplishments in 2001 – 2002

- Hired new Program Services Coordinator for Articulation and Research Office
- Began re-design and consolidation of web pages for Transfer Center and Articulation
- On-going re-design of articulation/major preparation section of CSM College catalog
- Created @ 100 major preparation and course-to-course agreements
- Addition of 15 CSM courses to CSU General Education and IGETC transfer list
- Submitted 5 courses for addition to CAN List
- Update inventory of all CSU and UC www. sites for publication in CSM College catalog. Added additional www. site information for selected private colleges and universities
- Inventory of general education transfer requirements for selected California private colleges and universities
- Revised counselor work sheets for IGETC and CSU General Education requirements
- Began posting of Transfer Admission Agreements with various CSU and UC campuses on the CSM www. site

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 [2002 – 2003]:

- On-going re-design and enhancement of articulation/major preparation section of CSM College catalog
- On-going creation of @ 100 major preparation and course-to-course agreements
- On-going addition of new CSM courses to CSU General Education, IGETC, and CAN 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
- Enhanced and expanded on-line transfer information for CSM students and counselors—to be posted and maintained on the CSM Transfer/Articulation www. site
- Explore feasibility of creating index of “recommended” major preparation agreements NOT found in www.ASSIST.org
- Regular updates provided to Counseling/Advising staff
- Assist with course substitution forms
- Assist with creation of Transfer Admission Agreements
- Assist with all aspects of Transfer Center operations

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 Mirjana Kokic to our office has been of inestimable value. Mirjana has quickly familiarized herself with all of the intricate details of articulation issues. In addition, in a very short period of time, she has established close working relationships with: the Transfer Center; Testing Office; Counseling Services; several Instructional programs and faculty; and Articulation Officers at numerous 4-year colleges and universities. Beyond her organizational skills, she also brings a considerable computer and technology skills to the Office.

COLLEGE OF SAN MATEO
YEAR-END SUMMARY REPORT, STUDENT SERVICES
2001 – 2002

Date:

July 2, 2002

Summary Report Prepared By:

John Sewart

Student Services Area:

Research

Student Services Staff:

John Sewart

Mirjana Kokic

Jonah Wong

Year of Last Program Review:

N/A

Progress on Recommendations Since Last Program Review:

N/A

Significant Accomplishments in 2001 – 2002:

- Coordinated SMCCCD data analysis for PFE Report to State Chancellor's Office
- Coordinated www. Survey of CSSO's regarding impact of matriculation budget cuts
- Coordinate IPEDS data collection for CSM
- Conducted data analysis and surveys in support of CSM's Middle College High School Program
- Conducted telephone survey of PEP participants regarding quality of services
- Obtained data regarding Fall 2001 CSM applicants who did not enroll. Telephone contact made to determine reasons for not enrolling
- Analysis of Puente Program ENGL 800 to ENGL 100 course completion rates
- Analysis of CSM Distance Learning enrollments, Fall 1995 – Fall 2001 [including telecourses, on-line courses, and comparison to traditional courses]
- Analysis of Fall 2001 ESL Placement Test Takers and subsequent enrollment in ENGL, READ, and SPCH coursework
- Analysis of enrollment in various CRER sections
- Analysis of BUS 180 enrollments—traditional classroom vs. telecourse
- Published analysis of CSM concurrently enrolled students in Statewide Student Services "I-Journal"

- Created Service Learning Survey for CSM faculty
- Analysis of concurrent enrollment patterns in MATH 110/111 and READ 800/801
- Analysis of enrollment in CSM Honors Courses
- Produced reports for staff at Hillsdale High School and Sequoia High School regarding concurrent enrollments
- Published 3 CSM Research Briefs for distribution to campuswide community: Degree/Certificate Completion Rates; Pacific Islander Students; and Transfer Students
- Provided major research support for 4 grants studying various aspects of CSM curriculum, including basic skills math, progression of students to transfer level Reading and English coursework, 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
- Chair, Search Committee for Coordinator, Matriculation and Counseling Services and Program Services Coordinator
- Performed major revision to CSM Research Web page.

Anticipated Goals for Next Year [2001 – 2002]:

- Publish 4 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 2001 –2002 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. The addition of Mirjana Kokic has also improved the capacity of this office to respond to requests for research information.

YEAR-END SUMMARY REPORT: 2001-02

Date: June 27, 2002

Summary Report prepared by: Louise Piper

Student Services area administrator: Dr. Patricia Griffin

faculty: Louise Piper, Coordinator

staff: Karen Wiggins-Dowler, Head Teacher (Child Care Center Aide)

Yovanka Crossley, Teacher (Instructional Aide 1)

Tanya Kimi Messer Teacher (Instructional Aide 1)

Matilda Bagheri, Hourly Associate Teacher

Elizabeth Carrasco, Student Assistant

Yuka Nagora, Student Assistant

Year of last program review: 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 Aide 1, requiring 24 ECE units & 16 GE units: Teacher Permit) 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 was filled 2/02. At this time, creating an additional 2 permanent positions for Associate Teachers is not feasible due to budget restrictions.

Final drawings for a multi-phase playground renovation were completed by Sugimura & Associates Architects in February 02. The total cost to complete all phases of the project is approximately \$165,000. To date, funding in the amount of \$65,000 has been secured including: \$30,000 from CSM's general fund that was encumbered in 00-01; \$31,050 from a playground safety grant that was funded in 01-02; and \$4000 from a student donation received in 10/01. In order to complete the project, \$100,000 is still needed. There will be opportunity to apply for an additional grant in Fall 2002. The Child Development Center has already submitted a letter of intent to apply for the grant in the amount of \$50,000 to eliminate accessibility issues that currently exist in the children's outdoor environment. One of the most costly phases of the playground renovation plan involves grading the upper yard & constructing a new pathway to the lower yard. However, the sloping grade of the upper yard & the steep pathway to the lower yard present substantial safety concerns due to the large number of injuries that occur. In addition, a new climbing structure cannot be installed until the work on the path is completed. If the grant proposal for \$50,000 is funded, there will be a remaining need for \$50,000. It has yet to be determined if funds from passage of the district bond measure can be used to cover the remaining amount.

Significant accomplishments in 2001-02:

- \$31,050 Playground Safety grant proposal was successfully funded in Fall 02.
- \$8,200 Health & Safety grant proposal, to renovate kitchen & bathroom areas, was successfully funded in May 02.
- \$4,000 was donated by a CSM student to assist with playground renovation plan in 10/02.
- \$1,500 was donated to purchase a digital camera and printer to use in collecting assessment data to determine if individual children are achieving "Desired Results", a new system required by California Dept. of Education.
- \$1,000 was donated by U.S. Bancorp to purchase curriculum materials to enhance children's learning in the areas of science & math.
- Coordinator conducted in-service training for staff on use of Environmental Rating Scale in preparation for comprehensive compliance review by CA Dept. of Ed. in 2002-03.
- Implemented new system required by Calif. Dept. of Ed. called "Desired Results" to evaluate the extent to which the Child Dev. Center is achieving state mandated, measurable outcomes for children & families. The components of Desired Results included: using the Early Childhood Environmental Rating Scale to evaluate 7 program areas; using the Desired Results Developmental Profile (55 indicators) to assess each child's progress, every 6 months, in 4 developmental areas; using the Desired Results Parent Survey to evaluate parent satisfaction (95% of the surveys were returned and results demonstrated an extremely high level of satisfaction).
- Coordinator was selected to serve on a countywide task force to develop a legislative proposal, to be carried as an assembly bill, called "Local Control Child Care Pilot Project". If legislated, the pilot project would allow SM County to tailor key aspects of the subsidized child care system to better accommodate low-income families with need & maximize the use of existing funds allocated by the State in order to stabilize/enhance the child care infrastructure. This bill would serve as a proactive measure designed to offset the detrimental impact on child care programs of low reimbursements rates from the State & inability to enroll families that meet statewide eligibility guidelines due to the high cost of living in SM County.
- Coordinator, identified as a key informant by the San Mateo County Children & Families First Commission, participated in a comprehensive feasibility study on the concept of Universal Preschool for SM County and as a result, was selected to serve on the Universal Preschool Finance Subcommittee.
- Coordinator received San Mateo County Family Advocate Award 2001 in the category of Role Model.

Significant activities in progress:

- Recruit and hire Head Teacher in order to open 2nd classroom and operate at full capacity during 2002-03.
- Coordinator serving on SaMCARES Board and SaMCARES Appeals Committee.
- Coordinator serving on SM County Mentor Teacher Selection Committee and is scheduled to conduct 2 comprehensive program reviews to evaluate prospective applicants for Mentor Teacher Program.

Goals for 2002-03:

- Eliminate health risks in facility
 - 1) replace kitchen counter & renovate children's bathroom area around toilets where mold & bacteria have collected using grant funds received in June 2002.
- Create safe, accessible outdoor playground
 - 1) write grant proposal to fund the cost of grading upper playground & constructing new pathway to lower yard.
 - 2) work in conjunction w/ College & District administration to fund remaining playground renovation costs w/ bond measure funds.
- Comply with new State program evaluation system
 - 1) conduct in-service training for staff on assessment of individual children using the Desired Results Developmental Profile.
 - 2) conduct self-study using ECERS
 - 3) use Desired Results Parent Survey to obtain data on parent satisfaction
- Increase sharing of information on child-related topics between parents & staff.
 - 1) develop quarterly newsletter for parents, create parent information board in classroom that includes information on weekly curriculum, i.e. specifically on anti-bias work done with children, establish parent support group in conjunction w/ Psych. Services, plan parent education seminar series in conjunction w/ EOPS.
- Promote children's acceptance & understanding of diversity through authentic, meaningful activities
 - 1) develop parent questionnaire to obtain information on individual family traditions/celebrations to incorporate into curriculum.
 - 2) establish portfolio of pictures reflecting richness of diversity to promote classroom discussions on valuing differences.
 - 3) plan seminar for parents /staff on supporting children to value differences

Goals for 2002-03 con't

- Enhance marketing efforts to increase enrollment
 - 1) work with Public Relations & Marketing Office staff to design & produce program brochure.
 - 2) work with faculty in the Multimedia Dept. of Technology Division to design website for Child Development Center.

Relationship of anticipated goals to Student Services Planning Document 2001-03:

- Goal 1B Enhancing marketing efforts tied directly to enrollment growth:
Develop program brochure & website for Child Development Center
- Goal 2B Develop climate in which diversity is genuinely valued & progress is made towards becoming more diverse is regularly achieved:
Plan/implement authentic activities, relevant to current families enrolled, into curriculum to promote children's understanding & acceptance of diversity; plan seminar on diversity for staff & parents
- Goal 2C Develop CSM's ability to assess effectiveness of its programs & services:
Conduct Desired Results Parent survey to determine parent satisfaction, compile summary of results, use data to make changes to enhance program effectiveness
- Goal 3A Work with District to plan new projects & complete funded projects:
Repair & renovate kitchen & children's bathroom to eliminate health concerns
Renovate children's outdoor playground

Year End 2001-2002 Summary Report

Summary Report prepared by: Steve Myrow
Student Services Area: Financial Aid
Staff: Steve Myrow
Doreen Garcia
Claudia Menjivar
Adele Simeone
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. OFA is currently working on further augmentation of the website. The OFA, this past year, purchased magazine racks for Building 5, the Library, and the Gym and made financial aid forms available in these high traffic areas. The OFA expanded office hours to include an additional evening. 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. The streamlining of the academic transcript assessment process has been completed.

Significant accomplishment in 2001-2002:

- Awarded \$2,296,165 in federal and state aid, including \$1,274,681 in Pell Grants, \$198,775 in SEOG Grants, \$59,130 in Perkins Loans, \$194,562 in Federal and CalWORKS Work Study, \$123,477 in Cal Grants, and \$387,833 in BOG waivers.
- Provided financial assistance to 2435 students.
- These figures represent considerable increases for 2001-2002 in both the *number of students receiving aid* (increase of 12.3%) and the *amount of aid disbursed* (increase of 9.7%) in the various programs when compared to 2000-2001. (Highlights below)
- Pell Grants— 13% increase in the number of students; 19% increase in the amount of Pell Grant dollars disbursed.
- SEOG Grants— 5% increase in the number of students.
- Cal Grants— 37% increase in the number of students; 40% increase in the amount of Cal Grant dollars disbursed.
- BOG Waivers— 10% increase in the number of student; 5% increase in the amount of tuition waived.

- Federal and CalWORKS Work Study— 18% increase in the number of students; 23% increase in the amount of money earned.
- Worked with ITS to develop GPA report for Cal Grant submission. (This process eliminates considerable staff hours for CSM A & R Office.)
- Employed 7 minority students under the Federal Work Study and CalWORKS Work study program.
- Participated in outreach to local high schools.
- Staff member continued with the high school outreach “Shadow Program.”
- Staff members participated in student sensitivity training.
- Staff member participated in Museum of Tolerance program.
- All OFA staff trained on federal financial aid software.
- All OFA staff trained on Microsoft Access Software.
- CSM default rate well below 20% threshold (9.8%.)
- Hired full time OAI.

Relationship of significant accomplishments to Student Services Planning Document:

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 College Goal 1A. By providing aid and services the OFA makes a substantial contribution to serving the needs of the community.

The OFA’s efforts with the website pertain to Goal 1B.

The OFA’s efforts in educating staff on federal and state aid issues, as well as on student sensitivity issues, pertain to Goal 2A.

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 diversity-related objectives of Goal 2B.

The OFA’s efforts with staff training, student sensitivity, and the Museum of Tolerance program pertain to Goal 2A and Goal 2B.

The OFA’s outreach efforts and “Shadow Day” are related to both the enrollment management objectives of College Goal 1 and the college visibility objectives in Goal 4B.

Anticipated goals for 2002-2003:

- Maintain or exceed 2001-2002 funding figures. (Goal 1A)
- Have all staff attend federal financial aid training workshops. (Goal 1A, Goal 2A)
- Have all staff attend student sensitivity training workshops. (Goal 2A)
- Increase Cal Grant outreach effort. (Goal 1A)

- Complete a student training manual. (Goal 1A)
- Maintain loan default management efforts. (Goal 1A)
- Increase high school outreach effort. (Goal 1A, Goal 4B)
- Continue employment of minority students in high visibility student worker positions. (Goal 2B)
- Conduct student survey. (Goal 4A)
- Request increase in Perkins Loan funds. (Goal 1A)

Year-End 2001-02 Summary Report Format
Due June 30, 2002

Date: June 28, 2002

Summary Report prepared by: John A. Wells

Student Services area: Campus Security

Student Services area staff: John Wells, Patrick Davy, Jon Holloway, Johnny Collins, Bernard Calloway, John Jones

Year of last program review: 2001

Progress on recommendations since last program review:

There were no recommendations in the last program review.

Significant accomplishments in 2001-02, in bullet form:

- Security Office work station completed
- Relocation of Security Officer squad room from Building 4 to Building 1 completed
- Mandated training for new officers completed
- Office Assistant II position filled
- One additional short-term officer appointed
- Campus Security parking signage project completed to the stage where three bids has been obtained. This project has been incorporated into the Facilities Department campus signage project. Completion is scheduled for early FY 2002-2003

Relationship of significant accomplishments to Fall, 2001 - Spring, 2003 Student Services Planning Document:

Goal 2A includes improving the College's ability to serve student's needs, meet reasonable expectations and to attract, serve and retain a diverse population. The significant accomplishments of Campus Security in 2001-2002, relate to this goal through delivering campus security services in a highly visible, easily approachable and professionally trained manner. This combination of attributes delivers both the perception and the fact that the campus is a safe and secure environment in which to learn and mature.

Anticipated goals based on 01-03 SS Planning Document for next year, 2002-03:

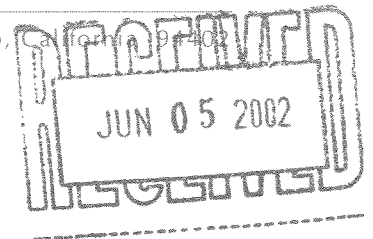
- Complete the signage project to promote campus hospitality, user friendliness and security
- Implement a Campus Crime Watch Program to include students in the security and crime prevention effort on campus to further promote both the perception and fact that the campus is a safe and secure environment
- Develop a new Parking Violation Citation that precisely meets the needs of the College

of San Mateo and more clearly reflects details of violations for recipients

Comments:

Six of the seven goals contained in the 2001 Program Review were accomplished in 2002. This is due in large part to the planning and efforts of the previous Security Supervisor who left at the end of 2001.

The Business and Professions Code and the Education Code mandate minimum training standards for new Security Officers. The Campus Security Officer Course was offered by the CSM Security Department during this last year. Three new officers from this campus and three from Skyline College completed the training. A thread running through this course of instruction is that the student is the most important customer of campus security. This philosophy has been adopted as a central theme in the delivery of services by the Security Department.



Year-End 2001-02 Summary Report

Date: June 5, 2002

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 2001-02:

- 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.
- Coordinated efforts with the Public Information and Marketing Office to have an advertisement piece in the Summer Schedule of Classes to help recruit students into CSM's Concurrent Enrollment Program.
- Coordinated efforts with the Office of Admissions and Records, and Office of Public Information and Marketing, to help assist in the development of a Concurrent Enrollment Home Page where students (and parents) can now get web access to CSM's concurrent enrollment application forms and admission information.
- Encouraged the Office of Public Information and Marketing to forward their "student of the month stories" to the students high school of origin for possible publication in student's high school paper.

Anticipated goals for next year, 2002-03:

The attached data will show a significant rise in the number of PEP students participating in matriculation activities as compared to last year. This tells me that counseling services has corrected many of the problems they experienced last year in matriculating PEP students. Still, from my perspective, I continue to observe that the Office of Counseling Services and the Office of Admissions and Records is not been able to take full advantage of the recruitment efforts that this college undertakes, and matriculate less students (both “new” and “concurrent”) as a consequence.

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 feel that changes still need to be made in the “post-application” phase of the College’s operation. Changes in “how soon” and “frequent” the campus contacts the students, acknowledging receipt of their application, admission to CSM, and invitations to participate in matriculation activities. The changes are important to help ensure that recruited students stay in the pipeline and are admitted and matriculated in a more timely manner.

With that perspective, and using the 01-03 SS Planning Document as a guide, I will now outline the following *anticipated goals for 2002-03*:

Goal #1. To consult and advise the Office of Counseling Services and the Office of Admissions and Records to help them in the “post-application” phase of the College’s operation, so as to help ensure that recruited students stay in the pipeline and are admitted and matriculated in a more timely manner.

Goal #2. To continue to lobby for additional outreach staff to help maintain and/or increase our level of outreach efforts, because there is no question in my mind that the greatest return on investment for CSM is the recruitment of new high school students. I also recognize (as articulated above) that 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. Coordinate efforts with the Distance Learning Office to produce a special schedule of classes highlighting the Fall 2002 Afternoon classes, Telecourses, Online courses, and if possible to add Early Morning classes, to help target the enrollment of not-traditional students (e.g., high school concurrent enrollment).

Goal #4. Published a new Pre-Application Quick reference Guide for Associate Degree/Certificate Programs Requiring Supplementary Applications within the SMCCCD

Goal #5. Continue to coordinated a special recruitment mailing campaign to all currently enrolled high school students promoting CSM enrollment through our priority registration programs.

Goal #6. Coordinated efforts with the Distance Learning Office to produce a special schedule of classes highlighting the Fall 2002 Afternoon classes, Telecourses and Online courses, to help target the enrollment of not-traditional students (e.g., high school concurrent enrollment).

Goal #7. Continue to ensured that all high school college centers throughout San Mateo County are well supplied with appropriate CSM materials (e.g., Class Schedules, Catalogs, Concurrent Enrollment forms, CSM view brochures, etc.).

Goal #8. Staff tables at College Nights/Fairs, make CSM/community college presentations, and conduct application and CEPI workshops at local high schools throughout San Mateo County.

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 help to enhance marketing efforts, and visibility of the College, which are directly tied to enrollment growth (College Goal 1B: Management Enrollment).
2. They are directly tied to planning activities, which help to improve the College's ability to attract, retain and serve (College Goal 2A: Effect Institutional Change)

Attachments to Year-End Report 2001-02

Date: June 5, 2002
To: Pat Griffin
From: Steve Morehouse
Subject: Matriculation information regarding 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 six years:

YEAR	# STUDENTS TESTED			TOTAL
1997	19-April (S) (126)	23-April (W) (107)	3-May (S) (235)	468
1998	21-April (T) (59)	2-May (S) (171)	9-May (S) (173)	403
1999	24-April (S) (131)	4-May (T) (134)	8-May (S) (231)	496
2000	15-April (S) (109)	25-Apr (T) (121)	29-Apr (S) (179)	409
2001	28-April (S) (80)	2-May (W) (60)	5-May (S) (128)	268
2002	27-April (S) (122)	May-1 (W) (128)	May-4 (S) (144)	394

Year 2002 showed a marked improvement over last year in the number PEP students tested as part of the new student matriculation process. It is interesting to note from a historical perspective, that the largest turnouts came when there was approximately 15-days between the first and last PEP date. Although this data is in-line with results from years 1997 – 2000, I feel that with increased coordination between student services offices and better communications and follow-up with students, that these numbers can continue to grow in the coming years. I am also optimistic because of the new student service management team that is being assembled in both the Office of Admissions and Records and the Office of Counseling Services. Such continuity of motivated staff, under the direction of an encouraging and supportive Vice President of Student Services, should make us all optimistic about the future enrollment of High School Students.

Date: June 5, 2002

To: Pat Griffin

From: Steve Morehouse *SM*

Subject: Summary of High School Relation Activities in four (4) key areas, during FY 2001 – 2002). A few HS's have more than one activity covered on the same date (i.e., College Presentation & CEPI Administration).

College Night/Fairs – (21)

09/01	San Francisco	Thurgood Marshall – College Night & Presentation
10/09	San Bruno	Capuchino H.S. – College Night & Presentation
10/10	Half Moon Bay	HMB H.S. – College Night & Presentation
10/16	Millbrae	Mills H.S. – SMUHD College Night & Presentation
10/17	San Mateo	Serra H.S. – SM County Private Coll. Night & Present.
10/18	Redwood City	Canada Coll. – SUHD College Night/fair
10/23	San Mateo	CSM – Information (College) Night
10/30	Daly City	JUHSD/SSFHSD – College Night/Fair & Presentation
11/06	San Francisco	Thurgood Marshall – College Night & presentation
11/13	San Bruno	Capuchino H.S. – College Night & CC Presentation
11/15	San Bruno	Capuchino H.S. – College Night & CC Presentation
01/22	San Francisco	Riordan H.S. – College Night & Presentation
03/06	Belmont	Notre Dame H.S. – College Night & Presentation
03/11	Pacifica	Terra Nova H.S. – College Night & Presentation
03/15	Pescadero	Pescadero H.S. – College Night Presentation
03/19	San Francisco	Mercy H.S. – College Night & Presentation
04/11	Redwood City	Redwood H.S. – College fair (Seniors)
04/19	Redwood	Sequoia H.S. – College/Career Fair
04/20	San Francisco	USF/WACAC – College Fair
04/24	Hayward	CSU Hayward /WACAC – College Fair
04/30	Belmont	Carlmont H.S. – College Night & Presentation

Community Coll./CSM Presentations – (28)

09/01	Burlingame	Mercy H.S. – CC Presentation (Two 11 ^{thGR} Classes)
09/24	Burlingame	Mercy H.S. – CC Presentation (Two 11th Classes)
09/25	Burlingame	Mercy H.S. – CC Presentation (11 ^{thGR} Class)
09/26	Daly City	SMUHD/SFUHD – HS Coun. Wkshop & Presentation.
10/16	San Mateo	Serra H.S. – CC Presentation (Senior Class)
10/17	San Mateo	CSM – Shadow Day Presentation (11 th & 12 th grades)

10/18	San Francisco	Bridgemont H.S. – CC Presentation (Senior Class)
10/23	Millbrae	Mills H.S. – CC Presentation (Junior Class)
10/25	SSF	SSF H.S. – College Fair & Presentation (4 - 12 ^{thGR} Classes)
10/26	SSF	SSF H.S. – College Fair & Presentation (2 - 12 ^{thGR} Classes)
11/08	Daly City	Westmoor H.S. – College fair & Presentation (4 - 12 ^{thGR})
11/14	Redwood City	Sequoia H.S. – CC Presentation (Selected Juniors)
12/04	SSF	Baden H.S. – CC Presentation (12 ^{thGR} Class)
12/05	Pescadero	Pescadero H.S. – CC Presentation (11 ^{thGR} & 12 ^{thGR} Class)
12/13	Redwood City	Sequoia H.S. – CSM Presentation (12 ^{thGR} Students)
12/12	San Mateo	Hillsdale H.S. – College Fair & Presentation (1 - 12 ^{thGR})
01/18	Menlo Atherton	Menlo Atherton H.S. – CSM Presentation (Seniors)
01/30	Half Moon Bay	Pilarcitos High School – CC Presentation (12 ^{thGR} Class)
04/04	San Francisco	SF Leadership H.S. – CSM/CC Presentation (Seniors)
03/22	Palo Alto	Palo Alto H.S. – CC College Fair & Presentation (12 ^{thGR})
03/22	San Mateo	CSM – Riordan H.S. – College Visit (Seniors)
04/15	San Francisco	Macateer H.S. – College Fair
04/22	Daly City	Thorton H.S. – Coll./CSM Presentation (Seniors)
04/24	San Mateo	CSM – Get Linked Career/CSM College
04/30	SSF	Baden H.S. – CC Presentation (12 ^{thGR} Class)
05/01	Pescadero	Pescadero Middle School – CC Presentation (3 - gr. 6-8 th)
05/09	San Mateo	CSM – College Booth for HS track meet Finals)
05/21	Menlo Atherton	Menlo Atherton H.S. – College Fair

Career & Educational Planning Inventory Presentations (41)

10/31	Burlingame	Mercy H.S. – CEPI Administration (1 - 11 ^{thGR} Class)
11/05	Burlingame	Mercy H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
11/07	San Mateo	CSM (Middle College HS) – CEPI Adm. (1 - 12 th Class)
11/07	Burlingame	Mercy H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
11/08	Burlingame	Mercy H.S. – CEPI Administration (11 ^{thGR} Class)
11/19	San Mateo	Aragon H.S. – CEPI Administration (5 - 11 ^{thGR} Classes)
11/20	San Mateo	Aragon H.S. – CEPI Administration (5 - 11 ^{thGR} Classes)
11/21	San Mateo	Aragon H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
11/26	Woodside	Woodside H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
11/27	Woodside	Woodside H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
11/28	Woodside	Woodside H.S. – CEPI Administration (4 - 11 ^{thGR} Classes)
11/29	Woodside	Woodside H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
11/30	Woodside	Woodside H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
12/03	Woodside	Woodside H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
12/04	SSF	Baden H.S. – CEPI Administration (12 th grade Class)
12/05	Pescadero	Pescadero H.S. – CEPI Administration (12 th grade Class)
12/13	Redwood City	Sequoia H.S. – CEPI Administration (11 ^{thGR} Class)
12/14	Redwood City	Sequoia H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
01/23	San Mateo	Serra High School – CEPI Presentation (4 - 11 ^{thGR} Classes)
01/30	Half Moon Bay	Pilarcitos High School – CEPI/CC Presentation (12 ^{thGR} Class)
01/31	San Mateo	Serra High School – CEPI Presentation (5 - 11 ^{thGR} Classes)

02/04	Belmont	Carlmont H.S. – CEPI Administration (4 - 11 ^{thGR} Classes)
02/05	Belmont	Carlmont H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
02/07	Belmont	Carlmont H.S. – CEPI Administration (One 11 ^{thGR} Class)
02/08	Belmont	Carlmont H.S. – CEPI Administration (4 - 11 ^{thGR} Classes)
02/13	San Mateo	San Mateo H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
02/15	San Mateo	San Mateo H.S. – College Presentation (12 ^{thGR} Class)
02/20	San Mateo	San Mateo H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
02/21	San Mateo	San Mateo H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
02/26	San Mateo	San Mateo H.S. – CEPI Administration (11 ^{thGR} Class)
03/01	Daly City	Westmoor H.S. – CEPI Administration (1 - 11 ^{thGR} / 12 ^{thGR})
03/04	Menlo Park	Mid-Peninsula – CEPI Administration (1 - 11 ^{thGR} /12 ^{thGR})
03/12	San Francisco	Mercy H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
03/13	San Francisco	Mercy H.S. – CEPI Administration (3 - 11 ^{thGR} Classes)
04/03	San Mateo	CSM – (Middle College HS) – CEPI Adm. (12 ^{thGR} Class)
04/05	San Francisco	Lincoln H.S. – CEPI Administration (8 - 11 ^{thGR} Classes)
04/08	San Francisco	Lincoln H.S. – CEPI Administration (5 - 11 ^{thGR} Classes)
04/09	San Francisco	Lincoln H.S. – CEPI Administration (7 - 11 ^{thGR} Classes)
04/12	HMB	HMB H.S. – CEPI Administration (2 - 11 ^{thGR} Classes)
04/18	HMB	HMB H.S. – CEPI Administration (4 - 11 ^{thGR} Classes)
04/30	SSF	Baden H.S. – CEPI Administration (12 ^{thGR} Class)

CSM/SMCCD Application Workshops – (23)

10/12	Burlingame	Mercy H.S. – Application Workshop (Seniors)
12/19	San Mateo	Aragon H.S. – Application Workshop (Seniors)
02/25	Burlingame	Burlingame H.S. – Application Workshop (Seniors)
02/27	Terra Nova	Terra Nova H.S. – Application Workshop (Seniors)
03/06	Menlo Park	Mid-Peninsula – Application Workshop (Seniors))
03/11	Daly City	Jefferson H.S. – Application Workshop (Seniors)
03/12	San Francisco	Mercy H.S. – Application Workshop (Seniors)
03/14	San Bruno	Capuchino H.S. – Application Workshop (Seniors)
03/14	Redwood City	Redwood H.S. – Application Workshop (Seniors)
03/15	Redwood City	Sequoia H.S. – Application Workshop (Seniors)
03/15	San Bruno	Peninsula H.S. – Application Workshop (Seniors)
03/18	Pacifica	Oceana H.S. – Application Workshop (Seniors)
03/18	Daly City	Westmoor H.S. – Application Workshop (Seniors)
03/19	San Mateo	San Mateo H.S. – Application Workshop (Seniors)
03/19	Belmont	Carlmont H.S. – Application Workshop (Seniors)
03/20	San Mateo	Aragon H.S. – Application Workshop (Seniors)
03/20	Millbrae	Mills H.S. – Application Workshop (Seniors)
03/21	SSF	El Camino H.S. – Application Workshop (Seniors)
04/02	SSF	SSF H.S. – Application Workshop (Seniors)
04/10	San Mateo	Hillsdale H.S. – Application Workshop (Seniors)
04/10	San Mateo	Serra H.S. – Application Workshop (Seniors)
04/11	HMB	HMB H.S. – Application Workshop (Seniors)
04/17	San Mateo	Notre Dame H.S. – Application Workshop (Seniors)

Year-End 2001-02 Summary Report

6/25/01

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:	Shirley James, RN Tanya Isaeff, RN Barbara Maddock, RN

Last program review: 1997-1998

Program Review Recommendations, and Progress:

1. Improve Visibility and Accessibility.
This continues to be a problem. Our survey, which was completed in the Spring, has again demonstrated that we are a well kept secret. We are working with the architects to plan a new health center located in building 5.
2. Hire a Health Educator
We have lost the grant funding for the SPARK program. I would like to see the program expanded to be more encompassing. We are currently working with the Associated Students to evaluate options.
3. Physician Clinical Services
We have been quite successful in this area. Dr. Nichols is on campus for four hours a week. His services are in great demand. In addition to the hours that he is here, I have been able to offer some expanded services (under Protocols) on the other days. This has greatly expanded my effectiveness.

Accomplishments:

- ◆ Students and Staff Impacted by Health Services
 - Medical Visits, total: 964
 - Nurse visits: 764
 - MD visits: 200
 - 39 PAP's
 - 18 Physicals
 - 97 Limited exams

Eye exams	65
Counseling Appts.	80
Blood drive	72 donated 9 deferrals
Health Fair	1000
Presentations	1350
Lectures	125
Insurance	200
HIV testing	15
Immunizations	96
	60 Flu
First Aid Class	10
TOTAL	3,986

- ◆ Conducted a Health Services Survey (supports college goal 2A)
 - 805 students completed the survey
 - 53% women, 47% men
 - 55% 22 years or younger, 20%: 23-30 years, 25% > 30 years
 - 32% Caucasian, 22% Asian, 20% Latino
 - 27% had used the health center in the past and 95% of them were satisfied with services offered.
 - 31% didn't know where the health center is located, or the services offered**
 - 19% didn't know the health center exists!**
 - At least 21% are medically uninsured.**
 - 76% claim to be medically insured, but only 2/3 of them can name the insurance plan

The question was asked, if the following services should be available through the health center:

- Birth control/ STI: 89% yes
- Physicals: 89% yes
- Immunizations: 86% yes
- Prescription medications: 78% yes
- Blood tests: 86% yes

Suggestions for new services that should be offered included: Psych services, eye exams and HIV testing....all of which are already available!!

The results of this survey once again validated the assumption that expanded medical services, on campus, are needed and wanted by our students. This survey has also shown that a significant number of our students do not have access to health care. It further demonstrated that the health center and our many services are still a well kept secret.

Accomplishments:

- ◆ Sponsored a hepatitis community awareness campaign, with the city of San Mateo. This event was hosted at CSM in October. (supports college goal 4B)
- ◆ Hired Dr. Nichols to provide expanded medical services, four hours/week. He has done a wonderful job and has been well received by students and staff. (supports college goal 2A)
- ◆ Established a medical clinic. We have put the following into place: formal medical records, QA procedures, scheduling procedures, blood drawing, urine microscopy, BC Pills, Emergency Contraception, Immunizations: hepatitis B, Flu, Pneumonia, tetanus, Measles-Mumps-Rubella, PAP Smears, STI testing and treatment, anaphylaxis medications, nebulizer treatments, among others. (supports college goal 2A)
- ◆ Established Standardized Procedures, for the expanded services.
- ◆ Established a drug formulary, for pre-packaged prescription drugs. Now have about 15 prescription drugs available for our students
- ◆ Established a contractual agreement with Unilab. We now offer low cost blood testing.
- ◆ State President of Health Services Association of California Community Colleges. While in office, we successfully collaborated with CCLC in establishing a state-wide health plan for domestic students (supports college goal 4B)
- ◆ SPARK program was highly visible on the campus. The Peer Educator program was especially successful.
- ◆ Obtained a Board of Trustee Grant to evaluate the medical service needs of our students and to plan program enhancement. (supports college goal 4C)
- ◆ Completed the first year of a two year Family Nurse Practitioner program.

Anticipated Goals for 2002-2003:

- ◆ Continue to provide expanded medical services on campus.
- ◆ Continue to certify staff and students in First Aid and Adult CPR.
- ◆ Increase the visibility of the health center and its services. Consider a “poster blitz”, consider hiring students to promote our services.
- ◆ Conduct an “ice cream open house” in the fall...to bring the students to the health center.
- ◆ Complete the FNP program in good health!

PSYCHOLOGICAL SERVICES 2001-02 YEAR-END SUMMARY REPORT

Summary Report Prepared by: Tim Stringari and Arlene Wiltberger

Date: June 2002

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 2001-02:

- Recruited and maintained a diverse staff of eight interns.
- Provided personal counseling and/ or crisis intervention services to over 400 students.
- Provided personal support to numerous staff and faculty experiencing personal and family crisis.
- Provided crisis intervention and drop in counseling to the campus after the September 11th attacks.
- Provided immediate debriefing and follow up counseling to bookstore staff following the robbery.
- 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. Offered a CRER 141 class for fair volunteers.
- Carried out numerous interventions related to disruptive behavior on campus that involved faculty and staff coaching and student counseling.
- Provided a Flex Day training on Disruptive Behavior on Campus for faculty and staff.
- Presented at a Skyline College workshop for counselors on helping students in crisis and provided consultation and support to Skyline's new Psychological Services counselor.
- Provided instructional support for peer helpers (CRER 140 &141) and consultation to the SPARK program. Served on the SPARK Advisory Board.
- Provided intern support and consultation to the Puente project.
- Provided consultation and support to the AARRP including a *Campus Conversation on Diversity* forum featuring students from the program.

- Participated in the president's *Diversity by Design* lecture series. Served as support hosts.
- Produced and facilitated the *Campus Conversations on Diversity* discussion series.
- Offered a proposal to the CDAC Committee that included a diversity action plan for 2002-3.
- Provided coordination, intern supervision and instructional support to the Transition to College Program (TTC) which served 195 students with psychological disabilities
- Provided coordination, staff supervision and budget oversight to the CalWORKS program.
- Provided leadership and coordination to the Human Services Certificate and Degree Program. Ten Human Services Degrees were awarded this year.
- Contributed to the CSM/ Peninsula WORKS partnership by developing a "quick response" class focusing on learning disabilities screening designed to meet a legislated mandate for CalWORKS workers.
- Developed a partnership with the YAF Crisis Line (Suicide Prevention) offering Human Services course credit for crisis line trainees. After training, students are encouraged to enroll in Coop ED.
- Provided leadership and coordination to the Family Development (FDC) Certificate program (as part of the larger Human Services Program) and awarded fifty-eight (58) FDC certificates.
- Participated in the CSM Connects Service Learning Program. Offered three classes that utilized service learning and participated in two faculty workshops on service learning.
- Co-sponsored, with Caminar/CLC, a professional training held at CSM titled *Confidentiality in the Workplace*. CSU's were provided by San Mateo County Mental Health.

Goals for 2002-03:

- 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.
- As part of Health Services, continue our close partnership with Health Services staff by participating in ongoing programs, providing outreach to students, holding weekly staff meetings. This will include the offering of a Career 141 class for Health Fair volunteers.
- Continue to provide Disruptive Behavior training, coaching and intervention to faculty and staff. This will include the offering of flex-days workshops and assisting the Vice President of Student Services in Disruptive Behavior Policy review, faculty outreach, and other duties as assigned.
- Continue to work together with college administration and campus security to insure a climate of safety on campus. Part of this effort will be to provide a "quick response" of support and crisis intervention to

students and staff in the event of trauma (real or perceived), and to offer forums or discussions focusing on sensitive or potentially stressful issues.

- Continue to provide consultation and support to the newly formed Skyline College Psychological Services unit.
- Continue to participate in the president's *Diversity by Design* lecture series by acting as support hosts.
- Continue to organize and facilitate the *Campus Conversations on Diversity* discussion series.
- Continue to provide input to CDAC in regards to improving campus-wide appreciation of diversity.
- Work with the Vice President of Instruction and members of the CDAC committee to study the possibility of utilizing minority teaching interns as part of the Bay Area Diversity Internship Project.
- Continue to provide consultation, technical assistance, and encouragement to the African American recruitment/retention and Puente projects.
- Continue to provide consultation and instructional support to the SPARK effort.
- Continue to provide coordination, intern supervision, and instructional support to the Transition to College Program including the offering of Career 880,138 and 140 classes.
- Develop a 12 unit Certificate of Completion in Peer Support that will serve both SPARK and Transition to College programs. This will utilize existing Career courses and Coop Ed. work experience.
- Continue to provide coordination and budget oversight to the CalWORKS program until appropriate administrative or supervisory staff can assume these duties. Plans for this year include moving the primary service location to EOP&S.
- Continue our ongoing partnership with Social Science and Coop Ed by providing leadership, instruction and coordination to the Human Services, and FDC programs. For the coming year, this will include exploring the possibility of classes at the Daily City One-Stop and Half Moon Bay locations.
- Continue to offer college credit to crisis line volunteers as part of our new partnership with the YAF Crisis Line and begin the development of a nine-unit Certificate of Completion in Crisis Counseling.
- Continue to contribute to the Peninsula WORKS partnership by offering LD screening classes, self-advocacy classes for clients with LD, consultation to staff and referral support.

Relationship of Significant Accomplishments and Goals to the College Goals and Student Services Fall 2001-Spring 2003 Planning Document:

Our accomplishments for this year and our goals for the next contribute to the overall college goals and relate to the current Student Services Planning Document in the areas of Enrollment Management and Effecting Institutional Change.

Enrollment Management

Campus research reveals that students most frequently site personal problems as their reason for dropping out of college. By providing timely and accessible personal counseling and immediate crisis intervention, Psychological Services assists students to manage personal, developmental, and situational problems that might otherwise cause them to leave school

Through our partnerships with other student service units and off campus agencies, and our stewardship of the Transition to College and CalWORKS programs, we participate in a seamless web of support for students, which is highly effective in contributing to student retention and success. Through the encouragement and support that they receive, many students are empowered to excel in school and continue on to higher levels of academic and career success. This was very evident this year when one of the two graduating students with a 4.0 grade point average was jointly mentored and supported by Transition to College, CalWORKS and EOP&S.

We contribute directly to enrollment management through our TTC Career classes and through the development of the Human Services and Family Development Certificate and Degree Programs. Specific to the current **Student Services Goal 1A**, we have provided *“additional options for students by repackaging classes and offering classes in different formats at new locations”*. Examples of these are the Crisis Line, LD Screening, Human Services and Family Development classes that have all been formatted for practicality, taught by professionals working in the field, and held at off-campus locations.

Specific to **Student Services Goal 1B**, we have and will continue to capture the *“low hanging fruit”* by discovering new avenues for offering credit to students for various learning activities that are currently non-credit bearing. Examples of these are the Health Fair, Crisis Line and SPARK classes and the Coop ED requirement for the Human Service and Family Development Certificates. We will also continue to support and encourage other Student Service units to do the same. We consulted to the Career Center on providing credit to Career Fair volunteers and we are presently advising CSM Connects staff in this regard.

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.

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.

Student Services Goals 2A and 2B ask that we “*plan activities to improve the College’s ability to serve and retain a diverse population*” and “*develop a climate in which diversity is genuinely valued*”. We are contributing directly to these goals through our planning and facilitation of the *Campus Conversations on Diversity* discussion series, our participation in the President’s *Diversity by Design* lecture series, our submission of a college diversity plan to CDAC, and our involvement in the Bay Area Diversity Internship Program.

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, 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 administration.

CalWORKS 2001-2000 YEAR END REPORT

Report Prepared by: Tim Stringari

Student Service Area: CalWORKS

Year of Last Program Review: None

Significant Accomplishments in 2001-02:

- Forty-seven students were served. Services included: Child Care, Workstudy, books, transportation, academic, career, and vocational counseling, job placement, and liaison with faculty and social services providers.
- Eight students transferred to four-year colleges and universities. These included UC Irvine, UC Berkeley, UC Davis, USF and SFSU.
- Four students received AA Degrees.
- Three received vocational Certificates.
- One student graduated with High Honors and a 4.0 GPA.
- Sixteen students receive scholarships.
- Fifteen students were assigned workstudy placements.
- Sixty-seven dependent children received childcare.

Goals for 2002-03:

- Complete the transfer of the CalWORKS service location from the Career Center to EOP&S/CARE offices.
- Work with the new CalWORKS/EOP&S/DSP&S coordinator to redesign services to match the recent reduction in funding.
- Work with Financial Aid director to redesign workstudy distribution to match funding reductions.
- Work with Human Services managers and supervisors to adapt our service coordination and shared funding procedures to funding reductions.
- Coordinate with district, Canada and Skyline CalWORKS staff to share resources when appropriate.
- Coordinate with EOP&S and CARE staff to effectively utilize available funds for eligible students.

Relationship of Accomplishments and Goals to College and Student Services Goals:

CSM CalWORKS contributes to the College and Student Services goals in the areas of Enrollment Management and Effecting Institutional Change. By recruiting and supporting students who would otherwise be forced into low paying jobs, CalWORKS adds significantly to the college's enrollment, degree and certificate completion and transfer numbers. CalWORKS students all take full academic loads and have a higher completion and transfer rate than the mainstream population. Most all of them are also DSP&S eligible and add to that count as well. As single parents from lower economic status, these same students add to the richness and diversity of the campus and to their transfer institutions.

College of San Mateo
Spring 2002

e-Advising – End of Semester Report

Dean Chowenhill & Laura Demsetz

The Spring of 2002 was the second semester of e-Advising for CSM. The e-Advising page on the CSM web site was modified and several links were established to make the page easier to find by students and prospective students. Dean Chowenhill answered the bulk of the inquiries and Laura Demsetz answered questions in the area of engineering, CIS and the sciences which were forwarded to her by Dean. When Dean was not available to attend to the site, Laura took over. This happened during Spring Break and several weekends throughout the semester. Laura also modified the e-Advising web page and worked with Jasmine to up date the site.

The main purpose of the e-Advising page is to provide students and potential students with quick access to specific information. E-Advising is not intended to take the place of face-to-face meetings with a counselor or advisor for the purpose of academic planning. It is not uncommon for the answers to inquiries to refer the student to the counseling center or to a specific advisor on campus. There are links at the top of the e-Advising page which answer commonly asked questions. It is hoped that only those questions which are not answered by the links be asked of the e-Advisor. Numbers gathered by the district office indicate this is working well.

During the Spring 2002 semester, e-Advising continued to grow, the e-Advising page was viewed 1513 times, just over 10 times per day including weekends. There were 245 questions submitted to the e-Advisor. All of these questions were answered in a timely manner. Recipients of answers frequently reply with something like, "Wow, thanks for the fast reply."

Rights to Privacy Issue

During the semester a rights to privacy issues was encountered. There was an inquiry requesting some information about the progress towards a certificate by a continuing student at the college. It was answered as many questions had been answered in the past. In this case, the inquiry was not by the student whose progress was in question. The student complained. Immediately action was taken to resolve the immediate concern of the student and to solve the privacy issue for e-Advising in the future. Prior to this incident, the social security of the student was requested so we could look up her/his records. This has been removed from the page and we no longer give ANY information about any students record or progress at the college. Instead, we inform the student of the privacy issue and politely refer the student to admissions and records or the counseling center. At first, we felt this would reduce the effectiveness of e-Advising, but this does not seem to be the case. Rarely is there a specific question about a student's record. Most questions are about school programs and procedures.

Recruiting

The e-Advising effort is proving to be a valuable recruiting tool for the college. There are many inquiries about specific programs (nursing, cosmetology, CAD, broadcasting engineering, real estate, business and many transfer majors). The inquiries are answered in a very positive manner such as: "Yes, CSM has an excellent ... program." The prospective student is then told a bit about the program, given the web link to the program and specific information as to who to contact on the campus for more information. Several times arrangements have been made for tours of the facilities led by program coordinators.

Future

- The new "look" for the CSM webpage is to go on line this summer. At this time, the e-Advising page will be re-formatted to match the overall layout of the CSM site.
- Modify the list of links of the existing e-Advising web page. This will include the new look and better descriptions
- Establish a schedule for updating the links – some change once per semester, some once per year and some remain static.
- Establish guidelines to consistently answering e-questions. As more counselors on the campus become involved with e-Advising, procedures and consistency needs to be established.
- Set up an easily accessible list of previous responses.

Responsibility and Load

It is suggested that the administrative responsibility for e-Advising be assigned to the Director of Matriculation. The director now coordinates the counseling center and works closely with counselor and advisor loads and e-Advising fit well.

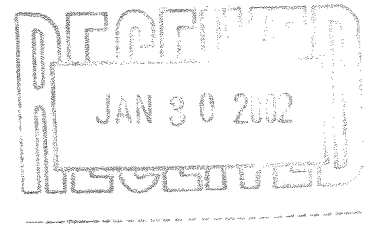
The "traffic" on the e-Advising site continues to grow, but is not staggering. However, each question takes time and many require considerable research. These answers are in writing and they MUST be correct as well as encouraging to the inquirer. CSM has many programs and each have complexities that are not covered in the catalog or on the web site. An example of this is whether a class is offered Fall, Spring or Summer. Some classes are Fall or Spring only. To find the answer takes a call to the division office. By the way, all the division directors have been very helpful to inquiries about their programs and classes. If a voice message or e-mail is sent, we get a through reply usually the same day! Thanks.

It is suggested that e-Advising for the Fall and for the Spring be assigned 3 units each semester. These three units may be divided as appropriate. Here is a suggestion open to discussion:

Summer 2002 – Laura will be responsible for the summer traffic, and Dean will answer questions only on Wednesday. Dean and Laura will coordinate the effort.

Fall 2002 – Dean two units, Laura one unit

Spring 2003 – Laura three units (Dean on leave)



College of San Mateo
e-Advising
Report – First Semester’s Activities
Dean Chowenhill and Laura Demsetz

This informal report is a summary of the activities for the first semester (Fall 2001) of e-Advising at the college. This project started in the Spring of 2001 and the e-Advising site was developed during the Summer. The e-Advising page was put on the GOCSM web site in late August ready for the first day of school.

TRAFFIC

The first “hit” was on August 23, and traffic was slow at the beginning with only five inquiries during August and ten in September. Even though the presence of e-Advising on the CSM Web page is obscure, the traffic picked up in October with 22 inquiries. The total inquiries for the semester, including Winter Break, was 92.

Month	Inquiries
August	5
September	10
October	22
November	19
Dec up to 18th	11
Winter Break	25
TOTAL	92

NATURE OF INQUIRIES

The inquiries fall into several categories

- CSM Procedures, “How do I” The answers to some of these questions are already on the web site. In answering, we answered the question and often told them where the answer was on the web site. Timelines for CSM’s procedures are not always clear! A frequent question goes something like this, “I applied for graduation/certificate two months ago and I have not gotten any response from the college. When will I know if I am going to graduate?”
- CSM Programs, “Do you have...” The answers to most of these are on the web site, sometimes the questions were in more depth than the web site information. Occasionally, the program coordinator had to be contacted to find the answers. Normally, the answer was found and given to the student as well as the name and contact information of the program coordinator.
- Calendar Questions, “When should I...” We were very late in posting the “important dates” on the web site. CSM’s web site is dynamic and it needs to be up to dated frequently.
- Graduate and Certificate Questions, “I have taken..., what do I still have to do? Many of these questions involve courses taken at other schools.

COMPLEXITY

The complexity and the time it takes to respond to questions vary greatly. Here are two examples:

Simple Question: XXXX has been substituted for names and addresses of the students

----- Original Message -----

From: "XXXXXXXX" <xxxxxxxx@yahoo.com>

To: "CSM Counselor" <csmcounselor@smccd.net>

Sent: Wednesday, November 14, 2001 10:56 PM

Subject: general education

> hello,

>

> my student id# is XXX-XX-XXXX.

>

> can you tell me if the courses that i took, with the

> exception of the dance classes, fulfill/satisfy the

> general education requirements at san francisco state?

>Dear XXXXXXX,

>All of the courses you list are general education courses and they transfer to SF State.

> I added the areas of GE your classes fulfill.

> fall 1992:

> CHEM 100 - B1 Physical Sci

> ENGL 100 - A2 Written Comm.

> FREN 115 - C Arts, Lit...

>

> spring 1993:

> MATH 200 - B4 Quant. Reasoning

> SPCH 100 - A1 Oral Comm.

>

> spring 1994:

> ENGL 110 - A3 - Critical Thinking

> HUM 140 - C - Arts, Lit...

>Dean Chowenhill

>e-Advisor CSM

Complex Question:

----- Original Message -----

From: "XXXXXXXX" <xxxxxxxx@hotmail.com>

To: "CSM Counselor" <csmcounselor@smccd.net>

Subject: general education

What is the final date to apply for AA/AS Degree for Spring 2002? Has articulation to CSU/UC changed for Spring 2002? To be on the Dean's List for Fall 2001, Was it the requirement that my culmulative GPA be 3.3 or higher or can just semester GPA be 3.3 or higher? Can I take an Honor's class if I have a 3.33 GPA or higher and have completed English 100 with a "B" or do I need to be in special program? If so, how do I get in this special program? Is there a way that I can submit a suggestion that when a student drops a class within the 2 weeks of the semester and then wants to add the class back within the 1st 2 weeks of semester, the student can do so on SMART or WEBSMART with an authorization code and not recieve a "DUPLICATE CRN" message? Thank You for your concern in this matter,
XXXXXXXX XXXXXXX

Dear XXXXXX,

Wow, these questions had me scrambling. I will try my best to separate the questions and answer them one at a time:

- - The final date to apply for a degree at CSM is Feb. 14 (Valentine's Day).

- - Articulation with the CSU/UC schools is basically unchanged - especially the General Ed part of the articulation. I suggest you use IGETC and follow it closely - the IGETC agreement is on our web site in several locations - I suggest you go to the Transfer Link on our web site to find it. The other part of transfer is "Preparation for the Major." The best source for this information is ASSIST.ORG - there is also a link to this site on our Transfer Page.

- - Dean's List - CSM's Dean's List is semester by semester. Any semester you have completed 12 graded units within that semester with a 3.13 GPA, you are on the Dean's List.

- - Honor's Classes - You are eligible to enroll in Honor's Classes with a 3.33 GPA. You do not have to be in any special program - just enroll. I checked this morning and they are still adding students into the Honor's classes and there are some Honor's classes which begin mid-semester.

- - As far as submitting suggestions for modifying our policies regarding adding and dropping classes, you may submit your suggestion to the Dean of Admissions and Records. His name is Henry Villareal and his email address is: villarealh@smccd.net

Frank, I can not answer your second message about the distant learning course until I know specifically which course it is. I see you are enrolled in two TV courses and both of them meet on Saturday, Jan 26. Your Accounting on-line course is a Wednesday course. Give me the course in question and I will answer.

Well, I hope this helps you.

e-Advisor, CSM

Feed back from Students

There is very little feedback, but occasionally a student will write a quick thanks:

Dear Counselor,
I appreciate your reply very much. I will take your
advise and approach the counseling center in person.
Thanks a lot once again.
Regards,
XXXXXXXXXXXXXXXXX.

Thank you very much. It helps a lot.
Hope to complete the certification.

Thank you for the prompt response. I'm taking Math 110 this semester and my
instructor wants to verify our eligibility. I took Bus Math 115 previously and
printed out my grade for that class. That, along with your email, should do the
trick.
Again, thank you for your assistance,
XXXXXXXXXXXXX

Thank you for the very rapid response and insightful
comments.
I have decided to take the Color Graphics Course this
Spring Semester, to get me back in the "school" mode.

Dear Advisor,
Thank you for your quick reply. We found your answers to be very helpful.
Thanks so much for your quick response.
XXXXXX & XXXXXXX

Dean,
Thanks for all your help,
Mark

Suggestions for the Spring Semester 2002

1. Add hit counter to e-Advising page. We would like to know how many students go to the e-Advising page and have their get their answers without sending us an email question.
2. Add "Spring important dates" to e-advising page.
3. Move e-Advising link to more prominent location (either top of CSM side bar or top of goesm.net). Now it is difficult to find on the web page. Place a link to e-Advising on the registration page.
4. Modify e-Advising page based on questions so far (so that more questions are answered by links on the page).
5. Review CSM site for missing, incomplete, inconsistent information (from counseling point of view). Work with the WEB development team to make corrections.
6. Solicit student input on the e-advising page (a focus group? selected students from a range of classes/majors? on-line suggestion box?). Solicit counselor, faculty, administration input on the e-advising page.
7. Modify e-advising page based on student, counselor, faculty, administration input.
8. Decide who is going to respond to the questions during the Summer 2002.

The above items can be put into three rounds of upgrades to the e-advising site:

Upgrade 1: 1, 2, request for 3 (by end of January)

Upgrade 2: 4, 5, 6 (by end of February)

Upgrade 3: 7,8 (by end of April)

PLACEMENT TEST ATTENDANCE REPORT

SUMMER-FALL 2002:

<u>TEST DATE</u>	<u>REGULAR</u>	<u>ESL</u>	<u>PEP</u>	<u># OF STUDENTS PER TEST SESSION</u>
18-Apr-02	75	17		92
27-Apr-02			122	122
1-May-02			128	128
4-May-02			144	144
11-May-02			12	12
8-May-02	116	20		136
11-May-02	76	16		92
15-May-02	102	16		118
29-May-02	180	22		202
3-Jun-02	100	19		119
5-Jun-02	102	20		122
12-Jun-02	149	16		165
TOTAL	900	146	406	1452

SUMMER-FALL 2001:

<u>TEST DATE</u>	<u>REGULAR</u>	<u>ESL</u>	<u>PEP</u>	<u># OF STUDENTS PER TEST SESSION</u>
April 19 2001	79	22		101
April 28 2001			60	60
May 2 2001			80	80
May 5 2001			128	128
May 10 2001	144	31		175
May 14 2001	103	13		116
May 26 2001	71	17		88
May 30,2001	116	18		134
June 4 2001	98	13		111
June 6 2001	85	6		91
June 13 2001	129	24		153
TOTAL	825	144	268	1237

Chris Rico
(Testing Administrator)

PLACEMENT TEST ATTENDANCE REPORT

SPRING 2002:

<u>TEST DATE</u>	<u>REGULAR</u>	<u>ESL</u>	<u># OF STUDENT PER TEST SESSION</u>
3-Nov	30	11	41
5-Nov	28	6	34
19-Nov	62	34	96
29-Nov	62	10	72
1-Dec	30	24	54
4-Dec	40	15	55
6-Dec	51	25	76
10-Dec	100	38	138
3-Jan	66	44	110
5-Jan	58	20	78
8-Jan	82	34	116
10-Jan	87	24	114
14-Jan	84	12	96
26-Jan	41	15	56
TOTAL	821	312	1136

SPRING 2001:

<u>TEST DATE</u>	<u>REGULAR</u>	<u>ESL</u>	<u># OF STUDENT PER TEST SESSION</u>
NOV. 2	31	15	46
NOV. 8	30	16	46
NOV. 18	53	26	79
NOV. 29	57	28	85
DEC. 6	52	21	73
DEC. 9	56	23	79
DEC. 11	53	13	66
DEC. 14	64	17	81
JAN. 3	76	23	99
JAN. 6	55	34	89
JAN. 9	67	33	100
JAN. 11	75	19	94
JAN. 18	61	27	88
JAN. 20	65	17	82
JAN. 23	13	7	20
TOTAL	808	319	1127

Chris Rico
(Testing Administrator)

Year End Report for Counseling, Advising and Matriculation 2001-2002

This report includes attachments from each of the areas that report to the Dean. Since November 5, 2001 numerous shifts in personnel and duties have been made. This is an attempt to summarize these activities.

EOPS, DSP&S, and the Career/Transfer Center

There have been various staffing changes in each of these areas. In a collegial effort, we identified a means to realign these programs in such a way as to continue the quality of service to students in a period of budget decline. Along with the fiscal issues, there is still the unknown regarding the hiring of a new Dean of Counseling, Advising, and Matriculation. We have developed and partially implemented an organizational structure that will be functional for the next academic year and will provide a working model for the new and/or interim Dean.

Staffing Changes in EOPS and DSP&S

EOPS

Academic Supervisor:	Adrian Orosco: Retired
Program Services Coordinator:	Lorena will be on maternity leave fall semester
Counseling support	Aisha Upshaw has requested to be reassigned from the Transfer Center to EOPS

DSP&S:

Counselor/Coordinator	Joan Hare continues on medical leave; if she returns she will not have any coordination responsibilities
Program Services Coordinator	Laura Skaff has been reclassified from OA 2

Restructuring Activities

1. Cross-trained staff in EOPS with the Financial Aid staff. The EOPS staff is able to enter information for BOG Grants, which has reduced the number of phone calls, and student visits to the financial aid office.
2. Created an interim position of Director of Special Programs to manage EOPS, DSP&S and Transition to College in lieu of a full time Director of EOPS. The responsibilities include managing budgets, coordinating staffing coverage, serve as the liaison to the State Chancellor's Office, and other related duties. This would provide coverage for both areas and relieve the staff, particularly in DSP&S, of the coordination responsibilities that the current staff has had to assume.
3. Reassigned Aisha Upshaw to full time counseling in the EOPS/Multicultural Center. EOPS is willing to accept Aisha and would split her time with Sylvia Aguirre-Alberto in the Multicultural Center. This split is to accommodate the ethnic diversity of the student populations. **Note:** Aisha replaces the position lost when Li Miao left the Multicultural Center.
4. Requested to increase the OA 2 position in DSP&S to a full-time 10-month position. There is adequate funding to cover the increase plus benefits in the DSP&S budget. This position would provide accommodation support for students, conduct the intake services, and support the Director's activities.

MEMO

Date: May 15, 2002

To: All Counselors and Advisors

From: Carlene Gibson

Subject: **Counselor/Advisor Meeting Schedule, 2002 – 2003**

For 2002-2003, the meeting schedule has been revised to include 2 meetings per month. Please note that on Flex Day, August 15 there are plans for a training session on the Counselor Grid portion of the SARS software.

Meetings in italics are COUNSELOR/ADVISOR meetings. All others are COUNSELOR meetings only.

Meeting times: 2:15 – 4:00 PM Meeting Location: 1-115

<i>August 15, 2002</i>	<i>January 23, 2003</i>
<i>September 5, 2002</i>	<i>February 6, 2003</i>
September 19, 2002	February 20, 2003
<i>October 3, 2002</i>	<i>March 6, 2003</i>
October 24, 2002	March 20, 2003
<i>November 7, 2002</i>	<i>April 3, 2003</i>
November 21, 2002	<i>May 1, 2003</i>
<i>December 5, 2002</i>	

Executive Summary

Several program areas in Matriculation and Counseling Services had increased student participation from the 2000-2001 academic year, coinciding with the increase in overall enrollment for Summer/Fall 2002. The Priority Enrollment Program (PEP), Drop-in Counseling Center, and Placement Testing all showed a substantial increase in participation. In addition, wise use of salary savings to purchase scheduling software and hardware upgrades will allow CSM Counseling Division to scale for increase enrollment and efficiency. In terms of program participation, the PEP program saw an increase of 138 students over last year's program (406 participants in Sp. 02 vs. 268 in Sp. 01). Please see participation statistics for PEP in the chart below:

Priority Enrollment Program

2002 PEP	Students	2001 PEP	Students	Increase
April 27	122	April 28	60	62
May 1	128	May 2	80	48
May 4	144	May 5	128	16
May 11	12			12
Total	406		268	138

Drop-in Counseling Center

- Increased student traffic to Drop-in Counseling Center is indicated by a comparison of Sp. 01 and Sp. 02 visitor statistics. In Feb.-May of Spring Semester 2001, Drop-in Counseling served 1762 students. In Feb.-May of Spring Semester 2002, Drop-in Counseling served 1942 students for an increase of 180.

Counselor Training/Updates

- Held end of year Counselor Meeting 5/16/02 covering:
 - New English 100 Banner Prerequisite Blocking procedure
 - Accounts receivable/fee payment deficiencies policy
 - Course repeats and overlaps, reinstatement procedures
 - SARS implementation of centralized Counselor schedules and appointment making through Office of Counseling Services

SARS

- Purchased, installed and trained classified staff in Scheduling and Reporting System (SARS) for counselor appointment scheduling and statistics management
- Began Centralization of counselor schedules (“door cards”) on SARS for Fall 2002

Equipment

- A-frame directional/publicity signboards for testing, orientations, etc.
- Computer upgrades (Dell Standard Administrative) for all classified and counseling staff operating with less than 233 Mghz (see attached Counselor Computer upgrade order Excel Spreadsheet)
- 3 Self-service computers installed for student access to WebSMART, Assist.org, & other online resources: 1. Testing Office 2. Transfer Center 3. Drop-in Counseling Center

Information Materials Updated

- Placement Test Score Report
- Placement Test Course Placement Guide for Fall 2002 including new English course numbers (i.e. Eng. 826/836)
- Non-exempt Letter of Admission & Matriculation/Counseling to new students

Cost Savings Measures

- Over \$250,000 was saved in FY 01-02, mostly due to unfilled positions. While the savings was used wisely for the procurement of SARS and computers necessary to use SARS and Banner 5.0, it was at the expense of a great deal of administrative organization in Counseling and Matriculation Services and customer service that did effect enrollment as some students chose other colleges who responded in a more timely manner to admission applications and matriculation follow-up with students who had incomplete files.
- Hourly Counseling Costs were also reduced by carefully scheduling hourly counselors only at the most peak periods of orientation, assessment and registration. Please see 2001-2002 End of Year Expense Report (Hourly Exp).

Hourly Counseling Expenditures for Drop-in Counseling Center
 July 1, 2001 - June 30, 2002

	Total Hrs.	Hourly Wage	Total Cost
Aili	375	\$36.77	\$13,788.75
Aguirre-Alberto	6	\$54.64	\$327.84
Basquez	23.5	\$54.64	\$1,284.04
Burns	1	\$54.64	\$54.64
Caviei	96	\$54.64	\$5,245.44
Chowenhill	18	\$54.64	\$983.52
Finch	590	\$37.00	\$21,830.00
Gameline	0		\$0.00
Garcia	21	\$46.00	\$966.00
Greene	91.5	\$54.64	\$4,999.56
Gutierrez	66	\$54.64	\$3,606.24
Harada	487.75	\$54.64	\$26,650.66
Howard	49.25	\$54.64	\$2,691.02
Illueca	59.75	\$41.53	\$2,481.42
McCarthy	582	\$54.64	\$31,800.48
Ramsey	2	\$54.64	\$109.28
Ruglianchich	210.5	\$54.64	\$11,501.72
Scott	56.25	\$54.64	\$3,073.50
Silva	91	\$54.64	\$4,972.24
Stack	27	\$54.64	\$1,475.28
TOTAL			\$124,052.88

Year-End 2001-2002 Summary Report
Counseling Services Area: EOPS/CARE

Date: June 27, 2002

Staff: Adrian Orozco, Ruth Turner, Arnett Caviel, Lorena del Mundo, Danita Scott,
Warren Shelby, Susana Ali.

Last Program Review: Spring 1997

Progress on recommendations since last program review:

Progress continues on the recommendation to increase staff. This past year an additional classified hire assisted greatly with outreach and recruitment and an hourly counselor increased the counseling services. The mentoring program was suspended due to the coordinator's leave of absence. Plans are to re-initiate the discussion with the dean of articulation and research to survey EOPS students.

Significant Accomplishments

- The Summer College Readiness Program: 22 students participated; 19 continued at CSM Fall 2001.
- High School / CSM Preview Day: 30 students participated.
- A six part workshop on college readiness for juniors and seniors at San Mateo High School was conducted.
- 30 students earned an associate degree or certificate; 21 transferred to a four year university; 62 students on the Dean's List; 35 students received scholarships.
- Exceeded the 474 student cap mandated by the Chancellor's office and served 528 students.

Relationship to Student Services Planning Document

Goal #1B-4: An increase in the number of students enrolled was a direct result of the enhanced outreach efforts by program staff.

Goal #2B-2: Staff and financial support is given to activities which address diversity and inclusion of underrepresented students.

Goal #3A-1&2: An upgrade of computer equipment for staff and students was realized. Received approval to refurbish the multi-purpose room, which includes painting, carpeting and furniture.

Anticipated Goals for 2002-03:

Goal #1B-2: Design an EOPS/CARE web site; add representation from each feeder high school on the advisory committee; develop an EOPS/CARE Student Handbook.

Year-End 2001-02 Summary Report Format Disabled Students Programs & Services (DSP&S)

Date: June 26, 2002

Summary Report prepared by: Carolyn Fiori and Marie Paparelli

Student Services area: Counseling – Disabled Students Programs & Services

Student Services area staff:

Marie Paparelli, Learning Disabilities Specialist
Laura Skaff, Program Services Coordinator
Carolyn Fiori, Assistive Technology Specialist
Sue Roseberry, Alternate Media Service Provider
Jean Finch, substitute DSP&S Specialist, October 2001 thru May 2002
DRC Office Assistant position vacated by Clara Johnson March 2002
John Hogan, Adapted P.E. Instructor
Mike Schmidt, Adapted P.E. Instructor
Janet Hogan, adjunct Adapted P.E. Instructor
Shana Kudo, Adapted P.E. Instructional Aide (July 1, 2002)

Year of last program review:

CSM Student Services 1998, Chancellor's Office 1999

Progress on recommendations since last Program Review:

State reviewers recommended a larger space to accommodate students with disabilities. Disability Resource Center, Learning Disabilities Assessment Center and Assistive Technology Center were established in Building 16 Rooms 150 and 151. DSP&S Advisory Committee needs to be established. Tram services need to be investigated. In order to increase the number of LD students served in the Program, staff reviewed the efficacy of hiring an adjunct LD Specialist or LD Technicians.

Significant accomplishments in 2001-2002:

- Served 640 students, a 3% increase in total students served.
- Provided 876 test accommodations, an increase of 35% from last year.
- 8 students received A.A. degrees, 7 students transferred to 4-year colleges/universities, 8 students received scholarships.
- Re-designed DSP&S forms and updated DRC files.
- Collaborated on the development of a District-wide Accommodations Policy for students with disabilities.
- Developed and implemented policies and procedures for delivery of alternate media services. CSM Catalog, Schedule of Classes, DSP&S brochures, and CSM placement tests are now available in alternate formats.
- Hired a full-time APE Instructional Aide as of July 1, 2002.
- Developed and distributed a Learning Disabilities Q&A brochure.
- Reclassified Office Assistant II (FT) to Program Services Coordinator.
- Updated computer data base programs used for record keeping and assessment.
- Updated and rewrote the "Theory of Adapted Physical Education" class making it a health science class, "Exercise Science of the Adult Disabled".

**Relationship of significant accomplishments to
Fall, 2001 - Spring, 2003 Student Services Planning Document:**

College Goal 1: Management Enrollment

- Incorporated 2 telecourses into the Adapted P.E. curriculum.
- ATC website was expanded and includes DSP&S program information and resources for students. Web inquiries were answered in a timely manner.
- Developed a brochure for parents and Special Education high school students..
- Offered Human Services 130 – Introduction to Learning Disabilities and Inventory Screening. This was a collaborative effort of Peninsula Works, San Mateo Human Services Agency and CSM's Learning Disabilities Program.

College Goal 2: Institutional Change

- Attracted 60+ new students at Spring Orientation. We are now scheduling a July 2002 Orientation.
- Developed an internship in the ATC with Evergreen's Speech Pathology Assistant Program during Spring 2002.
- APE began offering a health science class, "Exercise Science of the Adult Disabled."

College Goal 3: Improve Facilities, Grounds and Equipment

- Installed an electric door on the south side main entrance to Building 1.
- Maintained contact with Facilities regarding some access issues that were potentially dangerous to students in wheel chairs.
- Initiated dialogue with Deans regarding accessible furniture accommodations.
- Worked with PacBell, ITS and ATC to install a public access TTY in Bldg. 5 Student Center.

College Goal 4: Promote Institutional Advancement

- APE offers off-campus Wellness classes.
- Presented to parents and Special Education high school seniors.
- Attended "Life After High School" (Special population - vocational/occupational students) and provided program information.
- VTEA funds continue to be available and assistive technology was upgraded in campus computer labs.

Anticipated goals based on 01-03 SS Planning Document for next year, 2002-03:

- | | |
|------------------------|--|
| College Goal 1: | Review the organization of DSP&S and its services to students.
Increase student weighed count. |
| College Goal 2: | Review the structure of the DSP&S Budget and college effort. |
| College Goal 3: | Review DSP&S role in facilities accessibility. |
| College Goal 4: | Establish a DSP&S Advisory Committee.
Establish more formal relationships with local referring agencies to
increase on-campus enrollments. |

Comments:

Carlene Gibson provided excellent leadership and direction during difficult and uncertain times this fiscal year. DSP&S staff and interim staff maintained a high level of professionalism and support services for students with disabilities even though short-staffed since October. We look forward to continuing the work Carlene initiated of restructuring, reorganizing and staff development for DSP&S.