

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.*

**Date: June 27, 2003**

- **Student services unit: Admissions & Records**

**Student services unit staff:** Henry B. Villareal, Dean; Arlene Fajardo, Assistant Registrar; Adela Swinson, A&R III; Seven A&R II's: Abby Beeber; Grace Gamiao; Jeremy Mileo; Kay Rabb; Gert Sartor; Niruba Strinivasan; & Geri Trevaskis

**Program review prepared by:** Henry B. Villareal with input from Admissions & Records Staff

### **Summary description of your unit's program and services (one paragraph):**

Often serving as the initial contact for prospective students, Admissions and Records staff provide general college information regarding admissions, course offerings, registration procedures, and other basic information. Primary services include registering students for classes, issuing transcripts, maintaining student grades and other academic records, and providing information and general services to a variety of college constituents.

### **Number of students served/types of services provided:**

Virtually all students enrolled at CSM and numerous alumni directly or indirectly interface and conduct transactions with Admissions & Records. For example, all students submit an admission application that is then processed by A&R staff. During 2002-03, approximately 12,000 admissions applications were processed. Once admitted, applicants are informed via written correspondence (snail mail or e-mail) of being admitted and are provided their registration appointment date as well as other pertinent information. Further, an even larger number of current and former students (alumni) contact A&R to request academic transcripts. During the past year, official and unofficial transcripts totaled nearly 17,000.

Maintenance of academic records is a service extended to faculty that indirectly benefits students. At the end of each term, faculty submit to A&R their Official Class Records. These records are archived and, as necessary, referenced when students question course grades or for other course related issues. A list of the types of services provided by Admissions & Records is outlined below.

#### Types of Services:

- ❑ Admission Application processing
- ❑ Register Students
- ❑ Collect and process student fees
- ❑ Issue parking permits
- ❑ Process Academic Transcript Requests
- ❑ Maintain academic records
- ❑ Enrollment and degree verification
- ❑ Evaluate AA/AS Degree Applications
- ❑ Process and evaluate certificate applications
- ❑ Evaluate incoming student transcripts
- ❑ Process IGETC and GE certifications
- ❑ Determine student athlete eligibility
- ❑ Coordinate Veteran's Affairs
- ❑ Reinstate dismissed students
- ❑ Process student name and address changes
- ❑ Provide assistance to instructors
- ❑ Bilingual (Spanish/English) services
- ❑ Extended service hours (7:30 am – 7:00 pm, Monday - Friday)
- ❑ Open two Saturday's per semester
- ❑ Provide general information to the public
- ❑ College telephone receptionist after 4:30 pm (Monday – Thursday)

#### Number of Students Served

- ❑ 12,024 admission applications processed
- ❑ 16,704 official and unofficial transcripts issued
- ❑ 4,509 in-person Banner transactions at A&R
- ❑ Approximately 60 veteran students
- ❑ Numerous in-person and telephone transactions not readily captured

#### **Significant unit accomplishments in 2002-2003:**

- A&R Forms made available on the web
- Simplified several A&R forms including the Drop/Add and Change of Course Petition
- Implemented the Late Add Petition Process
- Academic transcript request processing reduced to 48 from 72 hours
- IGETC requests being produced via automated Degree Audit Program
- Implemented SARS Call to inform students of outstanding fee balance
- Document imaging implemented
- Cross training for A&R staff expanded to include processing web admissions applications and document imaging and indexing
- Web for Faculty participation increased to 96.5%
- Eliminated two A&R staff positions (A&R II; Staff Assistant; 110k salary and benefits savings) while maintaining high quality services to students and other constituents
- Reduced A&R outsourced mailing costs by over 85% (\$22k plus savings)
- Continued collaboration with various individuals, divisions and departments such as Instructional Deans, Counseling Division, Security, Cashier's Office, Marketing and Publications, and Institutional Research

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

The significant accomplishments as outlined coincide with several of the Student Services Planning Document goals. Specifically, those goals most directly associated with the aforementioned A&R accomplishments are Management Enrollment, Effecting Institutional Change, and Improving Organizational Change.

Admissions and Records is a very important and necessary unit of the College. For many students, their initial encounter with the college may be with an A&R staff person. During the past year A&R staff have come to further recognize the important role they carry out in assisting students with registration, collecting fees, providing general information, and directing students to designated offices on the campus. In addition, A&R staff have come to embrace and actively participate in assessing departmental operations and then providing suggestions for improvement of these operations. The resulting outcome has further contributed to streamlined processes, enhanced customer service, and in many cases, expedited services. Though having to learn new technologies, A&R staff have been accepting of these technological enhancements which have also automated some of the more tedious and repetitious tasks.

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

The results of the Annual Student Survey have affirmed much of the high quality customer and other services provided by A&R. However, as can and should be expected, there is room for improvement. Some summary data from respondents is noted below.

- 56% of respondents noted that the overall quality of A&R services they received were Excellent or Very Good. Another 28% responded that service was Good.
- 53% responded that overall satisfaction with A&R staff was either Excellent or Very Good, and another 32% thought the staff was Good
- 54% of respondents noted that the explanation of the Admission application process was either Excellent or Very good with another 36% rating this response as Good
- 43% responded that hours of availability were Excellent or Very Good with another 31% noting that the hours were good
- 64% of respondents replied that the user-friendliness of WebSMART was either Excellent or Very Good. Another 19% noted that WebSMART was Good.
- 56% of respondents found the CSM A&R website Excellent or Very Good. Another 28% found the website Good.

The survey results while quite satisfactory also provide an opportunity to assess and explore how these services can be further enhanced. Implications for future delivery of A&R services are noted below.

1. Continue to recognize and emphasize the importance of high quality customer service.
2. Ensure A&R staff participation in CSM Cares seminars.
3. Periodically review existing and any changes to policies and procedures with A&R staff and other pertinent constituents
4. Continue to enhance the user-friendliness of WebSMART

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

As the Dean of A&R, I have encouraged my staff to become aware, sensitive to and be cognizant of college's diverse student population. The staff understand that many of our students are the first in their family to attend college, represent many different nationalities, include some undocumented individuals, that many come from low socio-economic means, and that many students are individuals whose primary language is not English.

When seeking to fill vacated A&R positions, the A&R Dean is cognizant of the importance of considering diversity as one of the many factors in hiring decisions. The present A&R staff represent various ethnicities and cultures which include two Latinos, an Asian Indian, two Filipinos, and four Anglos. This diversity is further recognized during staff potlucks when a variety of ethnic dishes are prepared.

Specific accomplishments fostering and validating diversity include:

- A&R Staff participation at the President's Diversity Lecture Series
- A&R Staff participation at the Diversity Brown Bag Luncheons
- A&R Staff participation in the EOPS Award Luncheon
- One staff member is bilingual in Spanish and English
- Accepting without question or interrogation of completed AB540 Applications
- Assistant Registrar, Arlene Fajardo is a member of the College's Diversity Committee (CDAC)
- The Assistant Registrar attended the Museum of Tolerance and shared her experience with A&R staff
- Hiring student workers who are ethnically and culturally diverse (two Chinese Nationals and four Latinos)

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

- Continue to enhance customer service
- Provide staff with necessary technological training
- Enhance communication and collaboration by inviting various departmental representatives to A&R staff meetings
- Continue to assess and streamline current operations. Targeted areas for next year include the Concurrent Enrollment Program; graduation and certificate evaluation processes, and Veteran's Affairs amongst others

**Identify your unit's needs and recommendations for 2003-2004:**

- New copy machine
- Two additional student computers and printers
- Enhanced cooperation and collaboration with campus constituents
- Eliminate the Wait List which will improve registration
- Continue to improve and enhance Web for Faculty services
- Implement the GE component of the Degree Audit Program
- Implement A&R restructuring plan that includes reclassification of A&R II's, new position titles, and replacement of A&R III position with the Enrollment Services Coordinator

**Notable individual accomplishments (optional):** N/A

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.**

Continuous assessment of A&R processes along with technological improvements has resulted in streamlined operations and enhanced services to students and other college constituents. Also, an on-going plan to restructure A&R resulted in the elimination of two staff positions. During the past year, A&R reduced its expenditures by over \$132k.

**Additional comments:**

The Annual Program Review has allowed me and my staff to outline the functional tasks and the many services provided to students and other college constituents. I do believe this report captures the critical role and important function that this department maintains within the overall structure of the institution. I am grateful for the respect, support and recognition that has been extended to A&R. Lastly, recognizing budgetary and other constraints, I am optimistic that the planned A&R restructuring will move into its next phase.

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**Date: June 26, 2003**

**Student services unit:**

Articulation

**Student services unit staff:**

John Sewart

Mirjana Kokic

Jonah Wong

**Program review prepared by:**

John Sewart

**Summary description of your unit's program and services (one paragraph):**

An essential part of transfer planning is articulation of coursework with 4-year colleges and universities. The Articulation Office at the College of San Mateo is responsible for creating and maintaining these agreements. An articulation agreement is an officially approved agreement that matches coursework between CSM and 4-year institutions. The overall goal of the Articulation Office is to provide relevant, up-to-date information to support students transferring to and from the College of San Mateo.

**Number of students served/types of services provided:**

- Created @ 100 major preparation and course-to-course agreements
- Addition of 10 CSM courses to CSU General Education and IGETC transfer list
- Submitted 12 courses for addition to CAN List
- Assisted with revising course substitution form
- Assisted with creation of Transfer Admission Agreements
- Assisted with all aspects of Transfer Center operations
- Updated inventory of all CSU and UC information for publication in CSM College catalog.
- Updated information for selected private colleges and universities to the Transfer Center website

- Inventory of general education transfer requirements for selected California private colleges and universities
- Revised counselor worksheets for IGETC and CSU General Education requirements and made them available online
- Assumed responsibility for verifying coursework taken at other colleges and universities for CSM Intercollegiate Athletics
- Assumed responsibility for IGETC partial certifications

**Significant unit accomplishments in 2002-2003:**

- Created repository of all CSM student forms online—a total of 49 different forms are now available on-line
- Enhanced Transfer, Articulation, and Research websites
- Created Counseling Services “Quick Guides” for counselors/advisors

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

- Enhanced Transfer, Articulation, Research, eAdvising, Counseling Services website presence [Student Services GOAL 1b: Evaluate and enhance marketing efforts tied directly to enrollment growth]
- Ongoing collaboration with UC representatives in the development of transfer agreements and/or admission programs for high school students – [Student Services GOAL 2a]
- *Key Accomplishments:* Increase the visibility of the College in the community [ Student Services GOAL 4b]

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit’s services:**

N/A However, next year we will explore the feasibility of surveying CSM staff that have interaction with the Office of Articulation. In addition, we will explore a parallel survey of four-year colleges and universities that have interaction with CSM’s Office of Articulation.

**Summarize your unit’s strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

The Office of Articulation works closely with the Transfer Center to target four-year transfer programs that are of special interest to minority students—e.g., Historically Black Institutions.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

- Create index of “recommended” major preparation Online
- Explore feasibility of connecting CSM Forms online with BANNER/WebSMART
- Ongoing improvements to the Transfer/Counseling/Articulation websites

**Identify your unit’s needs and recommendations for 2003-2004:**

- Increase awareness of Student Services staff of on-line services available to students

- Increase user—friendliness of Students Services web sites
- Create on-line community of transfer-oriented CSM students

**Notable individual accomplishments (optional):**

- Mirjana Kopic has initiated movement of CSM Student Services' culture toward realizing the potential of on-line information for serving students and increasing work productivity of staff

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.**

**Created an on-line, interactive website for students and staff needing information regarding transfer opportunities, transfer admission agreements, transfer requirements, and articulation agreements. This site is available at:**

**[www.collegeofsanmateo.edu/transfer](http://www.collegeofsanmateo.edu/transfer)**

**In addition, created an on-line repository of CSM Student Services forms used by students and staff. This site is available at: [www.collegeofsanmateo.edu/forms](http://www.collegeofsanmateo.edu/forms)**

**Additional comments:**



## **STUDENT SERVICES PROGRAM REVIEW**

**Annual Program Review Form: Academic Year 2002-2003**

**Due: June 30, 2003**

**Date:** June 2003

**Student Services Unit:** Assessment/Testing

**Student Services Unit Staff:** Christopher Rico, *Testing Administrator*

**Program Review Prepared By:** Christopher Rico

### **Summary Description of Your Unit's Program and Services:**

A part of our mission at the College of San Mateo is to provide a range of programs and services to assist students in attaining their academic and career goals. The Office of Testing Services is one of the many services offered at CSM that helps students achieve these goals. The Testing Center provides a comprehensive range of assessment and course placement services to assist students matriculating at CSM.

### **Number of Students Served/Types of Services Provided:**

This academic year alone (2002-03), CSM's Office of Testing Services administered nearly 10,000 placement tests, on approximately 40 different test dates, to more than 5,600 students. These figures clearly indicate that CSM is dedicated to providing students with information necessary to establish realistic educational goals and increase their opportunity for academic success.

To name a few of the types of services being provided by the Office Testing Services include:

1. Administering math, English/English as a Second Language (ESL), and reading placement test.
2. Previous research data from the Office of Articulation and Research had shown the accuracy and reliability of CSM Test Instruments. The Testing Center helps in increasing student retention and graduation rates by identifying students' strengths and weaknesses.
3. Creating community awareness of available CSM testing services such as providing on-site testing in San Mateo County high schools, Correspondence Testing, and Transition to College Testing.
4. Administering "Ability to Benefit" tests to students applying for Title IV Federal Financial Aid who do not have high school diploma or GED.
5. Assisting the Disability Resource Center in providing placement testing accommodations for students with physical, psychological, visual, communication or learning disabilities.
6. Uploading Student Testing Information (SOATEST) into Banner for registration/counseling purposes.

### **Significant Unit Accomplishments in 2002-2003:**

- Worked with Director of Matriculation and District ITS in making placement test results available online (WebSMART). This process has helped cut costs for postage, papers and ink cartridges.
- Assigned by Language Arts and Admissions and Records to override English 100 block on Banner for students who meet minimum score requirement for SAT, ACT, AP, etc.
- Created community awareness of available CSM testing services such as providing on-site testing in San Mateo County high schools, Correspondence Testing, and Transition to College Testing.
- Conducted file transfer protocol using WS FTP95 application and uploaded Student Testing Information into Banner (SOATEST) for counseling/student registration purposes. Test results are now available in the system the next day; minimizing waiting time from *5 to 1 business day*.
- **Coordinated CSM Priority Enrollment Program (PEP) 2002:** mailed PEP confirmation letters, organized event schedule, created PEP counselor schedule, assigned students to counselors, called PEP students to remind them of the event, etc. The program enrolled **307** students or **84** percent of the total participants.

### **Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

The significant accomplishments of the Office of Testing Services in 2002-2003 are, in one way or another, related to the current Student Services Planning Document. College Goal 1 is to “improve CSM’s ability to offer programs and services matched to the needs of the community” and “enhance marketing efforts tied directly to enrollment growth.” The 2002 Priority Enrollment Program (PEP) gave high school seniors within the community the opportunity to do assessment, orientation and counseling at CSM all in one day. The program enrolled 84 percent of the total participants which was higher than the previous year. Services such as on-site testing in San Mateo County high schools, Correspondence Testing, and Transition to College Testing all contributed in community awareness of CSM and enrollment growth.

Making placement test results available on WebSMART for students and uploading Student Testing Information into Banner for counseling/prerequisite requirement purposes are related to College Goal 2A No. 4 which is to “increase information and access to services...and academic information.” Students can now view and print their placement test results at the convenience of any computer at home or on campus. Moreover, in-house uploading of testing information makes test results available the next day; minimizing waiting time from 5 to 1 business day.

### **Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit’s services:**

Due to the low number of student participants (Average Freq. No. =13) in the Annual

Student Survey for Assessment, the survey results *may or may not* be good representation of the target population. However, the results and comments of our students are somewhat helpful and can be applied to further enhance our unit's services in the future. It does not only support our current programs and services but it also identifies needs for modifications.

Forty-seven percent (47%) of respondents indicated that overall quality of the placement test process is "Good" followed by "Very Good" (27%). While only 7% indicated that they were not satisfied with staff, overall satisfaction with placement testing staff is "Very Good" (60%). Most students were pleased to have their questions answered by the placement testing staff; 80% of the students responded either "Excellent," "Very Good," or "Good." Ninety-three percent (93%) said that test proctors provided clear instructions and answers. This figure clearly indicates that our staff and proctors are committed to helping and assisting our students. In support of previous research data, 75% of respondents considered their placement test results as accurate measure of their skills.

Twenty-seven percent (27%) thought the dates and hours of availability of placement testing are "Good." Although this percentage is significant, it suggests that we should consider having *placement testing on a year-round basis*. As far as testing location, 77% indicated that the area is quiet and comfortable. Twenty-three percent (23%) were either not satisfied or found the testing area inappropriate; perhaps we, as a unit, should think of a *more suitable setting for placement testing*. Moreover, some students suggested that it would be helpful to *offer online or computerized testing* and other *online services that could assist students in choosing a more accurate test level* (math placement test).

The following are the testing services students find most useful: advice received to choose classes; fulfilling campus requirements, and; variety of testing dates.

**Summarize your unit' s strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

- The Office of Testing Services offers placement tests for English and math including English as a Second Language Test (ESL) for non-native speakers. This test has been used to assess almost all of our incoming international students and other foreign students who speak English as their second language.
- We have a diverse group of testing proctors and administrator coming from different cultures and backgrounds.
- All of our testing staff are bilingual (i.e. Spanish, Cantonese, Mandarin, and Tagalog-speaking) who are ready to assist, explain instructions and even serve as interpreters or translators if necessary. For some students, this special accommodation is certainly helpful.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

- Study the feasibility of having placement testing on a year-round basis
- Develop a proposal for computerized or online placement testing

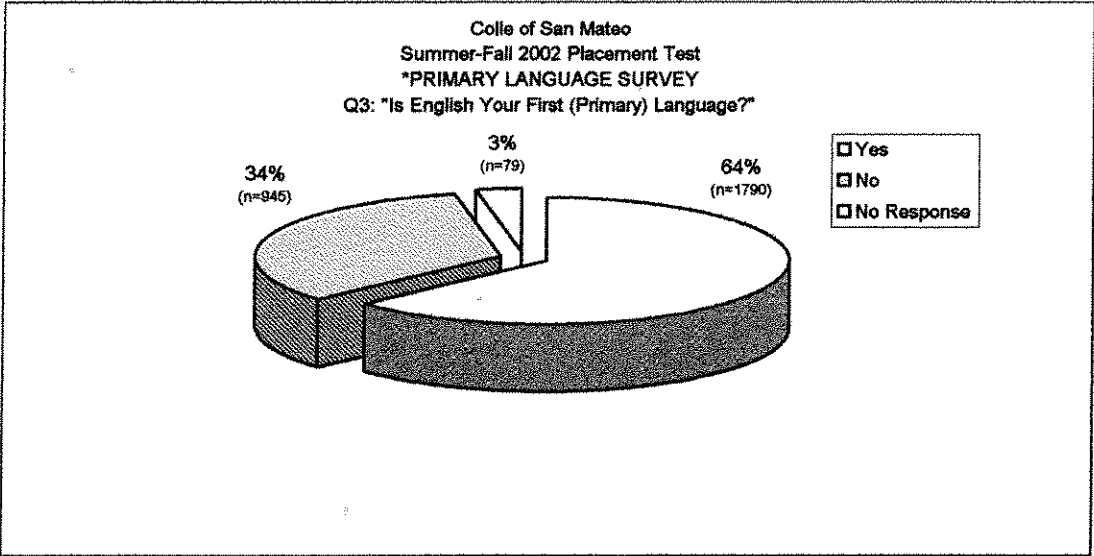
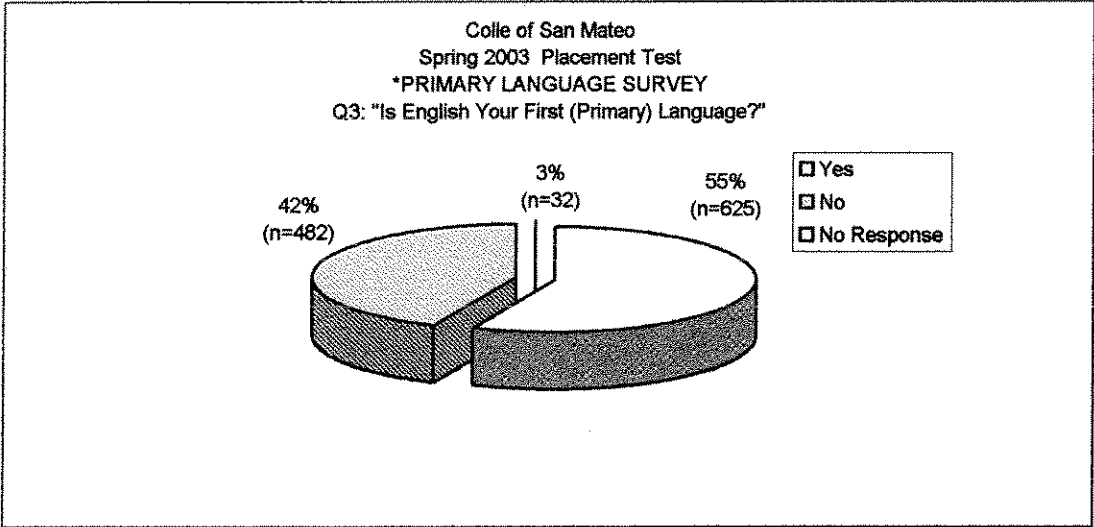
**Identify your unit's needs and recommendations for 2003-2004:**

- **Short-Term Hourly ESL Administrator (Spanish or Chinese-Speaking).** Depending on the testing budget, the ESL testing administrator should be a short-term hourly classified staff that can communicate in Spanish or Chinese. Given that almost half of our students are non-native speakers (*Figure 4*), having a bilingual ESL administrator would help them understand instructions and procedures more efficiently. This will also minimize the need for more proctors since a short-term classified staff is more likely to be reliable than student assistants. Thus, reducing salary cost.
- **In-house Testing Facility.** The Office of Testing Services should have a fixed in-house testing area that will be available throughout the academic year. The area must be suitable for administering in-house tests (i.e. correspondence testing, ability to benefit testing).
- **\$0.50 Test Score Fee.** Only if it complies with current Matriculation Education Code, students should be charged a test score fee of \$0.50 for requesting additional copies of placement test results. This fee should be appropriate since test results are now available online. Periodically, we have students who request test results to be sent to another college. The same test score fee can be applied to this type of service.
- **\$1.00 Repeat Test Fee.** Again if it complies with current Matriculation Education Code, there should be a repeat test fee of \$1.00 for students who are retaking our English, reading and math placement tests. This is a per repeat test fee and is not a one time fee. The fee should only apply to students who have taken the tests within two (2) years from their original test date. (*In 2001, the Dean of Counseling approved a \$15.00 fee for Correspondence Testing and other community-based tests administered by the Office of Testing Services. To date, this is the only revenue-generating service we offer.*)
- **ESL Tests Offered on Selected Dates Only.** Due to current budget cuts, the Office of Testing Services should continue to offer ESL tests on selected testing dates only. This will help minimize costs on proctors (student assistants) and ESL evaluators (hourly certificated) salaries.
- **Back-Up Scanner for Scoring Tests.** Again depending on the budget, the Office of Testing Services should have a back-up scoring scanner that can be used in case the main scanner malfunctions. This will help us provide uninterrupted assessment service to our students particularly during peak registration period and events such as the Priority Enrollment Program (PEP).

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.**

This academic year alone, the CSM Office of Testing Services administered nearly 10,000 placement tests, on approximately 40 different test dates, to more than 5,600 students. In addition to our services, students can now check and print their placement test results on WebSMART.

Figure 4



## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Date:* June 16, 2003

*Student Services Unit:* CalWORKs

*Student Services Unit Staff:* Danita Scott, Interim Director, Student Support Services;  
Aisha Upshaw, Counselor

*Program Review Prepared by:* Danita Scott

*Summary description of your unit's program and services:* CalWORKs offers academic and financial support services to low-income, often educationally under prepared students, receiving Temporary Assistance for Needy Families (TANF). CalWORKs staff seeks to guide and nurture students as they work to complete a certificate or associate degree program, within an eighteen to twenty-four month training period, in hopes that educational preparation will assist participants in attaining economic self-sufficiency.

*Number of Students Served/types of services provided:* CalWORKs served thirty one students, providing services such as academic counseling, case management and advocacy, assistance in paying child care costs, book service, parking permits or bus passes, and work development through campus work-study or the Student Employment Office. CalWORKs students also participated in parenting and personal development workshops, and received a holiday gift basket, bag or stocking through a joint CalWORKs, EOPS/CARE and Child Development Center project.

### *Significant unit accomplishments in 2002-2003:*

- ❖ 2 students completed AA/AS degrees; 2 are transferring to four year universities; 2 earned certificates; 2 were named to the Dean's List; 2 were EOPS Academic Achievers (3.0-3.29 GPA); five were CSM scholarship recipients.
- ❖ Half of all CalWORKs students were successfully referred to EOPS/CARE, nearly doubling the total CARE population from 8 to 15.
- ❖ Establishment of CalWORKS Advisory Committee

***Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:*** CalWORKs has partnered effectively with Financial Aid, EOPS/CARE and the Multicultural Center. These partnerships have improved organizational systems within Student Services by streamlining referral processes for participants without overly burdening each unit. Collaborative efforts have increased efficiency and limited duplication of services; thereby better utilizing resources so that more students may be served more effectively.

The incorporation of community groups and organizations will bring fresh energy and insights to the campus through the CalWORKs Advisory Committee. This group will not only assist staff in building an effective program that is responsive to the needs of its participants and partners, but will allow staff to act as institutional change agents by bring forth the needs of a diverse and vulnerable population.

***Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:*** Eighty-nine percent of survey respondents felt the overall quality of the program is good to excellent. All were satisfied with the staff, our ability to respond to questions, and hours of availability. Not surprising, direct services such as child care, book service and employment assistance were found to be most useful because they provide immediate financial relief while reducing the stress associated with budget constraints and child care issues. Students would like to have additional counseling support and receive more months to complete training— a common request for students who are often the first in their families to attempt college, place in basic skills courses, lack study skills, and desire to pursue areas of study difficult to complete within the proscribed eighteen months.

Not reflected in the survey is the general lack of awareness students have about their status with the Human Services Agency and the mandatory 32 hour a week work/school requirement. Future program development will need to continue to work towards closing the gap between the reality of the student's academic goals and Human Services mandates. This can be obtained by working with the agency to increase the scope of approved programs, advocate for the full training period for program participants while instilling in them the importance of sticking to educational plans, successfully completing course work and utilizing all campus and community resources in such a way that they are able to complete their academic goal in a timely manner.

***Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:*** Poverty is no respecter of persons. For that reason the nature of the CalWORKs program lends itself to seeking TANF recipients wherever they are, whatever race, ability, gender or nationality they may be, to restructure, reshape and redefine their lives. Our sense is that most individuals with the will to achieve will achieve with compassionate, directed support, encouragement and a sense of belonging. Personal attention combined with the recognition that they are not alone, assists students in developing self-esteem, and a faith in their inherent ability to strive for and obtain their dreams.



***Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:***

- ❖ Convene Advisory Committee in the Fall and Spring semesters
- ❖ Provide more program structure for participants (accountability)
- ❖ Offer more personal development classes and events
- ❖ Strengthen employment services link with emphasis on 'soft skills'
- ❖ Strengthen relationship with Human Services Agency
  - Revisit 'approved' program offerings at College of San Mateo
  - Work with agency to extend training time for lower skilled students

***Identify your unit's needs and recommendations for 2003-2004:*** If CalWORKs staff is to continue to meet the needs of its participants, we will need continued institutional support towards the work-study component via the fund match. Work-study provides CalWORKs participants with the ability to gain work experience and earn extra money without impacting their TANF grant.

***Provide a brief two or three sentence description of your unit's key accomplishments:***  
The small but growing CalWORKs students are attaining their academic goals: two earned AA/AS degrees, two earned Certificates, two are transferring to four-year colleges and universities, four received academic honors and five were scholarship recipients.

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**Date: June 30, 2003**

**Student services unit: Campus Security Unit**

**Student services unit staff: Supervisor John A. Wells, Lead Officer Patrick Davy, Security Officers Jon Holloway, Johnny Collins, Bernard Calloway, John Jones, Brian Tupper and Office Assistant II Kevin Eifler**

**Program review prepared by: Supervisor John A. Wells**

**Summary description of your unit's program and services (one paragraph):**

The Campus Security Unit provides a safe environment for students, faculty, staff and visitors that allows faculty and staff to deliver instruction and for students to receive instruction. The staff of the unit provide security services through the delivery of uniformed high visibility patrol and responding to calls for service. The unit also serves as the liaison with the public safety services (City of San Mateo Police Department and Fire Department as well as the County of San Mateo Emergency Medical Services) that deliver law enforcement, fire and emergency medical services to the campus.

**Number of students served/types of services provided:**

The Campus Security Unit serves the entire student body with respect to delivery of crime prevention and security services as well as management of vehicle parking.

Individual students are provided personal services on an as needed basis that include the investigation of crimes and suspicious circumstances, first aid (including summoning Fire Department and Emergency Medical Services), assistance with vehicle "lock outs" and dead batteries, notification of family emergencies and escorts from one area of the campus to another in appropriate cases.

**Significant unit accomplishments in 2002-2003:**

A new Parking Violation Citation has been developed and put into use. The new citation deletes a violation that had nothing to do directly with the college and adds a violation eliminating the confusion between not having a parking permit and not having a parking permit properly displayed.

Plans called for the completion of the signage project during the year 2001-02. Due to a funding problem and question about the scope of the project, it was not completed. All of

the work to complete the project has been completed. The project will be divided into two phases. The first phase will include placing a purchase order for all of the signs. The second phase includes installing all of the standard traffic control signs immediately (as they will be shipped from inventory by the vendor) and then the custom signs as they are received. It is expected that the signage project will be completed not only during the year 2003-04 but before the start of the Fall 2003 Semester.

Plans called for the implementation of a Campus Crime Watch Program during this year. The major component of the program is the posting of Campus Crime Watch Program signs around campus. They have not been purchased as of yet. They will be purchased and installed as part of the signage project. The Campus Crime Watch Program will be put into place with the start of the Fall 2003 Semester.

Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:

Not appropriate.

Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:

The results of the survey were surpassingly positive. On the negative side numerous comments critical of the lighting on campus were included in the responses directed toward Campus Security. Fortunately, these comments were misdirected to the Campus Security Unit.

The results of the survey do not generate any implications for future delivery of the Campus Security Unit other than to continue the same services that we currently do in the same manner.

Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:

The strategy within the Campus Security Unit that fostered a climate in which diversity is recognized and valued is the universal understanding among the members of the unit that there is no alternative to such an understanding. Accomplishments include the absence of a single personal complaint regarding the conduct of a member of the Campus Security Unit based up on discrimination toward the member of any protected class (sex, race, disability, national origin and/or religion).

Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:

Completion of the campus signage program.

Implementation of the Campus Crime Watch Program.

Identify your unit's needs and recommendations for 2003-2004:

Because none of the Security Officers live in close proximity to the campus (Petaluma, Stockton, Livermore and Hayward) it is difficult or impossible to have them work a double shift or call them back to work if the need is identified. The appointment of several hourly

Security Officers would be of great assistance in staffing special events, short or protracted sick calls and other personnel shortages.

One of the unit vehicles is deteriorating rapidly and has become a financial liability. It will soon reach the point where it will be rendered unserviceable. It should be replaced with a midsize pick-up truck with a cargo shell or a mid-size SUV.

**Notable individual accomplishments (optional):**

Provide a brief two or three sentence description of your unit's key accomplishments for use in the *"2002-2003 Student Services Key Accomplishments"* publication.

The Campus Security Unit enjoys an excellent working relationship with the faculty, staff and student body of the institution. There is a clear, open and easily approachable line of communication between the parties. This relationship is in great part responsible for the lack of crime and presence of a feeling of security on campus.

**Additional comments:**

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

Date: May 15, 2003

Student services unit: Career Services Center

Student services unit staff: Elaine Burns, Joyce Griswold, Terry Simonson

Program review prepared by: Elaine Burns

### *Summary description of your unit's program and services.*

The primary mission of the Career Services Center is to provide methods and resources to help individuals make realistic decisions and develop achievable career/job/educational goals. To this end we provide assistance to students and members of the community in developing career and life planning skills; including educational planning, choosing a major, job search planning, internship and co-operative education opportunities and information about transferring to a four year college or to a specialized training agency.

### *Number of students served/types of services provided:*

SARS appointments and walk-ins for fall 2002	1,525	
SARS appointments and walk-ins for spring 2003	1,386	
Career/Academic/Job counseling, 1 hour sessions, Fall	521	
Career/Academic/Job counseling, 1 hour sessions, Sp.	316	
Fall workshops	048	
Spring workshops		064
Students enrolled in CRER 133		
CRER 133 Fall 2002,	067	
CRER 133 Spring 2003	077	
Goal 1A.		

### *Significant unit accomplishments in 2002-2003:*

Over 3000 students were provided career services in 2002-2003

### Co-op Ed

A total of 425 students, averaging 3 units each, completed Cooperative Education this past college year. This work-based learning program provides real life experiences for students enrolled in volunteer service learning and well as paid jobs.

### Recommendation

The employers in our Co-op program represent an untapped resource for future jobs and internships. This resource has been largely undeveloped and could be a great asset for Student Employment

### Co-op Ed

We reviewed the Co-op paper and office procedures and made major changes. The streamlined changes provide both a real cost savings and time savings. We are now able to use electronic forms to record student's applications and learning objectives for a cost savings of approximately \$1000.00 per year.

### New Career Course

As a result of the response to the Career Center survey, the career center coordinator designed and implemented a new workshop to assist students in identifying their college major. Choose a College Major and Explore Your Future Career was first held as a pilot program during Spring 2003. Based on the success of this first offering and on the requests of students, two sections of this (.5) unit credit career course, CRER133 will be offered summer 2003. At present the new classes are full with a full wait list. *Goal 1B*

### Managed Hiring Project

As a response to the Districts request to provide individual career counseling and resume preparation for employees, this dept. made counseling appointments with 15 CSM employees. This response or "quick action" supports *Goal 1A.2*

*Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:*

### Delivery of Services

The questionnaire for the Career Center asked students to indicate which career topics were most important from a list of 7 choices. Thirty-three percent of the respondents selected the topic of how to choose a college major as very important. Therefore a new section of CRER 133 was piloted, entitled Choosing a College Major

### Summary

Over all student's responses on all sections of the survey were Excellent to Very Good.

*Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:*

It is necessary to keep in mind the wide range of needs presented by the diverse clients served by this unit. We strive to provide services in a variety of formats and time frames to meet student needs. Our staff, graduate student interns and student assistants represent ethnic and cultural diversity. Our services are accessible to disabled students through our on-line assessment service and the installation of Eureka software throughout the campus.

During the Spring 2003 semester the Career Services Center made a concerted effort to reach our diverse student population. As an example, we provided career assessment and counseling to San Mateo High School EOPS students as part of a recruitment effort. A team of counseling interns under the direction of the career center coordinator and in

conjunction with CSM's EOPS office planned and presented two workshops at the local high school. *Goal 2B*

To reach the on campus diverse student who is not yet acquainted with our Career Services Center, we installed Eureka software for student's use in multiple locations on campus; DSPS, EOPS/Multicultural Center, Library, various computer labs. *Goal 2B*

As a follow up to installing the Eureka career and job search software we are coordinating a series of trainings for staff. The Career Center is hosting a training seminar for ten staff members during the summer 2003. This includes staff from EOPS/ Multicultural Center, DSPS, Student Employment and Counseling. The Eureka training staff will provide specific methods on how to make computer research accessible for disabled students. The DSPS staff will further train on the topic of accessibility for the disabled. *Goal 2B*

*Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:*

We have enjoyed a highly successful year and we are proud of all our accomplishments. With one career counselor and four part-time graduate interns we provided 837 hours of counseling, 128 workshops, 15 one hour orientations and 3 off campus workshops.

We supported the Math Learning Community with an intensive and collaborative Study Skills class. We provided CRER133 for the Accounting Dept. as a required course to meet the certificate requirements. We provided Human Services with the necessary support to meet the Co-op Ed requirement for certificate. We collaborated with Electronics to initiate a Co-op with the FAA. The goals of this unit are to continue the outreach on Campus, to creatively respond to emerging needs and to keep doing what we do best; to provide the full spectrum of career counseling, methods and resources to our clients.

*Identify your unit's needs and recommendations for 2003-2004*

The computers provided for student use are old, slow and inadequate for the demands. Recommend replacing 7 computers which were purchased in 1995-96.

To maintain the level of services we customarily offer, we need adequate front desk coverage. This position is key to the smooth operation of the Center. Recommend replacement of the AOII position.

*Notable individual accomplishments (optional):*

As part of the Managed Hiring Program this career counselor was asked to provide career counseling, including resume and interview preparation for CSM employees. Fifteen employees receive intensive counseling over a two week period. The ability to respond to this emergency as a "quick action" met Goal 1A.2

Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.

The Career Services Center provides services for both day and evening students. The center is open 45 hours a week, offers over 120 workshops, provides over 800 hours of career and academic counseling, and responds to the need and requests of 3000+ students annually. CSM's Career Center is considered one of the best in Northern California's community colleges.

A total of 425 students completed Cooperative Work Experience Education. The Co-op Program has developed work-based learning partnerships with Genetic, Inteck, Intuit, Jet Blue, San Mateo County, Franklin Fund, San Mateo County Fire and Protective Services, Kaiser Hospital, Oracle, Samaritan House, SMC Superior Court, Nordstrom, Macy's, Ritz Carlton Hotel and many small business represented in our local community.

**Additional comments:**

None of the work and accomplishments enjoyed this past year could be possible without the help and support of the entire Student Services staff. Special thanks go to Dean Chowenhill and Pat Griffin for their management support and skill.

Additionally, we could not have met so many student requests with the dedicated graduate intern staff; Fred Sangiorgio, Karen McComb, Tuan Ngo and Dana Pollock.

Thank You to All.

Respectfully submitted,

Elaine Burns



## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.*

**Date:** June 16, 2003

**Student services unit:** Child Development Center

**Student services unit staff:**

Louise Piper, Coordinator

Karen Wiggins Dowler & Lori Pilster, Master Teachers

Yovanka Crossley & Tanya Messer, Teachers

Kara Diaz & Katherine Krumm, Associate Teachers

**Program review prepared by:** Louise Piper

**Summary description of your unit's program and services (one paragraph):**

The Mary Meta Lazarus Child Development Center offers high quality, subsidized early care & education for 2 ½ to 5 year old children of low-income student-parents. In addition, early care & education is offered, at full cost, to children of student-parents, faculty & staff not eligible for subsidized care through California Department of Education (CDE). The Center provides care & education for children in a nurturing, responsive, stimulating learning environment and provides a family support program that includes a variety of opportunities for parent involvement & parent education. The Child Development Center also provides Center staff with a comprehensive in-service training program on a variety of relevant topics.

**Number of students served/types of services provided:** The Child Development Center enrolls 48 children for full day or part day child care depending on the parent's schedule of classes, need for study-time and work hours.

**Significant unit accomplishments in 2002-2003:**

- Worked with architects from Sugimura, project engineers from Swinerton Management & staff from SMCCD Facilities Planning & Operation to complete plans for playground renovation project in order to begin construction by May 2003 and be complete project by August 2003.
- Received another \$26,000 grant for playground safety from California Dept. of Education, \$3,000 from fund-raising event, \$1,000 donation from alumni parent.
- Successfully completed CDE Desired Results accreditation review, program found to be in total compliance with all key dimensions in 6 areas: Standards, Assessment & Accountability; Teaching & Learning; Opportunity & Access; Staffing & Professional Growth; Parent & Community Involvement; Governance & Administration, program received special commendation for creating an innovative process for assessing children's learning & development & utilizing the assessment information to plan curriculum that is individualized & developmentally appropriate. CDE's senior consultant described the program as "truly outstanding".

### **Significant unit accomplishments in 2002-2003 con't:**

- Successfully completed Child Care Food Program Administrative Review, program found in to be in compliance with all State & Federal requirements and health & nutrition education was found to be effectively integrated into program activities .
- Recruited & hired 1 Master Teacher and 2 hourly Associate Teachers in order to reopen second classroom and operate Center at full capacity.
- Developed comprehensive **Family Support Program** for student-parents including: **Parent Advisory Committee**, governed by parent leadership team, responsible for planning fund-raising activities and utilizing funds to plan special events for children & families in order to build a sense of community & enhance program quality; **Parenting Series**, planned in conjunction w/ EOPS, CARE, CalWORKS programs, offering 5 educational seminars on topics identified by parents as relevant; **Weekly Parent Support Group**, planned in conjunction w/ CSM Psychological Services, to offer support and information to families on issues related to parenting young children; **Parent Information Centers**, located in Center lobby & in children's classrooms, providing materials & information on parenting, campus & community resources & events and children' s curriculum.
- Developed Community Resource & Referral Plan for parents: created campus & community resource guide, developed & distributed survey to identify each family's needs in the areas of health/social services, legal services, education & employment, etc., and provided appropriate referral information and conducted timely follow-up w/ each family.
- Coordinator participated as a member of San Mateo County Universal Preschool 2010 Design Group to develop mission & vision statement, core values & three-year goals for SM Universal Preschool Initiative funded by First 5 SM County.
- Coordinator participated with local child-care advocates & county officials to develop a local control child care pilot project (AB1326 authored by Simitian) as a solution to the State's one-size fits all plan that currently impedes effective delivery of child-care services in high cost counties like San Mateo.
- Master Teacher participated on county-wide task force, "Quality Spaces, Learning Places",  
to improve pre-kindergarten experiences for children in SM Foster City School District.

### **Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

- Child Development Center Playground Renovation Project relates to College Goal 3: Improve Facilities, Grounds & Equipment – Goal 3A Work with District to plan new projects & complete funded projects.
- 26,000 grant received from California Dept. of Education for playground safety, \$3,000 from fund-raising effort, \$1,000 from individual donor relates to College Goal 4: Promote Institutional Advancement – Goal 4C Enhance funding resources for special projects through donor development, fund-raising activities.
- Hiring qualified staff, reopening second classroom and operating Center at full capacity relates to College Goal 1: Management Enrollment – Goal 1A Improve CSM's ability

to offer programs & services matched to needs of community.

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

**37** out of 46 surveys were returned = 80%

Summary of Survey Responses:

**37 Very Satisfied** with overall quality of program.

**37 answered Yes** to questions about whether your child is safe & happy in program.

**36-37 answered Yes** to 11 questions about receiving information from program on: child development, how your child is doing in program, daily activities, parenting skills(1 left blank), finding community services (1 answered No), discipline procedures, how parents can get involved, what can parents do to help child learn.

**37 answered Very Satisfied** on questions about number of staff working w/ children, background & experience of staff, how program communicates w/ you, meeting individual needs of your child, interaction between staff & children and curriculum activities.

**35 answered Very Satisfied & 2 Satisfied** on languages spoken by staff

**35 answered Very Satisfied & 2 Satisfied** on hours of operation

**35 answered Very Satisfied & 2 Satisfied** on cultural activities

**35 answered Very Satisfied & 2 Satisfied** on health/safety

**34 answered Very Satisfied & 3 Satisfied** on equipment & materials

**34 answered Very Satisfied & 3 Satisfied** on nutrition

**33 answered Very Satisfied & 4 Satisfied** on parent involvement

**28 answered Very Satisfied & 9 Satisfied** on interaction w/ other parents

No parent responded to any question on the survey with "Unsatisfied".

**Some Examples of Survey Comments:** "good program where children explore, develop, learn & feel part of huge family"; "whole staff is very friendly, knowledgeable."; "No worries. Very educational, very noticeable in my child's development"; "It fosters my child's strengths"; "Keep up w/ wonderful job you do!"; "We receive a lot of helpful info from Center on huge variety of topics"; "My child benefits tremendously"; "This program has helped our family in so many ways. My daughter has gained valuable social skills & I have received a lot of support & info that has helped me be a better parent.;" "Program is outstanding. Teachers work very well w/ children & they have contributed dramatically to my child's success.;" "This program is a model for how all preschools should be run in America!"; "It has become a second home for my son. Thanks to the staff, he has blossomed into an assertive, confident kid.".

**Implications for future delivery of services:** 1) Although the Center's Family Support Program was effective overall, the Parent Surveys revealed that the program can do more to encourage social interaction between parents so families can develop closer relationships thus feeling less isolated. The Center serves a number of single parents, w/ limited resources & little family support. As a result, developing relationships w/ other families who have shared experiences will serve to enhance student-parents overall experience at CSM. Staff will work w/ Parent Advisory Committee to plan additional social events, early in the year, to encourage parents to gather together & get acquainted, organize weekly "coffee hour, encourage

classroom volunteers to work together in teams. 2) Staff Development Plan for 2003-04 needs to include in-service training & professional development opportunities in the areas of diversity & safety practices.

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:** In order to authentically incorporate family culture & traditions into the fabric of the program, staff developed a questionnaire to identify individual family's experiences, cultures & traditions. Ex. of questions included: "What would you like us to know about your family celebrations/traditions? Is there a way our program can be involved in your family celebrations? Is there anything about your culture or family you're worried we might not understand? What ideas do you have about how we can celebrate everyone's traditions in a Center as diverse as ours? Responses were used to plan Center events & children's curriculum in an authentic, respectful manner & to encourage more parents to volunteer in the classroom, sharing culture & tradition. As a result, the Child Development Center community was strengthened bringing children, families & staff together to promote a climate acceptance & understanding.

In addition, teachers & parents forged relationships w/ a variety of ACSM student clubs so children & families could be included in a wide variety of cultural events offered on campus throughout the year.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

- Plan & implement Staff Development Plan including in-service training on diversity, safety practices (indoor & outdoor), disaster preparedness, curriculum planning i.e focusing on enhancing math experiences & evaluating classroom materials & equipment.
- Repair & renovate indoor environment to eliminate health/sanitation concerns in kitchen & children's toilet area.
- Enhance community outreach efforts by developing program brochure & web-site.
- Actively seek additional funding to renovate children's garden & construct new sand area in upper playground.

**Identify your unit's needs and recommendations for 2003-2004:**

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

1. Repair & Renovate Indoor Facilities of Child Development Center. In the kitchen & children's bathrooms, moisture has caused mold & bacteria to collect under kitchen counter tops & under floor boards & in walls around toilet area in children's bathrooms. New, single surface material needs to be installed in kitchen & vinyl floors & side walls in bathrooms need to be replaced. Mold & bacteria have created health & sanitation concerns.
2. Increase Community Outreach Efforts to Ensure Child Development Center Operates at Full Capacity. In order to enhance community outreach efforts and increase number of eligible families on the waiting list, a program brochure & web-site is needed to inform potential student-parents about the high quality child care services offered at CSM.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.**

A multi-phase playground renovation project, completed in August 2003, includes an accessible pathway, new climbing structure, children's garden and a sand & water play area. The Center was evaluated by the CDE using a new accreditation system called Desired Results. The Center was found to be in compliance in all 6 Program Standards and received a

special commendation for creating an innovative process of assessing children's learning & development & utilizing the assessment information to plan an individualized, developmentally appropriate curriculum. CDE senior consultant described the program as "truly outstanding".

*In lieu of  
program review*

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## **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



Gibson, Carlene

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**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  
Student Employment Coordinator  
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

*in lieu of  
program  
review*

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.

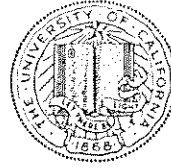
# Transfer Center End of the Year Summary 2001-2002

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
<b>Total University Representative Appointments and University Workshops:</b>	<b>499</b>
<b>Transfer Center Workshops:</b>	<b>119</b>
<b>CAP Orientation:</b>	<b>12</b>
<b>Transfer Admission Agreements:</b>	<b>45</b>
<b>Transfer Day Estimated Attendance:</b>	<b>400</b>
<b>Total Estimated Transfer Center Contacts:</b>	<b>2,226</b>



May 14, 2002

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

Dear Dean Gibson:

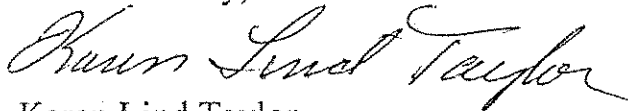
I have just recently retired from 30+ years at the Berkeley campus of the University of California. For the past 10-15 years I have worked both as the campus articulation coordinator, and as campus coordinator of the Cooperative Admissions Program (CAP). I am still on staff, serving as articulation consultant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

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.*

**Date:** June 2003

**Student services unit:**

Counseling, Advising and Matriculation

**Student services unit staff:**

The staff consists of a Dean of Counseling, twelve full time counselors, eight academic advisors and a support staff of four.

**Program review prepared by:**

Dean Chowenhill

**Summary description of your unit's program and services (one paragraph):**

There are two primary counseling efforts on the campus: scheduled counseling/advising appointments with full time counselors or faculty advisors and drop-in counseling. All students enrolled in 12 units or greater are assigned to a counselor or advisor and are encouraged to make an appointment through the SARS system to create Student Educational Plans. Student enrolled in less than 12 units as are encouraged to see a counselor in the drop-in center. In addition, all new and incoming students are served in the drop-in center where they are assisted with the application process, receive orientation and have their initial counseling appointment. In addition to general counseling, there are many special counseling services and programs in the unit including EOPS, Multi-Cultural, DSPTS, Transition to College and PEP (Priority Enrollment Program).

**Number of students served/types of services provided:**

During the Fall and Spring semesters:

- The SARS counseling appointment system was implemented this year. For the Fall, 1,408 individual counseling appointments were made and 2,556 were made for the Spring.
- The drop-in center tallied 6,121 (2284 in August alone) visits in the Fall and 3,714 visits in the Spring.
- In the Spring, 453 PEP students received assessment, orientation, counseling and assistance with registration; this exceeds all previous years.

This is a grand total of **12,409** counseling appointments.

**Significant unit accomplishments in 2002-2003:**

The most significant accomplishment was successfully incorporating the SARS appointment system into our complex counseling/advising system. At the opening day counselors meeting for the Fall semester, the counselors were introduced to the SARS concept and at the first counselor/advisor meeting all counselors and advisors were trained on the use of the system. SARS is a valuable tool for scheduling counseling appointments and tracking the appointments. In addition to students being able to make counseling appointments on the phone and receiving phone call reminders the day before the counseling appointment, SARS also assists greatly in drop-in. When the drop-in center becomes crowded and students are waiting, the resource technician can look at the SARS screen, see which counselors or advisors have appointment time available and direct the student to the counselor's office. The SARS system also provides us with excellent data that we can use for future scheduling of appointments as well as training issues. See attached charts.

Another accomplishment was the use of Exchange Days. Due to serious budget constraints, counseling had to reduce the number of hourly counselors and instead use the full time counselors to fill the gaps between the semesters. The contract allows for each full time counselor to be assigned 10 Exchange Days per year outside the 175 day contract. A few counselors knew about Exchange Days and had used them in the past. The severity of the budget cuts and the opportunity Exchange Days provides was explained to the counselors. In the Spring, ALL counselors were asked for 10 days of Exchange and due to their cooperation, we were able to staff the drop-in counseling center during the weeks before the Spring Semester and in June with a minimum of hourly counselors.

In addition, there were several improvements to our web sites. Both the counseling and transfer web sites were vastly improved, all the counseling forms were put on line.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

Goal 1A, No. 1. Explore the benefits of repackaging courses to be held on Saturdays, ...

Based on student interest, counseling created three new Saturday courses.

One will be offered Summer 2003 and two in the Fall 2003. They all focus on finding a major and transfer issues including "Pathways to Law/Public Policy" and "Pathways to Medicine."

Goal 2A, No. 4. Increase information and access to services to ...e-advising...

E-Advising, which was still in the experimental stage at the beginning of the academic year, was institutionalized in the Spring 2003. It is working well and serving many students who are using our online services and have questions.



**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

**Results:**

Two Annual Student Surveys were done – one for Drop-in Counseling and one for Counseling Appointments.

Forty five students answered the “Drop-In” questionnaire (out of 9,835 students served, .005%). The results were mixed with an average of 61% positive responses. An interesting point is that the counseling staff was rated higher than the counselors. The main complaints were lack of clear direction by the counselors and the lack of privacy in the Drop-In Center.

Twenty students answered the “Students With an Assigned Counselor” survey. Again, this is a small percentage of respondents. Similar comments were made regarding lack of clear direction by counseling. The process of setting up a counseling appointment was rated high, but the availability of the counselor was rated low. The high point is that 100% of the respondents said they would recommend CSM to a friend.

**Implications:**

Even though the number of respondents to the surveys is insignificant, it points to the need for more counselor training in the area of transfer as well as counseling techniques.

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

Faculty are encouraged to attend the diversity lecture series and have participated in planning the president's lecture series. Many have participated in various brown-bag events also sponsored by the president's office. Several faculty and staff have completed the diversity training at the Museum of Tolerance.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

- Increase student awareness of the counseling system
- Develop strategies to encourage students to see their counselors between weeks 4 and 10 of the semester
- Develop a Counseling Portal Page containing a single source of information counselors use daily
- Increase the training effort for all counselors and advisors
- Cross train ALL Program Coordinators and OAIIs in the counseling department functions
- With a reduced budget and less adjunct advisors, continue provide counseling appointments and drop-in counseling opportunities for students

**Identify your unit's needs and recommendations for 2003-2004:**

- An Asian/Pacific Islander Counselor
- Computers – Four counselors need new computers in order to run the counseling programs
- Funding for adjunct counselors to work prior to each semester
- Funding for Student Assistants to work in the counseling office, drop-in and the career center

**Notable individual accomplishments (optional):**

The “counseling team” receives this years accolades! Every member of the team has done an extraordinary job of filling the gaps when the Director of Matriculation position was vacated. In Alpha order:

**Eric Benjamin** – In addition to his duties as the office assistant in the drop-in center, he has worked closely with admission and records. He is now able to assign students their registration dates, drastically reducing the long lines at A&R. Upon his own, Eric has also streamlined many of the processes and procedures in drop-in and he has developed a procedure manual.

**Sue Harrison** – In addition to all the division needs such as the catalog updates, schedule of classes, faculty load assignments including keeping a close eye on adjunct faculty hours and dealing with many students daily, she has made a huge effort to become an expert on the complex budget issues.

**Yanely Pulido** – the SARS queen, in addition to making the SARS appointments and all the PEP appointments has done exceptional work dealing with the counselors as they are transitioning to a computer based appointment system. During the Fall, she took on an additional duty and is the filter for all the e-Advising questions which come from the web site.

**Chris Rico** – In addition to doing all the assessment, Chris has worked closely with the Language Arts division (English and Reading) as they have changed their numbers and placement requirements. Language Arts has enough confidence in Chris that he is now able to remove computer blocks for English classes.

**Provide a brief two or three sentence description of your unit’s key accomplishments for use in the “2002-2003 Student Services Key Accomplishments” publication.**

Counselors/advisors assist students in establishing realistic educational goals and in developing sound educational plans to establish these goals. The major accomplishment was the introduction and use of the SARS counseling appointment system. Using SARS, 3,964 individual thirty-minute appointments were made this year. In addition to scheduled appointments, there were 9,835 visits by students to the drop-in center for academic advising. The counseling web site was updated and now includes all the forms used by counselors and advisors as well as links to the frequently used counseling web sites.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.*

**Date:**

June 28, 2003

**Student services unit:**

CSM Connects

**Student services unit staff:**

Li Miao, Project Director  
Bev Madden, Assistant Director

**Program review prepared by:**

Li Miao

**Summary description of your unit's program and services (one paragraph):**

CSM Connects is College of San Mateo's multi-faceted community service program. Its mission is to promote leadership, civic responsibility, and cultural awareness through community service and service e learning integrated into the academic curriculum. CSM Connects primarily consists of four interrelated components: Service Learning, Community Involvement Program, Student Leaders in the Community, and an annual Volunteer Fair.

**Number of students served/types of services provided:**

Based on numbers provided by instructors, 360 students at CSM participated in service learning. In the Community Involvement Program, 26 students enrolled to receive credit for volunteer work (as administered by Cooperative Education.) This year, about 400 people attended the Volunteer Fair, the majority of whom were CSM students. Through the Student Leaders in the Community grants, six students were awarded stipends to carry out projects with partnering agencies.

**Significant unit accomplishments in 2002-2003:**

Recruited nine faculty members to incorporate service learning into the curriculum  
Coordinated six Student Leaders projects with five community agency partners.  
Host 30 non-profits at the Volunteer Fair attended by 400 people.  
Take the lead in organizing the Youth Service Conference for 200 students in collaboration with other agencies and institutions on the peninsula.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

Goal 2C: Assess the effectiveness of CSM Connects through qualitative surveys.

Surveys were distributed to all 16 courses in which service learning was incorporated.

Goal 4B: Enhance visibility of CSM in the community. CSM Connects had an article published in the San Mateo County Times describing the experiences and benefits to CSM students through service learning and the Student Leaders projects.

Goal 4C: Enhance funding resources through foundation and private grants.

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

Did not have access to data from this survey.

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

Service learning promotes multiple ways of learning that reach out to student populations that may not respond to traditional, didactic pedagogies. This was exemplified by the students in Kate Motoyama's class who gave a public performance of Seedfolks, developing the confidence to learn through teamwork and oral communication.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

A major goal is to work more closely with faculty and division heads to promote service learning as a valuable tool integral to higher education. In addition, CSM Connects staff will continue cultivating partnerships with community agencies to identify ways that CSM can fill the need, and to provide opportunities for student volunteerism.

**Identify your unit's needs and recommendations for 2003-2004:**

CSM Connects needs to be more visible in the CSM community so that it is recognized as a resource by faculty and students. Given the impact of the economy on community funding and the budget cuts in education, CSM Connects needs to identify sources of support to keep it in operation.

## Notable individual accomplishments (optional):

Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.

CSM Connects worked with nine faculty members to incorporate service learning into courses ranging from biology to English, business to physical education. CSM Connects took the lead in organizing the county-wide Youth Service Conference, and worked with the Associated Students to put on the 5<sup>th</sup> Annual Volunteer Fair. In the summer, six Student Leaders in the Community developed projects that served partnering non-profit agencies.

### Additional comments:

Over the past year, we have had numerous discussions with senior faculty and administrators about possible fee and enrollment mechanisms that would attach generate FTES through service learning.

One option we explored was the "hour by arrangement" that is attached to a number of courses in biology, English, and speech communication – subjects from which we recruit service learning faculty. However, students do not actually pay for this extra hour, so additional fees would not be generated.

Another possibility was the usage of "Special Projects 690" units available under many disciplines. Typically, these are used for independent projects or honors study. The instructor of record for these units does not get paid. However, we were apprised that there could be issues with the labor union for the extra units added to a faculty member's teaching load.

Finally, we considered utilizing an existing course, CRER 141, Peer Relations and Community Service. The idea was that students enrolled in service learning courses would sign up for this extra unit. With two part-time staff dedicated to CSM Connects, the challenge here involved having the personnel to organize course enrollment and activities for 300 students.

## STUDENT SERVICES PROGRAM REVIEW

### Annual Program Review Form: Academic Year 2002-2003

**Due: June 30, 2003**

**Date:** June 25, 2003

**Student Services Unit:** Disabled Students Programs and Services

**Student Services Unit Staff:** Aileen Connigo, Jean Finch, Carolyn Fiori, Janet Hogan, John Hogan, Shana Kudo, Monica McCarthy, Marie Paparelli, Sue Roseberry, Mikel Schmidt, Danita Scott, Laura Skaff, Tim Stringari

**Program Review Prepared by:** John Hogan, Carolyn Fiori, Monica McCarthy, Marie Paparelli, Danita Scott, Laura Skaff, Tim Stringari

**Summary description of your unit's program and services:** Disabled Students Programs and Services assists students with verified disabilities in achieving academic, vocational and personal success through specialized support services such as registration assistance, campus orientation, parking, note taking, disability management, mobility assistance, interpreter services, advocacy, peer counseling, reader services, test, technology and classroom accommodations, and LD assessment. In tandem, these services enable students to integrate and mainstream into college classes and campus life.

**Number of Students Served/types of services provided:** Services are provided through five distinct, yet cohesive units: Assistive Technology Center (ATC), Adapted Physical Education (APE), Disability Resource Center (DRC), Learning Disabilities and Assessment Center (LDAC) and the Transition to College (TCC) program.

#### Students Served

Center	ABI	Hearing	Learning	Mobility	Vision	Psych	Other	DD/SP	Total
ATC	9	1	17	12	9	8	14	2	72
APE	87	20	2	170	18	4	36	0	337
DRC	7	6	7	102	10	20	35	0	187
LDAC	0	0	103	0	0	0	53	0	156
TTC	6	1	3	14	3	83	23	0	133
<b>Total</b>	<b>109</b>	<b>28</b>	<b>132</b>	<b>298</b>	<b>40</b>	<b>115</b>	<b>161</b>	<b>2</b>	<b>885</b>

#### Services Received:

##### Assistive Technology Center

- Voice Recognition Training for Internet/Computer Access
- Screen Reader
- Magnification
- MS Word Accessibility options
- Scan/Read software
- Hardware/Software Installed in Business Computer Lab Career Center and Library Learning Center
- Electronic text (66 requests)
- Braille Formatting of Class Schedules and Catalog
- Electronic Exam Accommodations

##### Adapted Physical Education

- Registration Assistance
- Orientation
- Parking
- Fitness Assessment
- APE & Workplace Wellness courses

##### Disability Resource Center

- Furniture Accommodations
- Test Accommodations
- Parking
- Academic Counseling
- Disability Management
- Center Referrals

##### Learning Disabilities & Assessment Center

- LD Assessment
- Auxiliary Aids
- Extended Exams
- Tutoring
- Computer Access
- DSKL Classes

##### Transition to College

- Educational Accommodations
- Specialized Instruction
- Tutoring
- Educational Coaching
- Academic Counseling
- Disability Management
- Book Funds
- Support Groups & Peer Advising
- Advocacy

***Significant unit accomplishments in 2002-2003:***

- Designed and implemented APE website
- Streamlined APE services and reduced costs; integrated volunteers into classes
- ATC staff worked with Public Relations Office to coordinate production of Schedule of Classes and College Catalog in alternate formats
- Assistive Technology Specialist received a \$2474 Trustee's Grant to develop interactive tutorials for assistive technology in a collaborative effort with Skyline College; as well as a \$500 CAPED grant to research and post a collection of Web Accessibility Guidelines, Technology Plans and Section 508 Plans available in California community colleges and universities to other states.
- LDAC provided 984 accommodations, an increase of 348 or 26%
- LD specialist presented an in-service for special education faculty from the SMUHSD and conducted two LD orientation workshops
- TTC staff created a new 12 unit Certificate of Completion in Peer Support Services. All units apply towards Human Services Certificate
- 7 TTC students met Associate degree and/or Certificate requirements. 2 graduated with Honors. One is transferring to Notre Dame de Namur University.
- LDAC hosted 60 high school seniors at its annual New Student Orientation

***Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:*** DSPS enhances enrollment management by recruiting and retaining students with disabilities, making information readily available via web, and utilizing community partners and volunteers to reduce program expenditures. Institutional Advancement is strengthened through grants and technological developments. DSPS staff affects Institutional Change by sharing their knowledge and resources to streamline services and collaborate effectively with other units, campus and community programs and agencies.

***Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:*** Those who responded to the survey find DSPS services to be extremely helpful in the areas of pre-registration, counseling, accommodations and courses. Students were appreciative of the staffs' friendly, professional and supportive demeanor, and highly praised staffs' ability to provide information. Survey feedback underscores the importance of DSPS services to its participants, and validates staff perception of student needs and interests.

***Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:*** DSPS partners with, and outreaches to, many community and high school organizations. Because persons with disabilities affect all human categories, DSPS enjoys a diverse population of abilities, races, genders and socio-economic groups.

***Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:***

- Update Student Handbook. Develop Faculty Handbook
- Explore ways to increase DSPS student access to career services
- Provide students with physical disabilities increased access to electronic text and software that enables them to complete math assignments independently
- Develop APE on-line fitness course
- Instruct Spine Stabilization course at Kaiser to transition patients from hospital setting to college environment
- LD program services coordinator will serve on District Furniture Committee
- Conduct outreach to community peer advisors who were trained at CSM to encourage them to apply for new Peer Support Certificate of Completion
- Continue to offer one section of Transition to College, Peer Counseling and Skill Development each semester to offset course loss at Canada College.
- Convene DSPS Advisory Committee

- Continue video captioning project and work with instructors/district to purchase captioned instructional materials only (Section 508)

***Identify your unit's needs and recommendations for 2003-2004:***

- Update 5 ATC computers to Windows XP to provide support to students enrolled in other campus labs. Two computers in ATC will no longer be supported by ITS and the other three will not support installation of Windows XP.
- Continued funding of at least two instructional aides for APE
- Assistance from college in funding captioning costs for deaf student
- Solidify counseling staff for DRC and TTC program by August 2003
- Provide occasional hourly LD specialist to accommodate students during busy periods
- Continue to work together as a unit to streamline services and costs

***Notable individual accomplishments:***

- Carolyn Fiori and Marie Paparelli co-chaired 2003 CAPED Conference, supported by Sue Roseberry who produced convention material in Braille, and convention treasurer Laura Skaff
- Marie Paparelli, Learning Disabilities Specialist, has been the Region III LD Advisor to the State Chancellor's Office since 1992
- Carolyn Fiori continued as chair of the HTCTU Advisory Committee and co-chair of CAPED's Access Technology web page.

***Provide a brief two or three sentence description of your unit's key accomplishments:***

Disabled Students Programs and Services provided counseling, academic support and accommodations to eight hundred and eighty five CSM students during the 2002-2003 academic year.



Annual Program Review: 2002-03  
Counseling Services: EOPS/CARE  
June 27, 2003

**Program Staff:**

Sylvia Aguirre-Alberto, Susana Ali, Arnett Caviel, Rosalie Chian, Lorena delMundo, Danita Scott, Warren Shelby, Ruth Turner, Aisha Upshaw

**Summary description of program:**

EOPS/CARE serves low income and educationally disadvantaged students that without specialized support services may not attend college. In general, students who qualify for the Board of Governor's Fee Waiver (BOGW-A/B) and test into a remedial math or English are eligible for program services.

**Number of students served/types of services provided:**

Total EOPS students served: 539

Total CARE students served: 15

Services received by EOPS/CARE students are book service, counseling, grants, priority registration, transportation: discounted bus passes, parking permits; transfer assistance: application completion, fee waivers, campus tours; and tutoring. In addition, CARE students participate in specialized parenting workshops and receive a campus meal card.

**Significant unit accomplishments in 2002-03:**

- Outreach efforts resulted in over 1,800 contacts
- Increased by 8% our state mandated student cap
- Thirty-one high school seniors participated in our CSM Preview Day
- Student outcomes resulted in 24 certificates; 28 associate degrees; 26 transfers; 81 dean's list; 41 scholarship recipients; the 15<sup>th</sup> annual student ceremony recognized student achievements
- More than doubled the number of CARE students served through improved working relationship with campus CalWorks program coordinator
- Created a program website
- A representative from each feeder high school now serves on the EOPS/CARE advisory committee
- Eleven students participated in a three-day Southern California campus tour
- Established a food services plan for CARE students

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-03 to the Student Services Planning Document:**

**Goal #1B-2:** Evaluate and modify a web site for each student program

- The program website will serve as another information source for current and prospective student. Appropriate links to admissions, financial aid and program services is available.

**Goal #1B-4:** Increase the number of students enrolled

- A specific on and off campus outreach and recruitment plan ensures exceeding the student cap set forth by the state chancellor's office. Effective relationships with feeder high school staff, participating in targeted community events, making presentations in campus remedial reading, English and math classes, and working closely with the financial aid staff to identify BOGW eligible students ensures maximum enrollment.

Goal #3A-2: Identify hardware and software needs

- Two computers and printers were purchased to support the needs of staff and students.

Goal #4B-1: Identify student success stories for local newspaper

- Two students were profiled in two area newspapers, the Independent and San Mateo Times. Both shared their goals, experience at CSM and services received from EOPS/CARE.

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

A limited number of responses indicate students are satisfied with the current services. However, the staff frequently asks students for ways to improve or enhance the delivery of services to students. The new website will allow students to access forms, important dates and reminders at any given time.

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

The EOPS staff recognizes diversity to be a significant and valued component of the program. The outreach and recruitment activities of prospective program students are conducted to ensure a diverse representation in the program. Contact with our feeder schools targets a range of student clubs, and classrooms; and community events identify the non-high school population. Additionally, program students are encouraged, through announcements or mailings, to attend and participate in events/activities that celebrate diversity.

**Anticipated goals for 2003-04 based on the findings of your 2002-03 Program Review:**

- Develop an EOPS/CARE student handbook
- Improve early outreach activities (elementary and middle school)
- Improve student follow-up

**Identify your unit's needs and recommendations for 2003-04:**

- Acquire ergonomic furniture for program counselors
- Increase program staff (full time Office Assistant II and Career Resources/Counselor Aide)

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-03 Student Services Key Accomplishments" publication.**

The development of an EOPS/CARE program website was designed to give students access to forms, activities, important dates and appropriate links to admissions, financial aid and transfer. With EOPS students serving as guides, thirty-one high school seniors participated in the annual CSM Preview Day. The seniors visited classrooms, toured the campus and received an orientation to college.

## 2002-2003 Program Review

June 25, 2003

**Student Services Unit:** Financial Aid

**Staff:** Steve Myrow  
Doreen Garcia  
Claudia Menjivar  
Gail Tubbs

**Program review prepared by:** Steve Myrow

### **Summary description of unit's programs and services:**

The Financial Aid Office (FAO) processes federal and state aid applications and provides financial assistance in the form of grants, loans, jobs, and fee waivers. In addition, the FAO is responsible for the weekly disbursement of grants and the corresponding reporting of Pell Grant disbursements (to the Department of Education) and the Cal Grant disbursements (to the State of California.) The FAO also administers the CSM Emergency Loan program.

### **Number of students served/types of services provided:**

In the 2002-2003 academic year the FAO provided financial assistance to 2804 students. This figure, though, does not reflect the considerable number of students who applied for aid and were not eligible or those who applied for aid but chose to attend another college.

### **Significant accomplishment in 2002-2003:**

- Awarded \$2,575,240 in federal and state aid, including \$1,485,688 in Pell Grants, \$188,759 in SEOG Grants, \$36,251 in Perkins Loans, \$187,120 in Federal and CalWORKS Work Study, \$123,335 in Cal Grants, and \$428,521 in BOG waivers.
- Provided financial assistance to 2804 students. (This represents an increase of 14.6 %, despite the FAO losing one full time staff member in August of 2002.)
- These figures represent substantial increases for 2002-2003 in both the *number of students receiving aid* (increase of 14.6%) and the *amount of aid disbursed* (increase of 9%) in the various programs when compared to 2001-2002. (Highlights below)
- Pell Grants— 15.7% increase in the number of students; 14.8% increase in the amount of Pell Grant dollars disbursed.
- SEOG Grants— 15.4% increase in the number of students.
- BOG Waivers— 14.3% increase in the number of student; 10.5% increase in the amount of tuition waived.

- Worked with ITS and other Financial Aid Directors to develop on-line BOG Application System. (This system will go “live” on 7/1/03.)
- Employed 5 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.
- All FAO staff trained on federal financial aid software.
- All FAO staff trained on Microsoft Access Software.
- CSM default rate well below 20% threshold (10.2%.)
- Implemented e-mail award letters, e-mail probation & disqualification letters, and e-mail tracking (request for documentation) letters.
- Modified CSM Financial Aid Website to allow students to apply for aid electronically, print financial aid forms, and have on-line access to the CSM Financial Aid Handbook.

**Relationship of 2002-2003 significant accomplishments to Student Services Planning Document:**

The FAO’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 FAO’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 FAO makes a substantial contribution to serving the needs of the community.

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

The FAO’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 FAO works toward accomplishing diversity-related objectives of Goal 2B.

The FAO’s efforts with staff training and student sensitivity pertain to Goal 2A and Goal 2B.

The FAO’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.

**Summarize the results of Annual Student Survey and identify implications for future delivery of Financial Aid services.**

The survey gives a clear indication that students are very satisfied with our service in FAO. 79% of the respondents reported that they considered the "overall quality of our services" to be "very good" or "excellent." In addition, 76% indicated high satisfaction with FAO staff. The survey responses also signaled that the office did a good job communicating financial aid issues, with 74% indicating that our explanation of the application process was "very good" or "excellent."

I have long believed, from anecdotal evidence, that students are very satisfied with the job that we do in Financial Aid. Fortunately, the results of the survey provide us some tangible statistical proof that this is indeed true.

While we are bound by more federal and state guidelines than any other area, we have remained committed to the concept of helping students achieve their goals and dreams. As such, we have maintained a "student first" concept, which focuses on maintaining a high level of student service.

I believe that we will maintain these standards and that future delivery of our financial aid services will remain at a very high level.

**Summarize Financial Aid strategies and accomplishments that have fostered a climate in which diversity is recognized and valued.**

The FAO undoubtedly serves a diverse segment of the CSM population. Our students certainly represent a wide variety of ethnic groups. Many are non-native English speakers. I have been keenly aware of this reality and have stressed that we must be sensitive to cultural differences. In addition, I emphasize, through my words and actions, the importance of treating each individual with dignity.

Another key strategy is to hire minority students workers. Once they are hired, we have them go through a fairly comprehensive training program and then utilize their skills at our front counter. There, applicants often see students that may look like them, come from the same background, or speak in the same native language. During 0203, the FAO employed five students workers. One was born in Viet Nam, one was born in Korea, two were Latinos, and one was African-American.

I believe that the FAO has been a model office on the diversity front. Aid applicants, student workers, and staff all recognize that we have created an environment where diversity is both recognized and valued.

**Anticipated goals for 2003-2004:**

- Maintain or exceed 2002-2003 funding figures.
- Have all staff attend federal financial aid training workshops.
- Have all staff attend student sensitivity training workshops.
- Maintain Cal Grant outreach effort.
- Complete a student training manual.
- Continue employment of minority students in high visibility student worker positions.

- Complete work to set up PC (and printer) in office for student use. This PC will be used by students to apply for federal aid and BOG waivers.
- Maintain loan default management efforts.
- Increase high school outreach effort.

#### **Financial Aid Needs and Recommendations for 2003-2004**

For 2003-2004, the FAO will continue doing more with less staff. As the economy continues to struggle, we anticipate that the number of applicants will continue to increase. While we would certainly like to have an additional staff member, we are well aware of the District's fiscal constraints.

Our other needs are minimal: a PC, printer, and a desk unit where students may apply for federal aid and a BOG waiver on line.

As for other recommendations, there are also few. First, we also need to continue to go to training opportunities and financial aid conferences. On a service issue front, I believe that the rest of the staff should attend CSM Connects during 2003-2004.

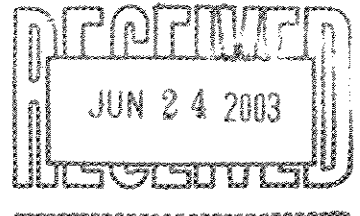
#### **Financial Aid's Key Accomplishments**

The FAO provided financial assistance totaling \$2,575,240 to 2804 students during 2002-2003. (This represents a 14.6% increase over the number students assisted in 2001-2002 and a total dollar increase of 9%.)

The 2002-2003 totals include \$1,485,688 in Pell Grants, \$428,521 in BOG waivers, \$188,759 in SEOG Grants, \$186,320 in work study, and \$123,335 in Cal Grants.

Modified FAO website to allow students to apply for federal aid electronically.

Developed on-line BOG Waiver Application system.



## Year-End 2002-03 Summary Report

6/23/03

Prepared By: Sharon Bartels, RN

### Student Services Area: Health Services

Administrator:	Pat Griffin
Faculty:	Sharon Bartels, RN
Staff:	Gloria D' Ambra, OA II
Medical Director:	Donald Nichols, MD
Part-time nurses:	Shirley James, RN Tanya Isaeff, RN Barbara Madick, RN Dior Hartford, RN

Last program review: 1997-1998

### Program Review Recommendations, and Progress:

1. Improve Visibility and Accessibility.  
This continues to be a problem, we are a well kept secret. We are continuing to work with the architects to plan a new health center located in building 5.
2. Hire a Health Educator  
There has been no improvement in this area. Some educational information tables have been conducted by our student assistant.
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. I have been working to complete my Nurse Practitioner training and have been able to offer specialized clinical services this past year.

### Summary

The Health Center has offered comprehensive clinical services, which included physicals, family planning, diagnosis and treatment of medical problems, lab tests and prescription medications. Additionally, several health education programs were conducted including: a health fair, health information tables, and class presentations on first aid, STD's, and infection control.

**Numbers of students served:**

Summer, 2002:	345
Fall, 2002:	2213
Spring, 2003:	2093
Class Presentations:	2130 students
Lectures:	500 students
<b>Total:</b>	<b>7,281</b>

**Plus about 2,000 hours of psychological services**

See attachment for detailed explanation

**Accomplishments:**

- Conducted two student surveys:

The first survey was of 95 students enrolled in a health education class. The survey was conducted to evaluate the perceived impediments to condom use. Results indicated that the majority of the students surveyed are in a pre-contemplative state. The students have not seriously considered their risks or behaviors. This is important information when designing a health education class. Students in the pre-contemplative stage of change, must first understand how the issue relates to them personally, before they are willing to think about changing behavior.

The second survey was of 97 international students and about 400 domestic students. In this survey we used an adapted Health Survey Questionnaire, from American College Health Association. This survey is a risk assessment tool which evaluates issues such as: infection control, birth control, safety, emotional wellbeing, smoking, and drugs. Results of this survey show that the international students are less familiar with sexuality, contraception, and HIV issues than the domestic students. They are also less likely to use a designated driver when drinking alcohol. Results from the domestic students were compared to national statistic results provided by ACHA. Our results show that a significant number of our domestic students have: been in a physically abusive situation; are more likely to have both male and female sexual partners; are engaging in risky sexual behaviors; and are excessively stressed.

The results of this survey can be used to plan educational programs in the future. It seems that in addition to our current efforts of sex education, birth control, and personal counseling, that it may be worthwhile to offer a program which focuses on physical and emotional abuse issues.

- Increased utilization of services
- Compiled a HIPAA manual to assure compliance with new regulations
- Received a CLIA certificate (clinical Lab)
- Inspected and certified by the county on proper Hazardous Material handling
- Health Center web page is in progress. It is being spear-headed by Gloria



## **Results of CSM Student Survey**

Unfortunately, only 15 students completed the survey. This does not represent a valid number of participants from which conclusions can be drawn. This next year I would like to offer a paper version of the survey to the students that use the health center. They can then return it anonymously in the campus mail to John Sewart. Perhaps in this way we will obtain significant information.

## **Diversity**

The health center staff are very sensitive to the needs of our diverse population. Every effort is made to provide information in other languages when available. Additionally, we work closely with the international students and assist them with cultural issues that arise.

## **2003-2004 Goals:**

- Complete the health center web page
- Increase visibility and utilization
- Create a community-based Health Services Advisory Board
- Connect to the services funded by Medi-Cal's Family Planning Services
- Offer a health education program which focuses on physical and emotional abuse

## **Needs:**

Health Educator. As I become more clinically focused, I am less and less available to provide health education.

## **Individual Accomplishments:**

I successfully completed the Masters in Nursing Program and the Family Nurse Practitioner program. I was invited and inducted into Sigma Theta Tau, an International Nursing Honor Society. I received the Nursing Leadership Award, for the class of 2003.

03  
**NUMBERS FOR 2002 ANNUAL REPORT**

**FALL 2002**

**STUDENTS SEEN**

**WELCOME/STUDENT SIGN-IN REGISTER**

**F 02 SP 03**

**234 + 292=526**

**STUDENT RECORDS**

**549 + 403=952**

**EYE EXAMS**

**40 + 20= 60**

**FLU VACCINES**

**185**

**BLOOD DONORS**

**36 + 44= 80**

**DEFERRED 7**

**CLASSROOM PRESENTATIONS**

**39 + 16= 55 x 30**

**BSE CLINIC**

**39**

**CHOLESTROL TESTS**

**41 + 50= 91**

**CLINIC SERVICES**

**123 + 157=280**

**PAPS 16**

**HEP B 16**

**TD 3**

**P.E. LIMITED 44**

**P.E. 11**

**MEDS. 19**

**LAB 14**

**123**

**TB TESTS**

**50 + 33=83**

**SPRING 2003**

**WELCOME/STUDENT SIGN-IN REGISTER**

**292**

**STUDENT RECORDS**

**403**

**EYE EXAMS**

**20**

**BLOOD DRIVE**

**44**

**HEALTH FAIR**

**1000**

**CLASSROOM PRESENTATIONS**

**16 x 30**

**PROSTATE EXAMS**

**11**

**CHOLESTROL TESTS**

**50**

**CLINIC SERVICES**

**157**

**PAPS 15**

**HEP B 12**

**TD 2**

**P.E. LIMITED 36**

**P.E. 4**

**MEDS. 40**

**LAB 38**

**157**

**TB TESTS**

**33**

*~16 lectures x 30 = ~500*

**SUMMER 2002**

**STUDENT RECORDS**

**85**

**WELCOME**

**180**

**CLINIC SERVICES**

**38**

**PAP 1**

**P.E. LIMITED 23**

**P.E. 5**

**F/U 9**

**BLOOD DRIVE**

**23**

**TB TESTS**

**19**

**STUDENT SERVICES PROGRAM REVIEW****Annual Program Review Form: Academic Year 2002 – 2003**

**Date:** June 18, 2003

**Student services unit:** High School Relations

**Student services unit staff:** Steve Morehouse

**Program review prepared by:** Steve Morehouse

**Summary description of your unit's program and services (one paragraph):**

The High School Relations Program is a part of the College's comprehensive counseling, outreach and recruitment program designed to provide information to high school students, parents of high school students, and high school counselors/teachers/support staff about the opportunities available at College of San Mateo. Among the services provided to students include the following: (1) participation in college fairs/nights, college presentations, application workshops, and Career & Educational Planning Inventory presentations; (2) delivery of college schedules, concurrent enrollment forms & related recruitment materials to county high schools; (3) provide phone and e-mail response, and advising sessions regarding inquiries related to college admission (regular & concurrent), or issues concerning concurrent enrollment; and (4) work directly with the Office of Admissions and Records, Office of Counseling Services, the Office of Public Information and Marketing, and the Office of Articulation and Research, in an effort to support and promote the enrollment of high school students through the Concurrent Enrollment Program and the Priority Enrollment Program.

**Number of student's serviced/types of services provided:**

Over 6,000 students are serviced through the following primary services (see attachment):

1. College Nights/fairs
2. Community Coll./CSM Presentations
3. CSM/SMCCCD Application Workshops
4. Career and Educational Planning Workshops
5. Phone/E-mail/and individual meetings with students
6. Concurrent enrollment (Summer, Fall, Spring)

**Significant unit accomplishments in 2002 – 2003:**

- Assisted in the San Mateo County Times in publishing an article (August 22, 2002) about CSM's Concurrent Enrollment Program featuring two San Mateo County High School students (including their mother) who all took classes at CSM and spoke highly about the campus programs and services.

- Coordinated efforts with the Office of Public Information and Marketing to have an advertisement piece in the Summer/Fall and Spring schedule of classes to help provide information and recruit students into CSM's Concurrent Enrollment Program.
- Coordinated a special recruitment mailing campaign to all currently enrolled high school students promoting CSM enrollment through our Concurrent Enrollment and Priority Enrollment Programs.
- A number of positive conclusions drawn from the CSM Research Brief (vol.12/#1/Sept.2002) titled: Concurrent High School Enrollment Program: Tracking Subsequent College Matriculation, indicated the following:
  1. Almost 20% of concurrently enrolled program (CEP) high school seniors subsequently matriculated as regular CSM students – immediately following high school graduation.
  2. A significantly higher rate of persistence of former CEP students than a comparably aged population.
  3. Former CEP students enroll in more units per term than a comparably aged population of non-CEP students.
- The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) rose from 394 in 2002, to 454 in 2003. The highest total in the past 4 years and the second highest total since the inception of the PEP Program (1997).
- In a non-published study of the Office of articulation and Research, it was determined that 84% of students who are recruited for the Office of Counseling Services Priority Enrollment Program, actually enroll in fall classes at CSM, with 68% enrolling in 12 or more units.
- Worked with the Office of Public Information and Marketing to set up a home page for the Concurrent Enrollment Program: [www.collegeofsanmateo.edu/ce](http://www.collegeofsanmateo.edu/ce). This, in addition to e-advising for high school seeking information for Concurrent Enrollment or Priority Enrollment programs, has helped to capitalize on available technologies with timely support services to meet student needs.
- Published a Pre-Application Quick Reference Guide for Associate Degree/Certificate Programs Requiring Supplementary Applications within the SMCCD.
- Coordinated efforts with the Distance Learning Office to produce a special schedule of classes highlighting Spring 2002 and Fall 2003 Afternoon Classes, Early Morning Classes, Telecourses, and Online Classes.
- Ensured that all high school college centers throughout San Mateo County were well supplied with appropriate CSM materials (e.g., Schedule of Classes, College Catalogs, Concurrent Enrollment Forms, special PEP Application Forms, CSM view brochures, etc.)

**Relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

All anticipated goals as listed above are related to current Student Services Planning Document in two specific ways:

They help to improve CSM's ability to offer programs and services matched to the needs of the community (College Coal 1A2), and help enhance marketing efforts, and visibility of the College, which are directly tied to enrollment growth (College Goal 1B1 & 2) under ***Management Enrollment.***

They are directly tied to improving the College's ability to serve students' needs through increased information and access to services for students through applied technology (College Goal 2A4), and by developing CSM's ability to assess the effectiveness of its programs and services (College Goal 2C1a) under ***Effect Institutional Change.***

**Summarize the results of the Annual Student Services Survey for your unit AND identify the implications for future delivery of your unit's services:**

Respondents to the 1<sup>st</sup> Annual Student Services survey indicated the following:

- 77% were extremely or very satisfied with CSM's Concurrent Enrollment Program.
- 94% would recommend CSM's Concurrent enrolment Program to other students.
- 60% of students hear about the Concurrent enrollment program through their high school counselor.
- 66% of students obtain their CEP forms from their high school (14 % of high school students obtain their concurrent enrollment forms off the Internet).

**Possible implications for future delivery of services include the following:**

1. While there are many reasons why students participate in CSM's Concurrent Enrollment Program, it is clear that high school counselors play a big role in this process and that students are very satisfied with CSM's program and related services. Based on these results, it is extremely important that we do everything we can to preserve the good working relationships with the high school counselors, and for the campus to maintain a priority emphasis for the concurrent enrollment program.
2. The success of any college programs often depends on the "word-of-mouth" from other students. CSM currently enjoys a 94% rating in this area. Based on these results, I believe that the campus should continue to do everything it can to maintain this image by supporting students who participate in the concurrent enrollment program.
3. To increase the number of students obtaining concurrent enrollment forms via the internet, it is extremely important that the Office of Admissions and Records ensure that next year's version of the concurrent enrollment forms are available "online" well prior to the availability of class schedule information.

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

In addition to making college presentations and attending College Fairs located in areas which enrolled or attract a wide variety of diverse student populations, many outreach and recruitment efforts are coordinated with the College's Multicultural Center and EOPS Office in an effort to ensure that the college image is one where diversity is recognized and that the college places a high value in attracting underrepresented students.

**Anticipated goals for 2003-2004 based on the findings of our 2002-2003 Program Review:**

The main goals for 2003-2004 will be the following:

1. Maintain the general level and scope of school relations and outreach services, with particular emphasis on the "Concurrent Enrollment Program" and "Priority Enrollment Program".
2. Maintain the level of student satisfaction with the Concurrent Enrollment Program.
3. Continue to advise and coordinate efforts with the Office of Counseling Services, and Office of Admissions and Records to enhance student enrollment at the College of San Mateo.

**Identify your unit's needs and recommendations for 2003-2004:**

1. To encourage and support the Office of Admissions and Records to ensure that:
  - a) The 2003-4 version of the concurrent enrollment form is available on-line (hard copies at local high schools) by early February.
  - b) Concurrent Enrolled students cannot apply and register on WebSMART as "regular" college students.
2. To encourage and support the Office of Counseling Services to communicate sooner with early PEP applicants to promote retention and ensure that these students feel connected with the College's admissions and matriculation process.
3. To coordinate efforts within the Office of Admissions and Records to assess the impact of next years Summer Session course offerings, and to develop a comprehensive strategy for addressing a) concurrent student needs, b) office workloads, and c) public relations and communications.
4. To support the recommendation for additional outreach staff (e.g., "College Recruiter") to help maintain, augment, complement, and/or increase the level of outreach efforts, since the recruitment of new high school students has been recognizing as one the greatest returns on investment that this college can make.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.**

**High School Relations**

Over 2,690 high school students took the opportunity to get an early start on higher education by enrolling in College of San Mateo's Concurrent Enrollment Program. During summer 2002, concurrent enrolled students accounted for 23% of the College's enrollment. Additionally, the Priority Enrollment Program (PEP), designed to encourage San Mateo County graduating high school students seniors to enroll at CSM, attracted over 450 participants during Spring 2003.

**Additional comments:**

None.

## **STUDENT SERVICES PROGRAM REVIEW**

Annual Program Review Form: Academic Year 2002-2003

Date: June 30, 2003

Unit: International Student Program (ISP)

Staff: Gerald Frassetto, Coordinator and International Student Adviser  
Margaret Skaff, International Student Specialist

Report Prepared by: Gerald Frassetto

### **Summary of International Student Program and Services**

The International Student Program (ISP) at College of San Mateo provides specific services to international (F-1 visa) students from over 40 countries seeking associate degrees, certificates, and transfer programs. The International Student Center performs a multitude of administrative tasks including (but not limited to) recruitment; admissions; issuance of SEVIS documents and record keeping; visa advisement and petitions processing. The Center also provides personal and academic services such as orientation to the college and adjustment counseling; referral to sources of medical and psychological help; academic advisement and planning; career counseling and transfer assistance – all with sensitivity to the international/multicultural dimensions of the student population.

### **Number of Students Served**

The International Student Program enrolled 168 students in the Fall 2002 semester and 165 students in the Spring 2003 semester.

### **Types of Services Provided**

#### Administrative:

- Communicate with prospective students,
- Receive, review, evaluate completed applications,
- Accept qualified students; issue "Certificates of Eligibility" (SEVIS I-20),
- Monitor student status for SEVIS compliance,
- Facilitate student petitions for SEVIS adjudication,
- Act as liaison between federal government agencies and international students,
- Provide letters of recommendation/certifications for "home governments,"
- Disseminate information (both electronic and paper) to students.

#### Personal:

- Provide initial & on-going orientation to college study in the U.S.



- Offer adjustment counseling for students experiencing cultural difficulties,
- Explain college policies and federal regulations to students,
- Refer students to appropriate sources of additional help (medical, emotional, social, financial),
- Facilitate communication between students and instructors to resolve problems,
- Counsel students with personal problems,

Academic:

- Present strategies for success in the American educational system,
- Provide initial course programming and long-range educational plans,
- Refer students to sources of information for furthering their goals,
- Monitor students' academic performance and regularly review their programs,
- Encourage students to view their goals, programs, and progress critically,
- Empower students to assume responsibility for their programs.

**Significant Accomplishments in 2002-2003**

1. SEVIS COMPLIANCE: Thanks to Maggie Skaff, the International Student Program became fully compliant in SEVIS in late August 2002, thereby saving the college a significant registration fee, postponing the mandatory site inspection until 2004, and allowing time to become familiar with the new system before it took effect in January 2003. Mrs. Skaff has become knowledgeable in SEVIS and is regarded by others in Bay Area community colleges as a SEVIS resource.

Gerald Frasseti has written several reports on SEVIS workshops for college administration and district colleagues to inform others of the new system. He and Mrs. Skaff have provided students with SEVIS information through workshops, handouts, and e-mail communications.

2. ELECTRONIC COMMUNICATION: The International Student Program has produced a comprehensive e-mail distribution list of its students in an effort to deliver crucial information in a timely, cost-effective manner. We are now able to send monthly text newsletters and special announcements electronically, thereby reducing the materials, labor and postage required for regular mail.

In the Spring of 2003, the ISP inaugurated on-line advising for continuing students who have *routine* questions about academic requirements or F-1 status issues. If a problem is too complex or a question is unclear, then an invitation is extended to visit the office. As word gets out, more students are taking advantage of the service. So far, we have logged over 30 such communications.

The office also utilizes the web for marketing and facilitating the application process. Staff devotes time each day responding to electronic inquiries, establishing personal contacts with prospective students, and directing them to the International Student page on CSM's web site. Prospective students are able to learn about the Program, download our application and fax or mail it to us,

resulting in a reduction in international and domestic postage costs for the college and allowing for faster processing of applications.

Significant work on the ISP website has been accomplished, but has slowed because of other program demands and the availability of the student web designer assigned to the project. So far, the design, a site map, text and images for most of the pages have been completed. We hope to finalize this effort in the fall. Once completed, the site will be an important marketing tool for the Program.

3. **RECRUITMENT, RETENTION, PROGRAM COMPLETION:** Although the International Student Program does not engage in active recruitment, the staff maintains a high enrollment through its level of involvement and service to students enhancing our reputation. Recommendation from satisfied students is an effective recruitment tool. At a time when internationals encounter new barriers to study in the United States, our ISP has maintained a consistent enrollment.

Personalized guidance through the complexities of government regulations and academic requirements provides international students with a sense of security and stability, and teaches them strategies to cope with the number of social, cultural, academic and political challenges they face in a new environment. The ISP staff “goes the extra yard” to help. This is a major reason that international students remain at the college to complete their educational goals.

Associated Degree and Certificate completion is strong among international students. Associate Degrees earned in 2002-2003 totaled 22. Certificates earned totaled 19. Transfers to senior colleges and universities totaled 61 (39 for Fall 2002, and 22 for Spring 2003).

### **Relationships Between Accomplishments and Student Services Planning Document**

In 2002-2003, the International Student Program addressed the following goals:

- *Goal 1B.2*            Develop a program-specific website; electronic communication for marketing and intake; sought student input.
- *Goal 1B.4*            Maintain/develop active links with “feeder” institutions.
- *Goal 2A.4*            Institute *e-advising*; develop on-line application process; create an on-line newsletter.
- *Goal 2B*                Foster a climate in which diversity is celebrated and valued; plan future staff training for counselors/advisers.
- *Goal 2C.3*            Participated in program-specific student satisfaction survey.

## Summary of Results of the Annual Student Survey

Students' overall satisfaction with the International Student Program is good.

- Overall satisfaction with ISP staff: 100% (Good/Very Good/Excellent)
- Ease of the application process: 100% (Good/Very Good/Excellent)
- Quality of services received: 81% (Good/Very Good/Excellent)
- Ability of ISP staff to answer questions: 81% (Good/Very Good/Excellent)
- Hours of availability of ISP office: 82% (55% ranked "Good")
- Useful information at orientation: 91% ("Yes" response)
- Clear/appropriate advice on F-1 matters: 82% ("Yes" response)
- Clear/appropriate academic/career advice: 82% ("Yes" response)

Respondents indicated that they heard of CSM and the ISP from friends, relatives, other students, ESL school advisers and from the internet. They selected CSM because of its reputation, location, course and major offerings. They also listed the most useful services as: help with the transfer process; informational meetings and workshops; academic advisement; training for F-1 procedures. When asked what additional services should be provided, the following were suggested: evening office hours; student housing; more website information; online immigration forms; liaison between students and border officials.

Although responses were positive, there are areas we need to consider:

- availability of staff at lunch,
- evening office hours,
- completion of the ISP website,
- work for greater student participation in future surveys

## Strategies for Fostering a Proper Climate for Diversity

The International Student Program is anchored in the recognition of and value for diversity. Our staff sets an example for others (students, faculty, classified) by embracing differences and actively learning from them, by refusing to superimpose our cultural values on the actions and beliefs of other cultures. Contrary to standard assumptions, many international students also need to be encouraged to recognize and value diversity.

In 2003-2004 the ISP is planning to present a session to counselors and advisers on working with multicultural students. The office has recently become more active in interpreting foreign transcript evaluations, and may conduct a training workshop on major world education systems.

## Anticipated Goals for 2003-2004

1. To gather more information on the Student Satisfaction Survey,
2. To continue to explore ways of using the internet for marketing and counseling,

3. To find new sources of prospective international students (local ESL programs; U.S. overseas advisers, print/electronic advertising; active recruiting tours),
4. To examine the possibility of keeping the International Student Center open at least one evening per week,
5. To explore ways of providing additional services to other segments of the college.

#### **Needs and Recommendations for 2003-2004**

1. Maintain the program's high level of service to international students,
2. Continue to provide opportunities for staff development,
3. Upgrade computer system for International Student Specialist,
4. Develop and fund active recruitment efforts.

#### **Notable Individual Accomplishments**

Maggie Skaff has developed an expertise with SEVIS and is recognized as a resource and mentor by schools in the Bay Area.

Students have repeatedly praised Maggie for her concern, helpfulness and ability to find solutions to difficult problems.

Gerry Frassetto has been nominated to serve on NAFSA's Cooperative Grants Committee for a third term. The COOP Committee awards grants of \$2,000 to \$10,000, provided by the Department of State, for programs that promote international understanding. Gerry also prepared a paper on evaluating funded COOP programs. It was presented at the recent NAFSA national conference in Salt Lake City.

#### **2002-2003 Student Services Key Accomplishments**

The International Student Program is fully compliant with the new Student and Exchange Visitor Information System (SEVIS), a federal web-based tracking system to monitor the progress of foreign students and scholars in the U.S.

The International Student Program has made great progress in using the internet for marketing the college to prospective students, regular communication with continuing students, and on-line routine advising for current students.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

***Student Services Unit:*** Multicultural Center

***Student Services Unit Staff:*** Danita Scott, Interim Director, Student Support Services;  
Sylvia Aguirre-Alberto, Betty Harada, and Aisha Upshaw,  
Counselors

***Program Review Prepared by:*** Danita Scott; Sylvia Aguirre-Alberto

***Summary description of your unit's program and services:*** The Multicultural Center provides educational and personal counseling to academically 'at-risk' students, defined by placement in a basic skills math, English, or ESL course. A reduced caseload (23:1 vs. 33:1) allows MCC counselors to offer a more personalized counseling experience, conduct student follow-up, and create a 'safe haven' for program participants.

***Number of Students Served/types of services provided:*** MCC counselors (totaling 1.5 positions) provide academic and personal counseling support to approximately 400 students each semester. Counseling services include: SEP development, career and major course selection for certificate, associate degree or transfer preparation; strategies for students on academic probation, including study skills and time management recommendations; general advisement of campus deadlines, policies and procedures, and campus and community advocacy. Counselors also meet with unassigned, part-time students, provide evening and day support to Drop-In Counseling as well as the Priority Enrollment Program (PEP), and instruct a CRER 121 course each semester. Additionally, MCC offers outreach support to the High School Relations counselor by attending high school and community college fairs when available.

***Significant unit accomplishments in 2002-2003:***

- ❖ Collaboration with English 838 faculty: James Carranza, Loren Barroca and Teeka James for Fall 2003. An MCC counselor will be assigned to work closely with each instructor and his/her students. If appropriate, new students will be assigned to the MCC counselor attached to their class to help ensure timely completion of the SEP, and assist in retention and successful course completion.

- ❖ MCC and reading faculty met to discuss changes to reading requirements and classes. Provided feedback regarding the proposed changes and recommendations on how to present changes to counselors and students. Advocated for Reading program at counselors' meeting.
- ❖ Researched AB540 through State Chancellor's Office and provided assistance to eligible MCC students.
- ❖ Students earned 39 AA/AS degrees and 20 certificates, 20 received scholarships, and 26 transferred to four year colleges and universities.

***Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:*** The Multicultural Center's work not only assists in effecting an institutional change (Goal 2A & B) by recruiting, retaining and serving an economically, culturally and academically diverse population, but promotes institutional advancement (Goal 4) through its collaborative efforts which provide a seamless delivery of instruction and services (Goal 5) to CSM students.

***Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:*** Results from the student survey were extremely low—many of our students are reluctant to use SMART, let alone complete an on-line survey. However, students who completed the survey were scattered in their responses. Most felt services were Excellent to Good. Overall, respondents were satisfied with MCC staff rating them Good to Excellent. Surprisingly, students were across the board on the ability of MCC staff to answer questions. Still, most believe the services they received played some part in their remaining in college.

The inconsistency of responses signifies a need to clarify the center's identity and services, as well as define student needs and expectations. MCC will need to articulate its role for the campus community and the students it serves.

***Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:*** Inherent in the MCC mission is a belief that each student brings special gifts and talents to the world. Its counselors mirror African American, Asian and Latin cultures while welcoming all students who would benefit from MCC services. Staff works closely with ESL and basic skills students, cutting across race, gender, and ability issues. Because of this, MCC reflects the community in which we live, rich in diversity, culture and achievement.

***Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program***

***Review:***

- ❖ Clarify and expand campus/community understanding of MCC mission, role and students served.
- ❖ Work with counseling intern and student assistant to develop workshops and activities for MCC students.
- ❖ Continue collaboration with English/Reading faculty to help increase completion rate of students in identified basic skills courses.
- ❖ Enhance and update outreach materials including MCC website

***Identify your unit's needs and recommendations for 2003-2004:***

- ❖ If MCC is to maintain its multicultural, multilingual emphasis, it is critical that we retain our hourly trilingual Asian American counselor.
- ❖ Reinstate full-time counseling position to MCC when budget allows
- ❖ Improve physical appearance of MCC waiting area so that it is a comfortable and inviting place for students to study, gather, and meet

***Notable individual accomplishments:***

- ❖ Sylvia Aguirre-Alberto serves as co-chair of Latinos Unidos de San Mateo Scholarship Committee, a group which provides scholarships to Latinos graduating from eighth grade throughout SMFC school district.
- ❖ Aisha Upshaw harnessed her expertise in transfer counseling to establish CaliforniaUniversityTransferAdmission.com, an on-line course evaluation service for students with multiple transcripts applying to UC and CSU campuses.

***Provide a brief description of Unit's Key Accomplishments:***

Beginning Fall 2003, Multicultural Center staff will partner with English 838 course instructors and their students to help ensure timely completion of the SEP, improve retention, and course completion.

# STUDENT SERVICES PROGRAM REVIEW

Annual Program Review 2002-2003

Date: June 2003

Student Services unit: Psychological Services

Program Review Prepared by: Arlene Wiltberger and Tim Stringari

## Program Description Summary:

As part of Student Health Services, CSM Psychological Services exists to promote the mental, emotional, physical and developmental well-being of the campus community. The primary components of the program are: personal counseling, crisis intervention and emergency response, and consultation and training for faculty and staff.

## Services provided and students served:

- Personal Counseling:  
Students served: 400 (unduplicated) per year  
Students contact hours: 2000 hours
- Crisis Intervention and Emergency Response: 270 hours
- Consultation with Faculty and Staff: 220 hours
- Coaching Regarding Disruptive Behavior: 300 hours
- Intern Recruitment, Training and Supervision: 550 hours
- In-service Training for Faculty and Staff: 100 hours
- Service Coordination with Community Agencies: 100 hours
- Support and Coordination for Campus Programs: 300 hours  
(DSP&S, Human Services, Health Center, etc.)



### Significant accomplishments in 2002-2003:

- Provided personal counseling and/ or crisis intervention services to over 400 students, faculty and staff.
- Recruited and maintained a diverse staff of seven interns.
- 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 and provided seven workshops on Responding to Disruptive Behavior on Campus for faculty and staff.
- Provided consultation and support to the AARRP.
- Participated on the newly formed Student Support Team.
- Provided consultation and support to Skyline Psychological Services counselor.
- Served on the district task force to study programs for students with psychological disabilities.
- Served on the "campus committee" charged with contributing ideas for the district model for programs for students with psychological disabilities.
- Served on the Discipline Committee task force.
- Participated in the president's *Diverse by Design* lecture series served as support hosts.
- Produced and facilitated the *Campus Conversations on Diversity* discussion series
- Provided coordination, intern supervision and instructional support to the TTC program.
- Provided leadership and coordination to the Human Services Certificate and Degree Program and to the Family Development (FDC) Certificate program.
- Developed a new Certificate of Completion in Peer Support Services as part of the Human Services and TTC programs.

### Relationship of significant accomplishments in 2002-2003 to the current Student Services Planning document:

Our accomplishments for this year 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 program, we participate in a seamless web of support for students, which is highly effective in contributing to student retention and success.

We contribute directly to enrollment management through our TTC Career classes and through the development of the Human Services, Family Development and Peer Support Services 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 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 class and the Coop ED requirement for the Human Service, Family Development and Peer Support Services Certificates.

### *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 on the recruitment of interns who reflect the diversity of our student body and provide culturally relevant in-service training to our staff.

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 association with EOP&S and DSP&S, and our assistance to special programs such as the African American Retention project, and our leadership of the TTC program also contribute to the college's 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, and our participation in the President's *Diversity by Design* lecture series.

### Summary of unit Strategies for fostering the recognition of the value of diversity:

- Highly visible participation in campus activities supporting diversity.
- Sponsorship of campus *Conversations on Diversity* including discussion, panels and film presentations
- Hosting and facilitating during the President's lecture series, *Diverse by Design*
- Active recruitment of interns representing diversity

### Student Survey results and implications for the future:

The student survey indicated consistently high levels of satisfaction in all areas. Validation by the survey of the excellence of our services is in keeping with our commitment to continue to provide services of the same high quality. We would like to acknowledge our valuable Health Services team, which we feel contributed to the outstanding results of the survey.

### Anticipated goals for 2003-2004:

- 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 workshops and assisting the Vice President of Student Services in Disruptive Behavior Policy review, faculty outreach, and serving on the Discipline Advisory Committee.
- 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.
- 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 coordination, intern supervision, and instructional support to the Transition to College Program including the offering of Career 880,138 and 140 classes.

- Continue our ongoing partnership with Social Science and Coop Ed by providing leadership, instruction and coordination to the Human Services, Peer Support Services and FDC programs.

#### Needs and recommendations for 2003-2004:

The primary need of Psychological Services continues to be adequate staffing. This academic year we were delighted to reach optimum staffing, and now with the recent budget cuts we recognize we may need to reduce staff to less than the desired level. Considering the overall state of the budget, we are fortunate to be able to continue our services. We have no specific recommendations.

#### Key accomplishments:

Staff provided personal counseling and/or crisis intervention services to more than 400 students faculty or staff, produced and facilitated the CSM *Campus Conversations on Diversity* discussion series and presented seven workshops for faculty and staff on Responding to Disruptive Behavior on Campus.

#### 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 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 development of the HS, FDC, and Peer Support programs, our stewardship of the TTC program and production of the *Conversations on Diversity* 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.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.*

**Date:** June 30, 2003

**Student services unit:** Office of Research

**Student services unit staff:** John Sewart  
Jonah Wong  
Mirjana Kokic

**Program review prepared by:** John Sewart

### **Summary description of your unit's program and services (one paragraph):**

- Educate administrators, instructional faculty, and student services professionals about the need to incorporate research and information into program improvement.
- Integrate institutional research with program assessment and strategic planning.
- Provide comprehensive data and information required for effective college planning and internal evaluation.
- Assessment of student performance outcomes as requested by College faculty and staff.
- Support the College's program review process.
- Provide an information framework for strategic planning.
- The research and information provided by this unit supports the following:
  - institutional innovation and securing external funding;
  - instructional program planning;
  - curricular reform; matriculation and all Student Services-related practices;
  - federal, state, and accreditation mandates; and
  - development of realistic and meaningful productivity and accountability measures to assess institutional practices in all areas of campus life.

### **Number of students served/types of services provided:**

The Office of Research provides research and information to the entire campus community (including faculty, staff, and students), SMCCCD Board, Canada College, Skyline College, the public-at-large, various County, State, and Federal agencies, California's public and independent universities, and private organization providing educational services.

### **Significant unit accomplishments in 2002-2003:**

- Creation of on-line surveys for 20 CSM Student Services units. This information will be used to support CSM's effort to create a culture of evidence.
- Ad hoc information and data support provided to various CSM Instructional departments, faculty, and Student Services units: more than 75 requests for information and data processed.
- Student performance data provided to English and Reading faculty to assess

effectiveness of integrated composition and reading course.

- Immediate Math Placement Test student contact information provided to math, English, and CRER faculty for experimental learning communities to be offered Fall 2003.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

On-line surveys developed for Student Services units directly support the following goals (1A, 2A, and 2C) identified in the Student Services Planning Document. In addition, ad hoc research support to CSM's Institutional Advancement Office supports Goal 4.

- **Goal 1A:** "CSM must persistently match its programs and services --- and the manner in which they are delivered --- to the evolving needs and expectations of the community."
- **Goal 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."
- **Goal 2C:** "CSM will demonstrate a "culture of evidence" by collecting appropriate data, analyzing the data, and making changes suggested by the results. Specifically, develop quantitative and qualitative data collection tools, including a student satisfaction survey, for each department within student services."
- **Goal 4:** "CSM must promote institutional advancement. Institutional advancement is defined as the external activities of institutions that generate increased visibility and revenues for current and long-term program support."

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

N/A. Recommend feasibility analysis of conducting user-satisfaction survey of SMCCCD staff that request or utilize information and data provided by the Office of Research.

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

A significant proportion of requests for information and data that are received by the Office of Research are used to explicitly support College and District efforts to increase the diversity of its staff, faculty, and students.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

Anticipated goals are best addressed through a series of questions/issues that will be addressed in the forthcoming year:

- How do we gather and distribute research information to the College community?
- What is the appropriate mechanism to prioritize requests for information and data?
- What specific information needs are required to support faculty and program efforts to increase student success?
- How do we create a climate where faculty, staff, and administrators demonstrate an understanding of and appreciation for the incorporation of systematic information into every relevant aspect of organizational life at the college?
- How can the college integrate institutional research data, program review efforts, and the budgeting process?
- What are appropriate productivity measures that will yield more efficient college operations and delivery of services to students?
- How do we cultivate a climate in which faculty-conducted assessment is pervasive in all the disciplines?

- How do we cultivate a parallel climate in the wide variety of programs and services offered by Student Services?

**Identify your unit's needs and recommendations for 2003-2004:**

Based on the above goals for 2003-2004, the Office of Research would recommend a continuing series of meetings with instructional administrators, student services professionals, and staff regarding ways to integrate research and information into the College's planning process.

**Notable individual accomplishments (optional):**

Jonah Wong continued to provide expert support to Districtwide efforts to refine its information retrieval capacities. This support was especially critical in the College's qualification for an application to receive Federal Title III funds.

Mirjana Kocic provided extensive support to the creation of the on-line surveys developed for every single Student Services unit. Without this support, these surveys could not have been accomplished.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication:**

Creation of on-line surveys for 20 Student Services units. The information received from these surveys will be used to assess the effectiveness of CSM Student Services delivery of services and information to current and prospective students. In addition, this effort contributes to CSM's quest to cultivate a "culture of evidence" to be used in support of increasing student success.

**Additional comments:**

N/A

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2002-2003

Due: June 30, 2003

*Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—~~n~~ an attachment only.*

**Date: June 30, 2003**

**Student services unit: Scholarships and Special Programs**

**Student services unit staff: Nancy Pendergast**

**Program review prepared by: Nancy Pendergast**

**Summary description of your unit's program and services (one paragraph):**

The Office of Scholarships and Special Programs provides scholarships to our students through the CSM Scholarship Program. This office also makes available any outside scholarships information/applications we receive.

**Number of students served/types of services provided:**

More than 250 students received scholarships from the CSM Program and/or outside organizations during the academic year 2002-03.

**Significant unit accomplishments in 2002-2003:**

- More than 250 students submitted applications for CSM scholarship
- Addition of eight new scholarships for CSM students
- New María I. Cárdenas Scholarship awarded to nine incoming high school students
- Continue to award the ASCSM Scholarship to twelve incoming high school students
- Scholarship application now available online
- The annual Scholarship Awards Reception honoring 227 students and attended by 300-400 students, faculty, staff, friends and family of recipients.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

At present, this office has not established a plan for 2003-04.

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:**

This office has not been apprised of the outcome of the survey.



**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

This office encourages all students to apply for scholarship and asks faculty to promote the program. Contact is made to faculty, staff and students through e-mails; classroom visits and office bulletin board.

**Anticipated goals for 2003-2004 based on the findings of your 2002-2003 Program Review:**

- Improve outreach with our CSM students in majors where we have significant scholarship monies
- Work with the transfer center to schedule scholarship workshops for the Karl S. Pister Leadership Opportunity Scholarship offered by the University of California, Santa Cruz
- Work with transfer center and campus clubs to promote scholarship
- Schedule monthly meetings with Vice-President Student Services to discuss new business
- Develop an office handbook

**Identify your unit's needs and recommendations for 2003-2004:**

- The new furniture promised eighteen months ago.

**Notable individual accomplishments (optional):**

Working alone, I have maintained individual student scholarship accounts; kept an ongoing relationship with donors; worked closely with SMCCC Foundation as well as community organizations and clubs. I was the recipient of the "Women Helping Women" award from the Burlingame-San Mateo, Mid-Peninsula club.

This year I worked with the Foundation Director and Vice-President Student Services looking for ways we could continue to award scholarship in spite of the bad economy affecting our accounts.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.**

Over \$115,000 in scholarship assistance was awarded to 227 students, including new students coming from area high schools, returning CSM students and students transferring to 4-year colleges and universities. Individual donors and the San Mateo County Community Colleges Foundation fund these scholarships.

**Additional comments:**

This is the first time I have been asked to analyze and complete this form. Next year I hope to have a better understanding of how to present the accomplishments and outline the goals of the office.

**2002-2003  
Annual Program Review**

**Student Activities Office  
College of San Mateo**

**June 30, 2003**

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**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, Student Activities

**Review Prepared by:**

**Steve Robison, Coordinator of Student Activities**

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**Summary Description of the Student Activities Office's program and services:**

The Student Activities Office is a college resource center providing advising, guidance, coordination and support for experiential learning at the college level. This includes facilitating personal and group leadership and service opportunities; student involvement in college governance; involvement in citizen advocacy at the city, county, state, and national level; and the development of social, recreational, cultural and artistic activities that serve to broaden and deepen an understanding and appreciation of other cultures, perspectives and diverse points of view. In addition, the office provides other information and support services such as housing information, transportation information, bus passes, student and staff identification cards, etc.

**Number of students served and types of services provided:**

The number of students served and types of services provided varies depending on the needs and desires of the current student leadership. The Student Activities Office provides direct advising to a 24 person Student Senate, and a variety of their committees and boards, each having from 5 to 20 student leaders. We also work with the key leadership of the 30-40 student clubs and organizations, and work with special event planning teams from a variety of student clubs and organizations. The students served also include thousands of students and community members who are involved in campus activities and events as audience members or program participants.

The staff of the Student Activities Office has primary responsibility for assisting the Associated Students with meeting advisement, policy development, budgeting, accounting, bookkeeping, requisition processing and bill paying, supervision of off campus leadership development and training, and off campus conference travel. Advising is primarily done through staff involvement with the many committees and boards of the Associated Students including: the Student Senate, the Finance and Administration committee, the Programs and Services Committee, the Inter-Club Council (ICC), the Academic Enhancement Committee, the

Public Relations and Publications Committee, the Legislative and Governmental Affairs Committee, the Elections Commission, the Cafe International Advisory Board, and the Ambassador and Mentor Outreach Program committee. The office also works with an additional 30-40 student clubs and organizations on campus, assisting new organizations as they develop, and advising student organizations when planning campus events.

The Student Activities Office also provides day-to-day student support services including: general campus information such as class schedules, maps, and directions; local housing listings; public transportation information including bus schedules and train schedules and the sale of SamTrans bus passes; the creation of color photo studentbody cards and staff photo identification cards; the monitoring of campus posting of flyers and banners and the distribution of literature on campus; the scheduling of facilities reservations; the supervision of the Student Center building; the supervision of recreational games use; the supervision of contracts with art and craft vendors; oversight for food vending machines; office support services for all student organizations including: mail sorting, phone messaging, faxing, photocopying; coordination with other college services and departments for program development, including contacts with the media center, buildings and grounds department, academic division offices, the marketing communications office, and other administrative offices.

### Significant Unit Accomplishments in 2002-2003:

The type, variety and quantity of work we do is forever changing from year to year based on the goals and needs of the changing studentbody, society and world events. Keeping up with the number and types of programs, events and activities during the year is a significant accomplishment in itself. In the aftermath of 9/11 and the turbulent world events that followed, including the war with Iraq and the continued violence between Israel and Palestine, campus life has been more politically active in 2002-2003 than in recent years. In addition, the economic recession, major job losses, and a major state budget crises of catastrophic proportion has increased student and staff anxiety and concern about the future. Numerous events and activities were developed by campus organizations this year to respond to many of these changes in the sociopolitical and economic climate. At the same time, many traditional annual college programs and services took place as well. A variety of activities and programs that could be considered significant accomplishments are outlined in four Associated Students quarterly summary reports. These reports list a number of events and programs sponsored or co-sponsored by the Associated Students and facilitated by the Student Activities Office during the year. (See Attachment A).

### Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Service Planning Document:

Listed below are a few of the ways the Student Activities Office is addressing a variety of the goals and objectives listed in the Student Services Planning Document:

*Enrollment Management --- Improve our ability to offer programs and services matched to the needs of the community; evaluate and enhance marketing efforts tied directly to enrollment growth.*

- Associated Students sponsorship of the Volunteer Fair and ongoing support of the CSM Connects program fosters greater student involvement in service learning opportunities. Enrollment is captured through cooperative education credit, and student retention by meaningful integration of experiential learning with classroom based learning.
- The "Leadership for Service" class captures enrollment while providing a basis for developing future student involvement by the student leadership.
- The CSM Ambassadors & Mentors Outreach Program (AMOP) sponsored by the Associated Students provides a warm welcome to potential students and new incoming students by providing campus tours, PEP orientation assistance, and outreach contacts in local high schools. These activities serve to recruit and retain students.

*Effect Institutional Change --- attracting, serving and retaining a diverse population and developing a climate in which diversity is genuinely valued and progress toward becoming more diverse is regularly achieved.*

- The Student Activities Office directly assists in developing programs in this richly diverse campus community, which value and actively celebrate different cultural perspectives and traditions.
- The Student Activities Office, in conjunction with the Associated Students, continues to sponsor major events which serve to retain and increase enrollment, particularly for under represented populations, through programs sponsored by ethnic and cultural clubs on campus. This is primarily accomplished through high school and community outreach events (e.g., Polynesian High School Forum, UAB Basketball Tournament, etc.) which draw large numbers of high school students and others up to the campus for educational, social, and recreational involvement.

*Promote Institutional Advancement --- Heighten the internal awareness of and involvement in the institutional advancement process; increase the visibility of the College in the community; and significantly enhance funding resources .*

- We are continuing with the development of an Alumni Association in conjunction with the Associated Students. An active Alumni Association can be a valuable resource for contacts for community involvement and institutional advancement.

Summarize the results of the Annual Student Survey for your unit **AND** identify the implications for the future delivery of your unit's services:

Only 16 surveys were completed. With such a small sampling, the survey results are not likely to accurately reflect a statistically valid cross section of the student population at CSM. The small number of respondents (n=16) will have to be addressed and the number of respondents increased next year to make the survey effort more useful and effective. However, the development of the survey instrument and the experimental prototype for a web based response system developed by the Institutional Research department is commendable.

The overall results of the survey suggest a generally healthy satisfaction level with the accessibility and services of the Student Activities Office. But they also suggest a lack of student awareness of what programs and services are offered and available through the Student Activities Office and the Associated Students. Indeed, slightly less than half of the respondents were aware of what student clubs and organizations are at CSM; half were not aware of what their \$5 studentbody fee pays for; slightly more than half were aware of on-campus activities and how they could participate in them; and less than a third said they were familiar with the CSM Student Government and what it does.

This suggests that there needs to be better ways to help make students aware of these elements of the Student Activities and Associated Students programs, perhaps through trying different or more expanded approaches to the way these programs are marketed to the students.

A summary narrative of the results of the 14 questions asked is attached (See Attachment B), along with the actual survey results,(See Attachment C). Also attached is the raw statistical data from the survey, (See Attachment D) and a copy of the original survey instrument / questionnaire, (See Attachment E).

Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:

The Student Activities Office staff work directly with student organizational leaders and with the Inter-Club Council (ICC) members to foster a climate in which diversity is recognized, valued and celebrated. For example, the ICC has representation from the most active clubs and organizations on campus. During their meetings, representatives from the various clubs share their dreams, goals and accomplishments, and work

together to develop campus-wide activities and events that highlight and celebrate the various diverse points of view and cultural perspectives of a diverse campus. Our staff involvement includes, but is not limited to, assistance with all of the culturally and ethnically diverse groups on campus, supporting their program development activities and their recruitment and outreach efforts. For example, some of the ethnically diverse organizations that we work with on an ongoing basis include the Asian Culture Club, the Ethnic Studies Society, the French Club, the Gay-Straight Alliance (GSA), the International Students Union (ISU), the Italian Club, Students for Justice in Palestine (SJP), La Raza, the Polynesian Club and the Unity Among Brothers organization. In addition the Associated Students have been strong supporters of the President's Diversity Speakers Series. The students also serve on the College Diversity Advisory Committee to further strengthen campus-wide efforts to foster a climate where diversity is valued and celebrated.

Anticipated goals for the 2003-2004 year based on the findings of your 2002-2003 Program Review:

We are on track and on target. We will definitely stick with a lot of what we are doing that has proven to be successful. Most of our goals for this year are our continuing goals from last year. (See Attachment I, p. 11-15, of the 2001-2002 Student Activities Office Year End Report).

But with an ever-changing student population, building awareness of student activities programs and services is also a constant challenge. We will strengthen our program marketing and advertising efforts to reach out to a greater number of students. This can take a variety of forms, but with limited resources we'll need to be creative. With the increased student use of e-mail as a primary or secondary form of communication, we will pursue the possibility using the college's collection of student e-mail addresses as a possible resource to allow us to inexpensively communicate with the studentbody directly. This might be accomplished with either an informational newsletter about upcoming events and activities, or as a way to ask for feedback about the programs and services we are providing.

We will also continue to pursue the development of an Alumni Association in conjunction with the Associated Students. Our alumni are an untapped resource, and we would can begin by include alumni in our programs and services and outreach efforts.

We will also work closely with the student organizations in the district to come to an agreement on a modest increase in the studentbody fee to be able to keep up with the increasing costs of Associated Students programs and services. The studentbody fee of \$5 per semester has not been raised from the current level for the entire 80 year history of the college, even during the depth of the great depression. Yet costs have dramatically increased over that period of time. In the 1932-33 Bulletin of Class information (their Class Schedule at the time) a statement by the President of the college was made that, "if it were not for this modest \$5 fee, many worthwhile programs would not be possible." This was at a time when the median price of a home in San Mateo County was less than \$3,000. Times have changed considerably since then, but our studentbody fee has not. In fact, the Foothill-DeAnza District's student body fee is more than double what we charge. Our Associated Students organization has taken a position that a modest \$1 to \$3 per semester increase would not be a significant financial burden on our students, and would allow the Associated Students to keep up with the current costs of their programs and services. The difficulty has been in convincing the other two colleges studentbodies in the district to do the same in order to enact the increase district-wide. But we think that difficulty can be overcome.

And finally, we need to continue to develop and improve the ways of evaluating our programs and services to provide more quantitative measurement and qualitative feedback, and give us better information on our effectiveness. Toward that end, we will begin gathering basic quantitative and qualitative information about each of the activities we are involved in planning or advising. (See Attachment F, the Student Activities and Events Evaluation Sheet).

Identify your uni's needs and recommendations for 2003-2004:

In a difficult fiscal environment and budget crisis, there is no expectation of additional resources or staff beyond current levels. Therefore, there will be an increased need throughout the campus to share resources and work collaboratively. Departments often overlook our office as a resource in the development of special campus

events that are sponsored by campus departments, perhaps thinking that our office only works with student planners. However, our experience and skills in the area of program development is a valuable resource that can be utilized by college departments and divisions as well. Because of ever decreasing resources, will need to work even more closely with other college program areas in the development of campus-wide programs.

There is also a continuing need for a College Special Events programming budget that can be used by the Student Activities Office in conjunction with other offices of the college to enhance the campus climate and improve awareness in the areas of cultural diversity, disability sensitivity, and issues of community and public concern. Such programs would continue to address the college's goal to develop a climate in which diversity is genuinely valued and celebrated, and where progress toward becoming more diverse is regularly achieved. Perhaps some of the vending commission revenue could be set aside for such purposes, and a college-wide committee developed to plan and produce such events and activities.

Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication.

The Student Activities area continues to provide advising and support services for a wide range of student leadership opportunities, and numerous social, cultural and recreational programs for the college and the community. The Associated Students leadership made their views known this year on a wide variety of college committees, on the steps of the Capitol in Sacramento, and in representatives' offices in Washington D.C. In addition, the students made substantial contributions to scholarship programs, the Child Development Center, the Athletics program, the CSM Connects program, and a wide variety of social, cultural and artistic programs and services throughout the year.

Final Comments:

We had another fruitful and productive year, and look forward with the potential to grow even further in the years to come!

List of Attachments & Reference Materials:

- A) ASCSM Quarterly Narrative Reports for 2002-2003
- B) Summary Narrative : 2002-2003 Student Services Survey for Student Activities
- C) Results of the 2002-2003 Student Services Survey for Student Activities
- D) Raw data from the 2002-2003 Student Services Survey for Student Activities
- E) Survey Questionnaire - 2002-2003 Student Survey for Student Activities - Survey Instrument
- F) Student Activities and Events Evaluation Sheet
- G) Spring 2001 Student Activities Office Program Review
- H) 2000-2001 Student Activities Office Year End Report
- I) 2001-2002 Student Activities Office Year End Report

**Student Services Program  
Student Employment Office  
Annual Program Review — Academic Year 2002-2003**

June 24, 2003

**Student Services Unit:** Student Employment Office (SEO)

**Student services unit staff:** Eileen O'Brien, Career Counselor (Student Employment Coordinator); Krystal Duncan (Student Employment Program Coordinator)

**Program review prepared by:** Eileen O'Brien (with input from Krystal Duncan)

**Summary description of unit's program and services:** The Student Employment Office provides employment-related services to students, faculty, and employers. Services include, but are not limited to: job search strategy classes, individual and group counseling, organizing and presenting career events – technology expo and career fair, making classroom presentations regarding career services and career search techniques, working with employers to develop internship and job opportunities for students, collaborating with faculty on the development and promotion of job/internship opportunities, working with community to promote CSM's programs and to collaborate on providing employment services for students.

**Number of students served/types of services provided:**

- Students who visited SEO office: 1293 spring (began collecting numbers in spring); yearly projection – 2600.
- Career counseling appointments (30 mins.): 304 total (129 – spring; 175 – fall)
- Students registered on SEO job seekers database: 314 (spring only)
- Employers listed in databases: 1,057
- Students reporting being hired: 53 (spring); 32 (fall)
- Students attending CRER 680 job search class: 50 (fall and spring)
- Get Linked Career Fair:  
Student/Community attendance: 600  
Employer attendance: 36
- Technology Expo:  
Student attendance: 200  
Employer attendance: 19
- Classroom presentations about career services of SEO, Career Center, Transfer Center, and Co-op as well as presentations on career topics (resume writing, interviewing techniques, vocational research): Bruce Maule (Accounting), Rosemary Nurre (Business/Accounting), Patti Appel-Anderson (Graphic Arts), Dior Hartford (Medical Assisting), Tim Stringari (Human Services), Mary Valenti (Career Assessment), Martha Gutierrez (Career Assessment), Tania Beliz (Biology), John Searle (Life Sciences) Careers in Bio Tech, Murielle Rose (Psychology), Associated Student Senate, and Business Club.

**Significant unit accomplishments in 2002-2003:**

- County of San Mateo *Explore!* (internship) program for human service students – approved by County and ready for implementation in fall 2003.
- L3 Electron – put together proposal with company contact for providing electronic technology students with internships, jobs and vocational research (informational interviews, job shadowing). Waiting for approval from company management.
- SEO Advisory Committee – implemented in the spring. Comprised of faculty from various divisions. Instrumental in providing valuable ideas/input regarding program direction and services.
- CRER 680 class (job search strategy class) – taught on monthly basis (two and four week formats).

- Get Linked Career Fair – first year responsible for fair – good turnout. Combined event with Health Fair, which attracted more students to combined events. (Plan to consider this approach in future.)
- Technology Expo – first year responsible for event – good student and business turn out, especially considering poor economy.
- eCampusRecruiter internet software program – after a year of research, we have secured a web-based software program which will allow for all jobs and internships to be posted electronically (at no cost to employer) while allowing students and community members to register for services. We will be able to track job listing activity, secure and manage employer data, better capture hiring data, and communicate more effectively with students and employers. It also has co-op and career fair components.
- Databases – established a student job seekers database, which electronically announces jobs and informs 300+ students of SEO events. Manage several employer databases which allows us to inform 1060 employers about career fairs, job posting process, on-campus recruiting, etc.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:**

- Offered variety of formats for job search class. Offered on monthly basis in two and four week formats to attract more students and better accommodate needs. (1A, 1)
- Member of Workforce Investment Board Business Services committee attended by employers and community agencies. Committee identifies employer needs and finds ways to meet those needs. Opportunity for CSM to develop more employer links. (1A, 2)
- Modified SEO website – Krystal attended Dreamweaver CTL class and worked closely with CTL and district IT staff to develop SEO website. (1B, 1)
- Urged employers to require Co-op enrollment of students participating in internships (particularly unpaid ones). (1B,4)
- Promoted Co-op enrollment during class presentations by informing working students about benefits of Co-op enrollment. (1B,4)
- Provided e-counseling to students regarding employment related issues. Correspondence by email meets needs of students who are unable to come into office. (2A, 4)
- Invited to become member of CalWORKS Advisory Committee. (2B, 2a) Discussed with Danita Scott referral process for CalWORKS students to attend CRER 680 job search classes.
- SFSU Counseling Intern – Having Asian intern helped attract other Asian students to SEO for services. (2B, 2a)

**Summarize the results of the Annual Student Survey for your unit and identify the implications for the future delivery of your unit's services:**

- 27 students responded to survey
- 85% of students rated the SEO services as good to excellent.
- 93% of respondents rated staff assistance as good to excellent.
- 85% felt that the hours of operation were good to excellent.
- Services most interested in receiving in order of preference: job listings (67%), internship opportunities (59%), job search workshops (52%), counseling services (41%), website job postings (41%), information interviewing (37%), and job shadowing (22%).
- Preference for learning about job-related information/events: by email (90%), fliers, bulletin boards near classrooms and mail.
- Most useful student employment services by frequency: job notices, job search class, email reports, and career counseling.
- Additional services requested: higher paying jobs, more non-profit work, job opportunities in more diverse fields, to meet with employers, and more entry-level jobs with small companies.

Based upon these results, SEO services appear to be meeting student needs. Students prefer correspondence and notification by email, which affirms our decision to acquire the eCampusRecruiter software program, which will better inform students and match them with jobs posted on our website.



Students also seem to be interested in diverse job listings, internship opportunities, job search classes, and career counseling. We will continue to explore other ideas that may meet student needs (job support club, one-hour workshops on various topics – how to find an internship, resume writing, interviewing techniques, etc.).

**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**

- SFSU Counseling Intern – Karolina Sheng helped attract other Asian students to SEO for services. Huge number of Asian students, as well as those from other minority groups, visit our office.
- Made referrals to and received referrals from community agencies (County of San Mateo Vocational Rehabilitation Services, Dept. of Rehabilitation) serving persons with disabilities.
- Address disability work issues in job search classes.

**Anticipated goals for 2003 – 2004 based on findings of your 2002-2003 Program Review:**

- More outreach to DSP&S/EOPS/CalWORKS students to assist with job search process. Talked with Danita Scott about establishing referral process for providing job search for special needs students.
- Considering four academic programs (graphic arts, accounting, technology program, CIS program) to closely collaborate with in 2003-2004 for development of job and internship opportunities.
- Will implement and promote eCampusRecruiter for introduction in fall 2003. Will research funding sources to pay for annual renewal fee.
- More outreach to business and employment community such as Human Resources Association and other city Chambers of Commerce to develop more employment relationships and to increase CSM visibility in community. Continue serving on PeninsulaWorks partners committee and WIB Business Services committee. Continue attending San Mateo Chamber of Commerce Education/Business sub-committee meetings, as appropriate.
- Develop brochure to market services to employers and businesses.
- Invite students and employers to join the SEO Advisory Committee.
- Will complete course approval process so that CRER 680 job search course can be assigned a permanent course number (CRER 132).
- Promote to business community more on-campus recruiting opportunities.
- Coordinate the implementation of the County of San Mateo Human Services *Explore!* internship program with Human Services academic program.

**Identify your unit's needs and recommendations for 2003-2004:**

- Upgrade PC to Dell computer with XP software. Justification: for better compatibility with Krystal's PC for sharing files and programs, improved speed, and more software availability.

**Notable individual accomplishments:**

Krystal – successfully managed and presented Get Linked Job Fair, designed SEO website, point person for securing and implementing eCampusRecruiter, and managed all databases and distribution lists.

Eileen – researched 5-6 web-based job listing/employer database software programs, helped design and expedite County of San Mateo *Explore!* Internship program, taught 10 job search classes, and developed other employment connections.

**Statement for Student Services Achievements Brochure**

**Student Employment**

Staff provides employment-related services to students, faculty, and local businesses. During the 2002-2003 academic year, the office served 2500 students and 1060 businesses by providing monthly job search classes, 300+ career counseling appointments, electronic job notification to 300+ job seekers, career events, targeted recruitment, and internship and job development.

**Transfer Center  
Year-End Report  
2002-2003**

***Date: May 30, 2003***

***Student services unit staff:*** Mike Mitchell + 1 student assistant (10 hours per week).

***Year-end report prepared by:*** Mike Mitchell

***Summary description of your units program and services (one paragraph):***

The Transfer Center provides information and workshops on such topics as transfer planning, Transfer Admissions Agreements, Cooperative Admissions Program, choosing a university, completing application forms and how to write the application Personal Statement. The Center also offers tours of the Transfer Center and gives presentations about transferring to classes and student clubs. The Transfer Center schedules university and college representatives-including UC, CSU and private/independent colleges to meet with students either on a drop-in or by appointment basis. Other events held in conjunction with colleges and universities include the annual Transfer Day held each Fall, Instant Admissions Days, Major Workshop Days, Evening Program for Working Adults College Fair and college/university campus tours. All of this information is available in our monthly Transfer Center Activities Calendar which is available at the Center and on-line at : [www.smccd.net/accounts/csmtransfer](http://www.smccd.net/accounts/csmtransfer).

***Number of students served/types of services provided:***

A total of 6,057 students were served in or by the Transfer Center this past academic year broken down into the following classifications:

*Student Assistant Research/Questions/Drop-ins:* 1,930 + (based on the ones I counted)

*Transfer related incoming phone calls (students/college reps, community):* 544 + (same as above)

*Career/Transfer Center Orientations:* (Aug. – May)      279 students

*Classroom presentations:* (Aug. – May)      310 students

*Business Club:* 35      *Academic Senate:* 25      *Martin Luther King Center:* 30  
*E.O.P.S. Preview Day:* 2      *Riordan High School:* 30      *DSP&S Orientation:* 50  
*San Mateo High School:* 7      (Total: 179)

*College/University Rep scheduled appointments/drop-ins: 962*

UC Davis: 263	CSU Hayward: 98
USF ROTC: 15	S.F. State University: 128
San Jose State University: 35	UC Berkeley: 175
Notre Dame de Namur University: 29	Mills College: 6
Academy of Art College: 15	Univ. of Phoenix: 16
Menlo College: 9	UC Santa Cruz: 104
Saint Mary's College: 13	Santa Clara University: 5
DeVry University: 9	The Art Institutes: 5
CA. Coll. Of Arts & Crafts: 11	Dominican Univ(Info Table
Northern Arizona University: 3	UC San Diego: 23

*University Days/Instant Admissions/Evening Programs (Events): 534 students*

UC Berkeley University Day: 32  
UC Davis University Days: 49  
UCLA University Days: 35  
UC San Diego University Day: 23  
UC Santa Cruz University Day: 6  
Degree Programs for Working Adults College Faire: 300 +  
San Francisco State University/Instant Admission Day: 70  
Menlo College Scholarship Day: 5  
Notre Dame de Namur University Instant Admission Day: 2  
UCLA Student Panel: 12

*Major/Educational Program Days: 106 students*

Engineering: 40  
Computer Science: 6  
Nursing: 60

*Transfer Center Workshops Attendance: 161*

*Academy of Art College Tours: 12*

*University of California, Davis College Tour: 40*

*Transfer Admission Agreements: 44*

UC Davis: 34  
UC Santa Cruz: 3  
UC San Diego: 1  
USF: 4  
Santa Clara University: 2

*UC Transfer Partnership Program: 53*

*UC Santa Cruz Dual Admissions Agreement: 10*

*Transfer Day Attendance (Estimate): 600*

*Drop-in Counseling: 293 (based on 10 hrs per week)*

***Significant unit accomplishments in 2002-2003:***

Developed UC Davis Transfer Opportunity Program  
Developed UC Santa Cruz Dual Admissions Agreement  
Developed UC Transfer Partnership Program  
Developed San Jose State University Transfer Admission Agreement (*which will begin in Fall 2003 for Fall 2004 transfer students*)  
Assisted in Saint Mary's College offering classes and orientations at CSM  
Revamped Transfer Center Webpage.  
Created Transfer Information (*Student self-serve*) Office

***Where appropriate, delineate the relationship of significant unit accomplishments in 2002-2003 to current Student Services Planning Document:***

**Goal 1: Management Enrollment**

- Transfer Center webpage redesign (updated/revised) and combined with the Office of Articulation and research

**Goal 2: Effect Institutional Change**

- Developed partnership agreements with UC Davis (TOP), UC Santa Cruz (DAP) & (TPP) and San Jose State University

***Summarize the results of the Annual Student Survey for your unit and identify the implications for the future delivery of your unit's services:***

As of this date, 31 students completed the survey and, overall, the results of the Transfer Center services (i.e. events, workshops, staff support, etc.) ranked in the area of "Very Good." Students seem to enjoy or have gotten the most out of access to college guides and information, ASSIST, transfer workshops, transfer events and meetings with university representatives. However, most students would like to see more on-line transfer and course-to-course information for more four-year universities .

*Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:*

Through partnerships with the UC system (i.e. Transfer Partnership Programs) students who are ethnic minority, first generation college and low-income students are provided the necessary encouragement and guidance to ensure proper transfer preparation. Also have made key presentations to EOPS classes/clubs, student campus clubs which include many diverse students, EOPS Preview Day, International Student Center, and DSP&S orientation as well as an offsite presentation at the Martin Luther King Center for Zelte Crawford's social science classes.

*Anticipated goals for 2003-2004 based on findings for 2002-2003 year-end report*

Develop a "Transfer Club" through Student Activities for anyone interested in transferring to a four-year university at some point in their CSM career.

Merge Articulation with Transfer on a more consistent basis. This can initially be done by developing/producing Articulation Agreements for students (both in print and on-line) for our Major Days (i.e. Engineering, Nursing & Computer Science). This must be done through the Articulation Office.

*Identify your unit's needs and recommendations for 2003-2004:*

Could use three new computers and printers for the three offices that house university reps who visit on campus and meet with students for one-on-one counseling.

Could use seven new student computers in the Career Center which is used for both Career and Transfer on consistent basis. (The current ones are about 7-8 yrs. Old)

Need Mirjana Kokic to be working in the Transfer Center (at least for part of the time) to continue to develop Articulation Agreements with UC, CSU & Private universities and to upload that information onto our website for: students(to share at workshops, major days, transfer days and other events); faculty advisors and counselors so they can relay the most up-to-date information to their students, and to make presentations with me at Counselor/Advisor Meetings, Divisional meetings and faculty flex days in regard to Articulation & Transfer.

*Notable individual accomplishments:*

1. Worked with the Dean of Counseling in getting three new Dell computers for the Transfer Center for student use.

2. Created a self-serve resource/student information center with applicable university information entitled: "Transfer Information" near entrance of Career Center.
3. Created three working stations (offices) for four-year university representatives to meet with students on a one-to-one basis to bring a greater collaboration between four-year schools and CSM.

*Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2002-2003 Student Services Key Accomplishments" publication:*

Over 6,000 students visited the Transfer Center and engaged in a wide range of services including: Transfer Center Orientations, Transfer Workshops on university requirements, Instant Admissions, College Fairs, Program Information Days, College/University Tours, one-on-one appointments with UC, CSU and Private University representatives, drop-in Transfer Counseling with a CSM Transfer Counselor and the annual Fall Transfer Day with over 50 colleges and universities in attendance.

**Additional comments:**

Attached to this document are samples of the Transfer Center Event schedules and SOME of the flyers advertising our events throughout the year. For the purposes of brevity in this report I did not include all of the e-mails to faculty and staff or information from the Transfer website which can be accessed by going to [www.smccd.net/accounts/csmtransfer](http://www.smccd.net/accounts/csmtransfer).

**Date:** June 5, 2003

**ATTACHMENT**

**To:** Henry Villreal

**From:** Steve Morehouse

**Subject:** Summary of High School Relation Activities in four (4) key areas, during FY 2002-2003. A few HS's have more than one activity covered on the same date (i.e., college Presentation & CEPI Administration).

**College Nights/Fairs**

10/07	Millbrae	Mills HS – SMUHD College Night & CC Presentation
10/08	Redwood City	Canada Coll. – SUHD College Night/Fair
10/9	San Mateo	Serra HS – SM County Private Coll. Night & Present.
10/16	San Bruno	Capuchino HS – College Night & CC Presentation
10/17	San Francisco	Lincoln HS – College Night & CC Presentation
10/22	San Mateo	Aragon HS – College Night & CC Presentation
10/29	Daly City	JUHSD/SSFHSD – College Night/Fair
11/07	Redwood City	Sequoia HS – College Night/Fair
11/07	San Bruno	Capuchino HS – College Night & 2 Presentations
11/14	San Bruno	Capuchino HS – College Night & 2 Presentations
01/30	San Francisco	Riordan HS – College Night Presentation
02/11	San Francisco	Wallenberg HS – College Fair (12 <sup>thGR</sup> Class)
02/12	Redwood City	Fernando Rivera MS – College Night Presentation
03/08	East Palo Alto	Boys & Girls Club of Pen. – E. Palo Alto College fair (Sat.)
03/11	Belmont	Notre Dame HS – College Night & Presentation
04/08	San Francisco	St. Ignatius HS – College Night & Presentation
04/29	San Mateo	Aragon HS – College Night & Presentation
05/08	Santa Clara	Mission College – WACAC College Fair (Day/Eve)
05/20	Newark	Newark Memorial High School – College Day
05/22	Redwood City	Redwood High School – College Fair

**Community Coll./CSM Presentations**

09/25	Daly City	SMUHD/SFUHD – College Workshop & Presentation
09/26	Burlingame	Mercy HS – CC Presentation (11 <sup>thGR</sup> Class)
10/11	San Mateo	Serra HS – CC Presentation (Senior Class)
10/15	Millbrae	Mills HS – CC Presentation (Senior Class)
10/16	Burlingame	Mercy HS – CC Presentation (11 <sup>thGR</sup> Class)
10/17	San Mateo	CSM – Shadow Day Presentation
11/01	San Mateo	San Mateo HS – CC Presentation (12 <sup>thGR</sup> Class)
11/12	SSF	SSF HS – College Fair & Presentation (4 - 12 <sup>thGR</sup> Classes)

11/13	Redwood City	Sequoia HS – CC Presentation (11/12 <sup>th</sup> Graders)
11/20	Daly City	Westmoor HS – Coll. Fair & Present. (4 - 12 <sup>thGR</sup> Classes)
12/04	SSF	Baden HS – CC Presentation (12 <sup>thGR</sup> Class)
12/10	Pescadero	Pescadero HS – CC Presentation (12 <sup>thGR</sup> Class)
12/11	San Mateo	Hillsdale HS – College Fair & Presentation (12 <sup>thGR</sup> Class)
12/17	Daly City	Jefferson HS – 3 CC Presentations (All 9 <sup>thGR's</sup> )
01/28	Half Moon Bay	Pilarcitos HS – CC & CEPI Presentation (12 <sup>thGR</sup> Class)
01/28	Atherton	Menlo-Atherton HS – CC Presentation (12 <sup>thGR</sup> Class)
02/07	Menlo Park	Mid-Peninsula HS – CC Presentation (11/12 <sup>thGR</sup> Class)
02/10	San Francisco	Lincoln HS – College Presentation (12 <sup>thGR</sup> Class)
03/11	Palo Alto	Palo Alto HS – College Fair & Present. (12 <sup>thGR</sup> Class)
03/19	Daly City	SMUHD – College Fair & Presentation
03/12	San Francisco	Bridgemont HS – CC Presentation (12 <sup>thGR</sup> Class)
03/20	San Francisco	Lowell HS – CC Presentation (12 <sup>thGr</sup> Class)
03/21	SSF	Baden HS – CC Presentation (12 <sup>thGR</sup> Class)
05/13	SSF	Baden HS – CC Presentation (12 <sup>thGR</sup> Class)

### **Career & Educational Planning Inventory Presentations**

09/04	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/05	Woodside	Woodside HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
09/06	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/09	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/16	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/17	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/18	Burlingame	Mercy HS – CEPI Administration (11 <sup>thGR</sup> Class)
09/24	Burlingame	Mercy HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
10/16	Burlingame	Mercy HS – CEPI Administration (11 <sup>thGR</sup> Class)
10/17	Burlingame	Mercy HS – CEPI Administration (11 <sup>thGR</sup> Class)
10/21	Burlingame	Mercy HS – CEPI Administration (11 <sup>thGR</sup> Class)
10/24	Burlingame	Mercy HS – CEPI Administration (11 <sup>thGR</sup> Class)
11/06	San Mateo	CSM – (Middle College HS) – CEPI Adm. (One Class)
11/19	San Mateo	Aragon HS - CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
11/25	San Mateo	Aragon HS - CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
11/26	San Mateo	Aragon HS - CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
12/04	SSF	Baden HS – CEPI Administration (12 <sup>thGR</sup> Class)
12/10	Pescadero	Pescadero HS – CEPI Adm. (11 <sup>thGR</sup> Class)
01/28	Half Moon Bay	Pilarcitos HS – CC & CEPI Presentation (12 <sup>thGR</sup> Class)
01/29	San Mateo	Serra HS – CEPI Administration (3 - 12 <sup>thGR</sup> Classes)
01/30	San Mateo	Serra HS – CEPI Administration (6 - 12 <sup>thGR</sup> Classes)
02/03	Belmont	Carlmont HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
02/04	Belmont	Carlmont HS – CEPI Administration (5 - 11 <sup>thGR</sup> Classes)
02/05	Belmont	Carlmont HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
02/06	Belmont	Carlmont HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
02/07	Belmont	Carlmont HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
02/12	San Mateo	San Mateo HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)



02/13	San Mateo	San Mateo HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
02/19	San Mateo	San Mateo HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
02/20	San Mateo	San Mateo HS – CEPI Administration (11 <sup>thGR</sup> Classes)
02/26	Menlo Park	Mid-Peninsula HS – CEPI Administration (12 <sup>thGR</sup> Class)
02/27	Daly City	Jefferson HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
02/28	Daly City	Jefferson HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
03/03	San Francisco	Mercy HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
03/04	San Francisco	Mercy HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
04/07	San Mateo	CSM – (Middle College HS) – CEPI Adm. (One Class)
04/10	Half Moon Bay	HMBHS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
04/11	Half Moon Bay	HMBHS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
05/13	SSF	Baden HS (SAMP) – CEPI Administration (12 <sup>thGr</sup> Class)
05/19	Woodside	Woodside HS – CEPI Administration (12 <sup>thGR</sup> Class)
05/20	Woodside	Woodside HS – CEPI Administration (12 <sup>thGR</sup> Class)

### **CSM/SMCCD Application Workshops**

10/09	Burlingame	Mercy HS – Application Workshop (Seniors)
12/18	San Mateo	Aragon HS – CC Present. & App Workshop (Seniors)
01/31	Redwood City	Redwood HS – College Presentation (Seniors)
02/26	Burlingame	Burlingame HS – App. Wkshop (Seniors)
03/04	San Francisco	Mercy HS – App. Wkshop (Seniors)
03/06	Menlo Park	Mid-Peninsula HS – Application Wkshop (Seniors)
03/07	Redwood City	Redwood HS – Application Wkshop (Seniors)
03/10	Daly City	Jefferson HS – Application Wkshop (Seniors)
03/13	San Bruno	Capuchino HS – Application WkShop (Seniors)
03/14	Redwood City	Sequoia HS – Application WkShop (Seniors)
03/17	Pacifica	Oceana HS – Application Wkshop (Seniors)
03/18	San Mateo	San Mateo HS – Application Wkshop (Seniors)
03/18	Belmont	Carlmont HS – Application Wkshop (Seniors)
03/19	Millbrae	Mills HS – Application Wkshop (Seniors)
03/20	San Francisco	Wallenberg HS – College/App. Wkshop (Seniors)
03/21	San Bruno	Peninsula HS – Application Wkshop (Seniors)
03/25	SSF	El Camino HS – Application Wkshop (Seniors)
03/26	San Mateo	Aragon HS – Application Wkshop (Seniors)
03/26	San Mateo	Serra HS – Application Wkshop (Seniors)
03/27	Pacifica	Terra Nova HS – App. Wkshop (Seniors)
03/27	Daly City	Westmoor HS – Application Wkshop (Seniors)
04/01	SSF	SSF HS – Application Wkshop (Seniors)
04/02	Redwood City	Sequoia HS – Application Wkshop (Seniors)
04/02	Belmont	Notre Dame HS- Application Workshop (Seniors)
04/03	Half Moon Bay	HMBHS – Application Wkshop (Seniors)
04/08	San Mateo	Hillisdale HS – Application Wkshop (Seniors)