

## STUDENT SERVICES PROGRAM REVIEW

### Annual Program Review Form: Academic Year 2003-2004

*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, 2004**

- **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; Isabel Dillman; Grace Gamiao; Jeremy Mileo; Kay Rabb; Gert Sartor; & Geri Trevaskis

**Program review prepared by:** Henry B. Villareal and Arlene Fajardo 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 college specific information regarding admissions, program course options, registration procedures, enrollment and related fees, as well as general information. Primary services include processing admission applications, registration, processing outgoing transcript requests, maintaining student's academic records, degree and certificate processing, and providing information and general services to a variety of college constituents.

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

The majority of students enrolled at CSM as well as a significant number of alumni directly interact and conduct transactions with the Office of Admissions & Records. For example, anyone who enrolls at CSM for the first time must submit an admission application. After an A&R staff person processes the admission application, applicants are informed via written correspondence (snail mail or e-mail) of being admitted and are provided additional pertinent information. Further, a very significant number of current and former students (alumni) contact A&R to request copies of their academic transcripts. During the past year, official and unofficial transcripts totaled over 17,000.

Collecting and archiving official academic records is a service extended to faculty that indirectly benefits students. At the end of each term, faculty submits to A&R their Official Class Records. These records are archived and, as necessary, referenced whenever final course grades or other academic related issues arise. A partial list of the types of services provided by Admissions & Records staff is presented.

#### Types of Services:

- ❑ Admission Application processing
- ❑ Register students
- ❑ Determine eligibility for AA/AS Degrees and Certificates
- ❑ Maintain student' s permanent academic records
- ❑ Process outgoing academic transcript requests
- ❑ Process IGETC and GE certifications
- ❑ Process and evaluate incoming college student transcripts
- ❑ Assess and evaluate incoming Advanced Placement Reports
- ❑ Assess and process incoming Tech Prep materials
- ❑ Maintain Official Class Records
- ❑ Assist faculty with WebSMART
- ❑ Coordinate Concurrent Enrollment Program
- ❑ Enrollment and degree verification
- ❑ Coordinate veteran student affairs
- ❑ Bilingual (Spanish/English) services
- ❑ Extended service hours (7:30 am – 7:00 pm, Monday - Thursday)
- ❑ Open two Saturday's per semester

#### Number of Students and Alumni Served

- ❑ Over 17,000 official and unofficial transcripts processed
- ❑ 3,151 in-person Banner transactions at A&R
- ❑ Approximately 60 veteran students
- ❑ Numerous in-person and telephone transactions not readily captured

#### **Significant unit accomplishments in 2003-2004:**

- Further promoted the submission of the web-based admission application; approximately 90 percent of admission applications are now submitted via the internet
- Promoted student on-line registration via WebSMART resulting in a 30 percent decrease in over the counter student-staff Banner transactions
- Fully implemented document imaging and indexing; during the current year it is estimated that over one hundred thousand documents were imaged and indexed
- WebSMART for Faculty was fully implemented; Instructors now submit grades, census and enrollment verification reports on-line
- Eliminated the course registration wait list process
- Introduced internet-based student enrollment verification process
- Academic transcript request processing turnaround reduced to 24 from 48 hours
- Streamlined IGETC processing via automated Degree Audit Program
- Reduced turnaround time for certifying degree and certificate eligibility by four weeks
- Continued collaboration with various individuals, divisions and departments such as Instructional Deans, Counseling Division, Security, Cashier's Office, Marketing and Publications, Institutional Research, and District ITS

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current Student Services Planning Document:**

The significant accomplishments as outlined coincide primarily with Goal 1 of the Student Services Planning Document. The relationship of the units accomplishments to Programs and Services is delineated below.

**Goal 1 Programs and Services**

1.3 Collect and analyze information from student satisfaction surveys and program reviews to improve programs and services to students.

Admissions and Records continue to collect student survey data which is then used to improve and enhance its student services. Current year survey results are included in this report.

1.9 Develop means by which to exchange ideas/information between students services and instruction.

The Dean and Assistant Registrar periodically meet with the Vice President of Instruction and Instructional Deans to discuss proposed changes to operational procedures that can enhance existing service to students.

1.11 Evaluate and implement use of online services to better serve the changing needs of students.

Admissions and Records Staff continue to develop, implement and then encourage students to utilize online, web-based registration and other online student services. As highlighted in this report, during 2003-2004 there was a 30 percent reduction in the number of student-staff related Banner transactions.

Admissions and Records is a critical unit of the College. Not only do A&R staff often serve as the initial contact with prospective students, they also continue to provide assistance while students at CSM and then after as alumni of the college. A&R staff assists prospective and current students with processing admission applications, registration, transcript requests, and issuing parking permits. In addition, A&R staff throughout the year provide assistance to faculty and staff.

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.

- 59 percent of respondents noted that the overall quality of A&R services they received were Excellent or Very Good. This reflects a 3 percent increase over the previous year. Another 30 percent responded that service was Good; reflecting a two percent increase over last year.
- 55 percent responded that overall satisfaction with A&R staff was either Excellent or Very Good; a two percent increase. Another 29 percent thought the staff was Good; a three percent decrease.
- 56 percent of respondents noted that the ability of Admissions and Records staff in answering their questions was either Excellent (23 percent) or Very Good (33 percent) reflecting a six percent increase. 32 percent rated this response as Good
- 50 percent responded that A&R office hours were Excellent (17 percent) or Very Good (33 percent). This reflects an increase of seven percent over the prior year. 31 percent of respondents noted that the office hours were Good
- 72 percent of respondents replied that the user-friendliness of WebSMART was either Excellent (41 percent) or Very Good (31 percent) reflecting an increase of seven percent. Another 20 percent noted that WebSMART was Good.
- 64 percent of respondents found the CSM A&R Website to be Excellent (29 percent) or Very Good (35 percent), an increase of eight percent. Another 28 percent noted the website as being Good.

The survey results highlight a number of areas in which there was greater satisfaction experienced by the respondents. For example, overall quality of A&R services, satisfaction with A&R staff and their ability to answer questions demonstrated some improvement: three percent, two percent and six percent respectively. These improvements while noteworthy can be further improved. A&R as part of its continuous improvement process will periodically review student survey results and maintain its collaborative efforts with various college constituents as a means of enhancing its programs and services.

A&R implications for future delivery of A&R services include:

1. A&R staff to maintain student-centered service philosophy
2. A&R staff to participate in CSM Cares seminars
3. Ensure any changes to existing policies and procedures are communicated to pertinent constituents including faculty, staff and students
4. Continuously assess and 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:**

The Dean of Enrollment Services along with the Assistant Registrar has encouraged the A&R staff to become aware, sensitive to, and to be cognizant of CSM's diverse student population. During the past year, the International Student's Advisor, Gerry Frassetto conducted a Global Awareness presentation for the A&R staff. The presentation contributed to the A&R staff's awareness of diversity; particularly as it relates to students of various nationalities. In addition, staff has come to recognize the diversity of the College's student population many of which are first generation college students, low-income, represent different nationalities, and the many students for whom their first language is not English.

When seeking to fill vacated A&R positions, the A&R Dean and Assistant Registrar are cognizant of the importance of considering ethnic and cultural diversity as one of the many factors in hiring decisions. Further, they recognize the importance of hiring staff that are not only competent but also reflect the diversity of the student body. The present A&R staff represents various races, cultural backgrounds, and gender and are comprised of three Latinos, two Filipinos, and five Anglos. In addition, two short-term hourly staff working for A&R includes an Anglo woman and a Latina.

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
- Two staff members are bilingual in Spanish and English
- Accepting AB 540 applications without prejudging the applicants
- Assistant Registrar, Arlene Fajardo for a second year served as a member of the College President's Diversity Committee (CDAC)
- The dean, assistant registrar and A&R III staff member are active participants in the Diversity In Action Group
- Hired student workers who are ethnically and culturally diverse (four Chinese Nationals and three Latinos)

**Anticipated goals for 2004-2005 based on the findings of your 2003-2004 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 operations. Targeted areas for next year include:
  1. Transition to CCC-Apply admission application process
  2. Fully transition to on-line enrollment and degree verification
  3. Further streamline the graduation and certificate evaluation process
  4. Implement on-line veteran student verification
  5. Collaborate with SMCCCD Colleges to further standardize Admissions & Records forms, policies and procedures
  6. Further promote WebSMART for Faculty and communicate the importance of timely submission of student grades and required reports

**Identify your unit's needs and recommendations for 2004-2005:**

- New copy machine
- Maintain dumbwaiter in operating condition
- Collaborate with ITS to further enhance WebSMART for students and faculty
- Implement the General Education component of the automated Degree Audit Program
- Further promote utilization of on-line admission application, registration and other internet-based student services
- Enhance communication and collaboration with campus constituents

**Notable individual accomplishments and Professional Development Activities:**

A&R Staff CSM Cares Participants:

- Gert Sartor, 2003-04
- Jeremy Mileo, 2003-04
- Kay Rabb
- Geri Trevaskis
- Abby Beeber
- Grace Gamiao
- Arlene Fajardo

College and District-Wide Committee Assignments

- **Arlene Fajardo**
  - District Enrollment Services Council
  - District Degree Audit Steering Committee
  - District Degree Audit Technical Subcommittee
  - CSM College Diversity Action Committee (CDAC)
  - CSM Committee on Instruction
  - CSM Diversity In Action Group
  - Budget Subcommittee
- **Adela Swinson**
  - District Degree Audit Steering Committee
  - District Degree Audit Technical Subcommittee
  - College Diversity In Action Group
    - Latino/a Histories Panelist
  - CSM Enrollment Management Committee

Veteran Student Seminar

- Isabel Dillman

Staff Member Longevity

Geris Trevaskis, 30 years at CSM

Academic Achievement

- Henry B. Villareal received a doctorate degree in Higher and Adult Education
- Grace Gamiao enrolled in a master's program in Sociology

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2003-2004 Student Services Key Accomplishments" publication.**

Promotion of internet-based registration and other A&R related services has eliminated the customary long lines in A&R. More than 90 percent of admission applications were submitted on-line and greater than 75 percent of student registration was conducted via WebSMART. Further, A&R is grateful to ITS for providing four computers that are dedicated for student registration.

**Additional comments:**

During the past year, A&R has been able to further streamline its operations. The resulting outcome has been enhanced and more expedient services to students, faculty, staff and alumni. Many of these improved services are due to technological developments and the subsequent embracing of these developments by the Admissions and Records staff. We are grateful to ITS for their on-going development, implementation and support of the technological advancements which have contributed to our streamlined operations.

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**Date: June 26, 2004**

**Student services unit:**

Articulation

**Student services unit staff:**

John Sewart

Mirjana Kokic [on leave Spring 2004]

Christine Li [substitute for Mirjana Kokic, Spring 2004]

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 @ 75 major preparation and course-to-course agreements
- Addition of 5 CSM courses to CSU General Education and IGETC transfer list
- Submitted 6 courses for addition to CAN List
- Assisted with revising course substitution form
- Assisted with creation of Transfer Admission Agreements
- Assisted High School Relations office with recruiting concurrently enrolled students
- 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
- Verified coursework taken at other colleges and universities for CSM Intercollegiate Athletics
- Processed requests for IGETC partial certifications
- Update curriculum information for ASSIST

**Significant unit accomplishments in 2003-2004:**

- Wrote and awarded SMCCCD Trustee's Grant to develop an on-line Orientation program for new students
- Updated and maintained repository of all CSM student forms online—a total of 49 different forms are now available on-line
- Enhanced Transfer, Articulation, and Research websites
- Enhanced Scholarship, Financial Aid, and Assessment websites
- Update Counseling Services "Quick Guides" for counselors/advisors

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current Student Services Planning Document:**

- Developed on-line Orientation program for new students [Student Services GOAL 1b: Evaluate and enhance marketing efforts tied directly to enrollment growth]
- Enhanced Transfer, Articulation, Research, eAdvising, Counseling Services, Scholarship, Financial Aid, and Assessment 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. In addition, a close working relationship is maintained with the International Student Program.

**Anticipated goals for 2004-2005 based on the findings of your 2003-2004 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 2004-2005:**

- 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 Kokic continued her innovative work creating a robust and dynamic Student Services web site aimed at providing on-line information for students and increasing staff efficiency

**Provide a brief two or three sentence description of your unit’s key accomplishments for use in the “2003-2004 Student Services Key Accomplishments” publication.** Developed on-line Orientation program for new students. This will enable students to complete an essential part of matriculation anytime and anywhere. Enhanced website information available to students and staff 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)

**Additional comments:**

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**Date:** June 2004

**Student services unit:** Assessment/Testing

**Student services unit staff:** Christopher Rico, *Testing Administrator*

**Program review prepared by:** Christopher Rico, *Testing Administrator*  
Marsha Ramezane, *Dean of Counseling, Advising & Matriculation*

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

The Office of Testing Services at College of San Mateo provides a number of services that assist students in achieving their academic and career objectives. The Testing Center offers a comprehensive range of assessment, both for native and non-native speakers of English, and course placement services to help students matriculating at CSM. The Testing Center also administers test for the Financial Aid Office and provides other assessment that includes vocational, interest, and study skills instruments in cooperation with the Career and Transfer Center.

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

This academic year (2003-04), CSM's Office of Testing Services administered nearly 14,000 placement tests, on approximately 40 different test dates, to more than 6,000 students. These numbers indicate that the Office of Testing Services is dedicated to providing students with information they need to establish their goals and broaden their opportunity for academic achievement.

The types of services being provided by the Office of Testing Services include:

1. Administering assessment and appropriate course selections in English, reading and math to assist students matriculating at CSM
2. Offering English as a Second Language (ESL) test for students who are non-native speakers of English
3. Providing community service by offering CSM testing services at San Mateo County high schools
4. Administering "Ability to Benefit" test to students applying for Title IV Financial Aid
5. Uploading Test Score Information (SOATEST) into BANNER in a timely and accurate manner so students can discuss their test results with an academic counselor and register for classes
6. Providing staff and students information about assessment and course placements, policies and test instruments
7. Assessment includes vocational, interest, and study skill instruments in cooperation with the Career and Transfer Service Center

**List significant unit accomplishments in 2003-2004:**

- Created community awareness of available CSM testing services such as providing on-site testing at San Mateo high schools, correspondence testing, and Transition to College testing
- In April 2004, the Office of Testing Services administered placement testing for incoming high school seniors during the CSM Priority Enrollment Program (PEP). About 500 students took the mathematics and English placement tests.
- In cooperation with the Career and Transfer Center, the Office of Testing Services now handles other assessments such as Myers-Briggs Test (MBTI), Strong Interest Inventory (SII), and other personality and career assessments. The Testing Center also assists instructors for CRER 120, 123, and 123 courses and Career student interns with their assessment needs.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current 03-05 Student Services Planning Document:**

The significant accomplishments of the Office of Testing Services in 2003-04 are somehow related to some of the items in the current 2003-05 Student Services Planning Document. College Goal 1 No. 10 is “to strengthen transfer image in community through outreach efforts.” Providing on-site testing at San Mateo high schools has created community awareness not only on the testing services we offer at CSM but about transfer services as well.

Assisting the Career Center and CRER instructors with their assessment needs is, in some ways, related to College Goal 1 No. 4 which is to “assess CRER course content...to match the needs of students and 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:**

Due to the small number of student participants (Average Frequency No. =31) in the annual student survey for Assessment, the survey results *may* or *may not* be good representation of the target population. However, the data and comments of our students are helpful and can be used to further enhance our unit’s services in the future.

Thirty-six percent (36%) of respondents indicated that overall quality of the placement test process is “Good” followed by “Very Good” (33%). While only 3% indicated that they were not satisfied with staff, overall satisfaction with placement testing staff is “Very Good” (47%). Most students were pleased to have their questions answered by the placement testing staff; 91% of the students responded either “Excellent,” “Very Good,” or “Good.” Ninety-one percent (91%) 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, 83% of respondents considered their English and math placement test scores as accurate measure of their skills.

Twenty-nine percent (29%) thought the dates and hours of availability of placement testing are “Good” while 26% responded “Excellent” and “Very Good.” Although these percentages are significant, they suggest that offering *placement testing, both paper-pencil and computerized tests, on a year-round basis* would even more broaden testing availability for our students. As far as testing location, 83% indicated that the area is quiet and comfortable. Seventeen percent (17%) were either not satisfied or found the testing area not suitable for 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* (mathematics placement test). Currently, with the help and support of the Dean of Counseling, Advising and

Matriculation, CSM computerized placement testing for English and mathematics are now being set up by the Office of Testing Services. The Testing Center is tentatively scheduled to offer computerized testing by the end of this year.

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 English as a Second Language (ESL) placement test for students who are non-native English speakers.
- We have a diverse group of testing proctors coming from different cultures and backgrounds.
- All of our testing staff are bilingual (i.e. Cantonese, Mandarin, and Tagalog-speaking) who are ready to assist and help students as needed.

**List your anticipated goals for 2004-2005 based on the findings of this year's 2003-2004**

**Program Review:**

- Study the feasibility of providing placement testing on a year-round basis
- Develop a proposal for online services that could assist students in choosing a more accurate mathematics test level

**Identify your unit's needs and recommendations for 2004-2005:**

- **\$0.50 Test Score Fee.** Only if it complies with California 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 California 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. *(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.)*
- **Back-Up Scanner for Scoring Tests.** 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 possible use in the "2003-2004 Student Services Key Accomplishments" publication.**

This academic year (2003-04), the CSM Office of Testing Services administered nearly 14,000 placement tests, on approximately 40 different test dates, to more than 6,000 students. Moreover, CSM computerized or online placement testing for English and mathematics will be offered soon by the Testing Center.



## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

***Student Services Unit:*** CalWORKs

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

***Program Review Prepared by:*** Danita Scott; Aisha Upshaw

### ***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 provided 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 for forty-three (43) students. Additional services included priority registration, parenting and personal development workshops, and a holiday gift basket, bag or stocking through a joint CalWORKs, EOPS/CARE and Child Development Center project.

### ***Significant unit accomplishments in 2003-2004:***

- ❖ Successful outreach to Human Services Agency caseworkers increased county referrals, resulting in a 39% rise in program participation
- ❖ Instituted Priority Registration for CalWORKs Students
- ❖ Developed Student Learning Outcomes (SLOs)
- ❖ Developed Student Educational Contract (SEC)
- ❖ Convened CalWORKs Advisory Committee
- ❖ 4 students received a total of twelve campus and community scholarships; 1 student earned an associate degree.

*Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current Student Services Planning Document:*

Goal 1: Programs & Services

- Convened CalWORKs Advisory Committee to solicit feedback from community agencies on program services and development
- Instituted Priority Registration for CalWORKs Students
- Developed Student Educational Contract to
- Successful Human Services Agency outreach resulting in 39% increase in CalWORKs participants

Goal 3: Diversity

- Students were encouraged to participate in Parenting Workshops with a diverse group of individuals (race, ethnicity, gender and ability) who shared their experiences, insights and observations.
- Post information and encouraged student participation in campus diversity events, committees and lecture series.

Goal 5: Institutional Planning

- Developed Student Learning Outcomes to meet new accreditation standards

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

Similar to last year, most students are **satisfied with CalWORKs staff** (73%) and the **overall quality** (83%) of CalWORKs programs and services. Though the response number is low, a slight increase emerged in the number of students who found services and/or the quality of the program fair to poor. An overwhelming number of students (90%) believe that program staff has the **ability to answer questions**. Sixty-four percent (64%) find the **availability of hours** good to excellent versus, fair (18%) and poor (18%). Many respondents did not list which services they found most useful, however, those that did noted direct services such as assistance with purchasing text books and paying child care costs. Not surprising, respondents wish that the Human Services Agency allowed more months to train for a certificate or associate degree.

Staff will strategize ways to increase availability through the use of an intern, peer advisor, and/or student assistant. Closer follow-up with students by program staff should be achieved through the implementation of the Student Educational Contract (SEC), and the continued availability of evening hours. Program staff will need to continue to assist students in maximizing and managing their training 'clock,' while providing creative activities, workshops and group events to improve self-advocacy skills and increase knowledge of student rights and responsibilities in relation to county requirements.



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

The CalWORKs staff is successful in serving all its students--inherently a diverse population-- because they create an environment which acknowledges and respects cultural, racial, ability and ideological differences. Participants feel welcomed, cared for, and appreciated because staff is personally and professionally vested in impacting students' lives in a significant and profound way. Staff is supportive of student success, empathizes with, then assists students in strategizing ways to improve situations which create failure, and is always open to new ways of engaging participants.

***Anticipated goals for 2004-2005 based on the findings of your 2003-2004 Program Review:***

- ❖ Implement Student Educational Contract (SEC)
- ❖ Develop peer advising component
- ❖ Provide opportunities for students to strengthen self-advocacy skills and engage in personal development activities
- ❖ Collaborate with Student Employment office to strengthen job readiness: 'soft-skills' and work etiquette of program participants
- ❖ Update outreach materials/website

***Identify your unit's needs and recommendations for 2004-2005:***

As the campus CalWORKs population increases, further collaboration with the Human Services Agency will become critical in meeting student needs. Negotiation must occur between the program and county around offering transportation and book service assistance to its clients (as does surrounding counties) so that campus TANF funds may be redirected towards course development and program growth. The addition of an hourly employee and/or student assistant/peer advisor will help increase student contact with program staff and assist the director in tracking student progress.

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

Outreach efforts with the San Mateo County Human Services Agency resulted in a 39% percent increase in campus CalWORKs participation. The agency is represented on the CalWORKs Advisory Committee, and works closely with program staff to support TANF recipients as they train for a certificate or associates degree. Services include: personalized counseling, case management and advocacy, assistance purchasing textbooks and supplies, monthly bus passes or a parking permit, help paying child care costs, parenting and personal development workshops, work-study opportunities and, the newest service, priority registration.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

Date: June 28, 2004

Student services unit: Career Services Center

Student services unit staff: Elaine Burns

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, information about transferring to a four year college or to a specialized training agency. To a lesser degree we provide job assistance and job resource information.

- Career counseling and planning
- Career/Major assessment through use of vocational assessment instruments.
- Educational planning, choosing courses consistent with career/major goal
- Internet research for majors, careers, jobs, internships
- Career classes and workshops
- Collaboration with Campus Faculty to design joint workshops or presentations
- Consultation with four year campus representatives and business community to keep up to date on trends in the career world

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

Appointments and walk-ins for fall 2003           850

Appointments and walk-ins for spring 2004       775

These numbers are considerably less than last year, probably due to the reduction in staff which resulted in the Career Services Center operating without a front desk office assistant. The front desk office assistant is the first point of contact for many students; without which, we lose many students before we get a chance to make an appointment for them.

Career/Academic/Transfer counseling, 1 hour sessions, Fall	521	
Career/Academic/Transfer counseling, 1 hour sessions, Sp.	316	
Fall workshops	064	
Spring workshops		064
Students enrolled in CRER 133		
CRER 133 Fall 2003,	062	
CRER 133 Spring 2004	071	
<i>Goal 1.</i>		

*Significant unit accomplishments in 2003-2004:*

Over 1000 students were provided career services in 2003-2004. Services were offered at a wide range of times and days to accommodate the evolving needs of our students and community. This small counseling staff of one career counselor and four graduate interns who volunteer part-time, provided over 800 hours of intensive counseling leading to outcomes such as students deciding on college majors for transfer, applying and gaining acceptance to Law school or Graduate school, developing educational plans, gaining re-admittance to programs, finding jobs upon completion of chosen programs and in general progressing in their pursuit of life goals.

Co-op Ed

At mid-semester the Co-op Ed program was transferred to Student Employment in order to combine similar functions, and to expand and capitalize on the relationship between student needs and employer needs.

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

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. This program has been revised and presented both Fall 2003 and Spring 2004. Consequently, a new course designed to help students make informed decisions about transferring to a four-year college will be presented to the Instruction Committee in Fall 2004. *Goal 1*

*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, similar to last year's survey, 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. The piloted class was successful and work is being done to create a new Student Services offering to be included in the next catalog.

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:*

We know 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 past year semester the Career Services Center made a concerted effort to reach our diverse student population. We provided career assessment and counseling to San Mateo High School's EOPS students as part of a recruitment effort. We made presentations to groups of students enrolled in CSM's EOPS, Transition to College and to Learning Community students. *Goal 3*

As a continuation of last years work, we installed Eureka software for student's use in multiple locations on campus; DSPPS, EOPS/Multicultural Center, Library, various computer labs. 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 staff members during the summer 2004. This includes staff from EOPS/Multicultural Center, DSPPS, Student Employment and Counseling. The Eureka training staff will provide specific methods on how to make computer research accessible for disabled students. The DSPPS staff will further train on the topic of accessibility for the disabled. *Goal 3*

*Anticipated goals for 2004-2005 based on the findings of your 2003-2004 Program Review:*  
The goals of this unit have not changed. We intend 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.

The Career Center coordinator plans to take an active role in expanding the counseling and career services now provided to the Learning Community.

The Honors Program is on the list of projects to develop and improve. In collaboration with the Honors Program coordinator, Dr. Jeremy Ball, work is expected to be done to formalize the Honors Program and transfer privileges to UCLA.

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 offered a new career class of campus to a group of San Mateo County employees as part of the Human Services Program. 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.

*Identify your unit's needs and recommendations for 2004-2005*

The computers provided for student use are old, slow and inadequate for the demands.

Recommend replacing 7 computers which were purchased in 1995-96. This replacement can be from second hand computers which are surplus from other departments. 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):*

#### **Learning Community**

In addition to teaching a Student Success Class for three semesters, I have worked intensively with the learning community faculty to provide a Student Services presences within the community. I was asked by academic faculty to make classroom presentations, consult with the individual faculty on student issues, provide timely information for continuing students, etc. My work in the Learning Community was seen as productive and favorable to the overall success of the students and to faculty. I have been asked to continue my work as a member of the LCOM Steering Committee and to serve as the designated counselor to one of the Fall 2004 LCOM classes.

#### **Honors Program**

As part of the Honors coordination efforts I secured Honors Transfer agreements with 13 four year colleges. Each college provides some sort of extra incentive and benefits to students who apply as Honor students. CSM is working toward gaining approval from UCLA to be included as one of their Honors transferring Community Colleges. We are about half way through the approval process. One of the next steps is to get letters of agreement from CSM' s President and Vice Presidents.

Provide a brief two or three sentence description of your unit's key a ccomplishments for use in the "2003-2004 Student S ervices Key Accomplishments" publication.

More than 3000 transfer, undecided, returning, new and continuing students used and benefited from the comprehensive services offered through the Career Services Center. The services include over 120 workshops; over 800 hours of individual counseling; career assessment; computerized career, transfer and job information for both day and evening students.

#### **Additional comments:**

I look forward to the 2004-2005 college year and working with the new Dean, Marsha Ramezane, on projects to invigorate Counseling Services.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

*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 25, 2004

Student services unit: Child Development Center

**Student services unit staff:**

Louise Piper, Coordinator

Karen Wiggins Dowler & Lori Pilster, Master Teachers

Yovanka Crossley & Tanya Kimi Messer, Teachers

Katherine Krumm, Associate Teacher

Candida Huerta, Carolina Arteaga, Mayra Ceja, Student Assistants

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, early care & education to children ages 2 ½ to 5 years old. Enrollment priority is given to low-income student parents who meet the eligibility criteria set by the Child Development Division of the California Department of Education (CDE). In addition, non-subsidized child care is offered to student-parents, faculty & staff who pay a full fee. The Center provides early care & education for children in a nurturing, responsive environment that is rich with developmentally appropriate opportunities for learning. In addition, the Center provides a family support program that includes a variety of opportunities for parent involvement, parent education and referrals to a wide range of community resources. Finally, the Child Development Center provides a comprehensive in-service training program for staff.

**Number of students served/types of services provided:** The Child Development Center enrolls approximately 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 2003-2004:**

- Worked with architects from Sugimura, project engineers from Swinerton Management & staff from SMCCD Facilities Planning & Operation to complete construction of the children's playground by August 2003.

- Planned & implemented in-service training series for staff on Playground Safety as a proactive measure to identify and address potential health/safety issues when children are introduced to a new playground and new outdoor equipment.
- Organized Ribbon-Cutting Ceremony to celebrate completion of children's new outdoor play environment.
- Planned & implemented in-service training series on Disaster Preparedness for staff and purchased supplies and equipment related to preparedness.
- Applied for funds to renovate the kitchen & children's' bathrooms and received \$8,200 from CDE to fund the project. Worked with CSM Facilities to complete the renovation by June 2004.
- Parent Advisory Committee organized Restaurant Drawing Fund-Raiser and successfully raised \$3,000 for curriculum supplies and alumni parent donated \$2,000 for additional program supplies.
- Collaborated with EOPS, CalWorks and CARE programs to offer seminar series for students on topics related to managing adult life skills and parenting skills.
- Collaborated with colleagues from a variety of student service programs to develop strategies for meeting the needs of at risk students enrolled at CSM (Student Support Team).
- Collaborated with CSM Psychological Services to provide an intern on site at the Child Development Center to as a resource to meet the needs of individual children and families in crisis.
- One classroom was evaluated by the San Mateo County Early Childhood Mentor Teacher Selection Committee and the Master Teacher, in that classroom, was certified to continue as a mentor teacher with the California Early Childhood Mentor Program for another 3 years.
- Coordinator participated as a member of San Mateo County Child Care Partnership Council and Preschool For All Program and Teacher Quality Committee to develop a comprehensive set of program quality standards required for all center-based and family child care programs that apply to become Preschool For All sites in San Mateo County.
- Coordinator worked with colleagues from County Office of Education, Institute for Human & Social Development and other community agencies to develop "Community Resources For Quality Improvement & Professional Development" as a resource guide to support early care & education programs in San Mateo County as they work to meet the quality standards for Preschool For All.

- Coordinator participated on SaMCARES Advisory Committee in order to ensure that San Mateo County provides an effective incentive & training program designed to recruit & retain qualified early childhood professionals. CSM Child Development Center staff was granted financial stipends through SaMCARES for remaining employed at the Center and for successfully completing their professional growth requirements.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current Student Services Planning Document:**

1. Child Development Center Playground Renovation Project and Kitchen/Bathroom Renovation Project relates to College Goal 3: Improve Facilities, Grounds & Equipment – Goal 3A Work with District to plan new projects & complete funded projects.
2. \$8,200 received from California Dept. of Education for renovation & repair of kitchen and children's bathrooms, \$3,000 from fund-raising effort, \$2,000 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.

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

**30** out of 46 surveys were returned

Summary of Survey Responses:

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

**1 Satisfied** with overall quality of program.

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

**27-30 answered Yes** to 11 questions about receiving information from program on: child development, how your child is doing in program, daily activities, parenting skills (2 answered No), finding community services (2 answered No), discipline procedures (1 answered No), how parents can get involved, what can parents do to help child learn. Where to report health/safety concerns (3 answered No), Experience & training of staff (3 answered No, parenting skills (2 answered No).

**29 answered Very Satisfied** on questions about background & experience of staff, how program communicates w/ you, meeting individual needs of your child, interaction between staff & children

**29 answered Very Satisfied & 1 Satisfied** on languages spoken by staff, daily activities

**29 answered Very Satisfied & 1 Satisfied** on how program promotes your child's learning & development

**27 answered Very Satisfied & 3 Satisfied** on hours of operation

**26 answered Very Satisfied & 4 Satisfied** on cultural activities

**29 answered Very Satisfied & 1 Satisfied** on health/safety

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

**29 answered Very Satisfied & 1 Satisfied** on nutrition

**24 answered Very Satisfied & 6 Satisfied** on parent involvement

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

**1 parent responded Not Satisfied** to interaction with other parents

**1 parent responded Not Satisfied** to location of program



### **Some Examples of Survey Comments:**

“It has been a most wonderful experience for both our son and our entire family. The love, nurturing & attention to learning he receives all while developing his language & social skills is extraordinary”; “This is a fantastic program, very nurturing, loving, supportive & non-competitive. I absolutely love & support it!”; “Could not work or attend school w/out it. My child loves the program!”

“This program has made life for my family so much easier. I am able to concentrate on school knowing my son is in such great hands.”; “This program is extremely accommodating to our family’s needs-EXCELLENT PROGRAM.”; “If it weren’t for your program & the satisfaction of knowing your program is so wonderful, my return to school would be very challenging.”; “I wish I had known about this facility sooner. I would have gone back to school years earlier-Great!”; “The program has a wonderful staff that is very concerned about the whole family not only the child but the home life and everything else.”

### **Implications for future delivery of services:**

1) A need exists to involve staff and parents in exploring ways to promote a greater acceptance of diversity. Including a more diverse array of cultural activities in the program will serve to strengthen understanding/acceptance among families and encourage more interaction among parents.

2) A need exists for staff to learn techniques & develop strategies to support children w/ special needs. Currently, staff does not use children's IEPs to follow through w/ classroom activities & peer interactions recommended by outside professionals.

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

Staff distributed a survey to parents in September 2003 to identify the family traditions and cultural values of the current group enrolled. In partnership with individual families, the staff used survey responses to plan authentic curriculum experiences in the classrooms. Together, family members and teachers planned and implemented cooking projects, dance and movement activities and story telling in order to authentically incorporate family culture & traditions into the fabric of the program. Families and staff also identified a variety of relevant children's books, written in a variety of languages, reflecting people from diverse backgrounds. Staff used instructional materials funding from CDE to purchase these books for the Center's Family Lending Library and for use in the children's classrooms. In addition, children, parents & staff participated in a variety of cultural events offered by ACSM student clubs on campus throughout the year. Finally, Master Teachers in both classrooms enrolled in 3 unit evening classes during Spring semester on diversity ("Diversity in ECE" and "Lesbian, Gay, and Bi-Sexual, Trans-Gender Families in ECE"). Coordinator and Master Teachers attended 2 professional workshops on meeting the needs of children with disabilities ("Behavior Challenges: Responding & Understanding Children with Special Needs" and "Serving Children with Autism"). As a result, the Child Development Center community was strengthened bringing children, families & staff together to promote a climate acceptance & understanding.

**Anticipated goals for 2004-2005 based on the findings of your 2003-2004 Program Review:**

- Plan in-service training program for 2004-05 that reflects interests/needs of individual staff at all levels. An instrument to identify the training needs of staff will be developed and distributed in September 2004. In-service training and opportunities for professional growth will be planned/implemented based on responses from staff.
- Promote a climate that values diversity. Findings from program evaluation for CDE demonstrated a need continues to exist for in-service training in the area of diversity and gender equity. As a result, a 3 part in-service training series on diversity will be offered: understanding/valuing one's own culture; incorporating the cultural values and language of families into program policies/procedures; and authentically reflecting family culture and home language in the classrooms.
- Foster inclusion of children w/ special needs. Staff will participate in professional development opportunities offered through the All Children Together Project (ACT). Staff will work with families & outside professionals in order to incorporate IEP findings into curriculum to better meet identified needs of children w/ disabilities.
- 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 2004-2005:**

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

1. Complete all repairs & renovations in the Center's indoor environment by August 2005.
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 are needed to inform potential student-parents about the high quality child care services offered at CSM.
3. Secure funding to construct sand area in upper playground.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2003-2004 Student Services Key Accomplishments" publication.**

A multi-phase playground renovation project, completed in August 2003, includes an safe, accessible pathway, a new climbing structure, a children's garden, a sand & water play area and aesthetic landscaping that covers the hillside. The children's outdoor play environment was designed to foster learning in a wide variety of developmental areas.

**Student Services  
Cooperative Work Experience Education Program  
Annual Program Review – Academic Year 2003-2004**

June 28, 2004

**Student Services Unit:** Cooperative Work Experience Education Program (Coop)

**Student Services unit staff:** Eileen O'Brien, Student Employment Coordinator/ Cooperative Education Work Experience Coordinator; Krystal Romero (Student Employment/Cooperative Education Work Experience Program Coordinator)

**Program review prepared by:** Eileen O'Brien, with input from Krystal Romero

**Summary description of unit's program and services:** The Coop Office enables students to earn academic units (ranging from 1 – 8), applicable toward the Associate Degree and transferable to the CSU system for learning gained while in paid or unpaid employment, internship, or volunteer work. The Coop program provides a variety of Coop sections for general work or vocational work. Last year 400 students completed work-based learning partnerships with local businesses.

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

- Total visitors to Coop Office in spring (includes numbers from Student Employment Office): approximately 1400
- 177 students enrolled in Coop sections during fall 2003
- 221 students enrolled in Coop sections during spring 2004

**Significant unit accomplishments in 2004:** (Our office took over management of program in spring 2004):

- Restructured instructor assignments so that each instructor is assigned to one CRN section and performs routine instructor responsibilities.
- Revised Coop registration process so that no student is assigned to instructor before registering in class and completing Coop application.
- Increased minimum number of units students can register for in fall 2004 Coop courses from .5 to 2 units, thus increasing number of FTES.
- Jennifer Adan, selected from among 50 community college students to receive \$1000 scholarship by the CA Cooperative Education and Internship Association in April.
- Began development of work behaviors and employer work expectations training materials to use during fall orientations.
- Classroom presentations about Cooperative Education and other career services: 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), John Searle (Life Sciences) Careers in Bio Tech, and Business Club.
- Provide electronic notification to CSM staff to promote program and refer students.
- Promoted Coop Education to community agencies and local businesses to generate client referrals.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003- 2004 to current Student Services Planning Document:**

- Made two recommendations to Enrollment Management Committee regarding the Coop registration process which involved revisions to BANNER. Since Coop is a variable unit course, requested that students be required to select exact number of Coop units during registration process, otherwise system defaults to lowest number of units offered. Also requested change to BANNER to allow students to register on WebSMART after start of classes to reduce number

of students who fail to register after visiting Coop office. Both recommendations would simplify Coop enrollment process and eliminate need to come to office for additional authorization forms. Neither was approved due to the limitations of BANNER. (2,2)

- Attended CA Cooperative Education and Internship Association in April. Portion of Eileen's travel expenses were covered by grant money awarded from participation in an eight session on-line career development training program prior to the conference. (4,4)
- Jennifer Adan was awarded \$1000 scholarship by CA Cooperative Education and Internship Association at annual conference in April for writing an essay describing the benefits and rewards of her Coop assignment. Story appeared on CSM Internal and in the San Mateo County Times. (4,5)
- For accreditation, developed student learning outcome objectives with goals and action plans. (5,1)

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

- John Sewart reported that no survey had been developed for the Coop program. A survey will be developed for next program review.

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

- Diversity of staff works for our program including individuals from various ethnic groups and disabilities. Some staff speak Chinese and can translate when needed.

**Anticipated goals for 2004 – 2005 based on findings of your 2003-2004 Program Review:**

- Introduce mandatory group Orientation sessions in fall 2004 to streamline application and instructor assignment process.
- Provide training on work behaviors and employer expectations during Orientation sessions.
- Revise Coop information sheets and marketing materials for students.
- Develop brochure to market services to employers, businesses, agencies.
- Provide more outreach to Coop businesses and employers to inform them of other CSM employment services.
- Teach Coop instructors to market CSM employment services and other CSM programs to employers.
- Revamp Coop website and link to Student Employment program.
- Develop student satisfaction survey with Jon Sewart.
- Enter Coop employer information into CSM JobLinks to increase employer job referrals and to notify them about career and other events.
- If time permits, begin revising Coop Handbook, both print and electronic versions.

**Identify your unit's needs and recommendations for 2004-2005:**

- Purchase display stands to place around campus to advertise program.

**Notable individual accomplishments:**

Eileen – made several changes to program to streamline registration process and instructor assignment. Increased minimum number of units students can register for in fall 2004 Coop courses from .5 to 2 units, thus increasing number of FTES. Require Coop students to attend mandatory orientation meetings starting in fall 2004. Announced/promoted scholarship contest to Coop students and instructors resulting in Jennifer Adan, JoAnne Rock's student, submitting an essay which earned her a \$1000 scholarship.

## *Statement for Student Services Achievements Publication*

### **Student Employment**

Employment-related services were provided to more than 2400 students and faculty and 600+ local employers last year. Besides assistance with job preparation, we offer CSM JobLinks, a web-based job posting program, which provides students and faculty with timely and easy access to 200+ jobs/internships. In addition to other hiring activity, thirty students in graphic production, human services, accounting, and science programs were recruited and placed into internships/jobs. Visit us at: [collegeofsanmateo.edu/studentjobs](http://collegeofsanmateo.edu/studentjobs)

### **Cooperative Work Experience**

Cooperative Work Experience (Coop) enables students to earn college academic units, transferable to the CSU system, and applicable toward the Associate Degree for work (paid or unpaid) that they perform. Last year more than 400 students completed work-based learning assignments with local employers. Students can choose between Coop courses for general work experience or vocational work as well as choosing from 2 – 8 units of credit. (Building 5, Room 108)

Marsha Ramezane  
6/30/2004

**STUDENT SERVICES PROGRAM REVIEW**  
**Annual Program Review Form: Academic Year 2003-2004**  
**Due: June 30, 2004**

*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, 2004

**Student services unit:** Office of Counseling, Advising, and Matriculation

**Student services unit staff:**

Gary Booker, Office Assistant II (June 21, 2004)  
Joyce Griswold, Office Assistant II  
Michael Mitchell, Program Services Coordinator – Transfer Services  
Yanely Pulido, Staff Assistant (March 1, 2004)  
Christopher Rico, Testing Administrator  
Krystal Romero, Program Services Coordinator – Student Employment/COOP

**Program review prepared by:**

Marsha Ramezane, Dean of Counseling, Advising & Matriculation

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

The Office of Counseling, Advising, and Matriculation provides front line management for staff and services in the areas of Counseling and Advising, placement testing and assessment, Career and Transfer Services, Student Employment, Cooperative Education. Matriculation is coordinated through the office and includes collaboration with other services, which include, but are not limited to, Admissions and Records, the Office of Research and Articulation, Financial Aid Services, DSPS, EOPS, and Student Activities. A high level of faculty and instructional interaction and cooperation is also part of matriculation implementation and coordination.

The Office of Counseling, Advising, and Matriculation also provides support and general supervision for areas managed by Danita Scott. These areas include EOPS, DSPS, and Multicultural Center.

This report will focus on Counseling, Advising, and Matriculation services. Other units, Assessment, Career, Transfer, COOP, EOPS, DSPS provide individual program reviews.

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

Assessment –	over 6,000 students were assessed in 03-04
Counseling and Advising – Drop-in and Appointments FALL	3,964 appointments filled 13,044 appointments unfilled
	SPRING 1,555 appointments filled 2,738 appointments unfilled

(These numbers are suspect BUT it does indicate that I need to focus on maximizing the use of counseling faculty time. This is addressed in one of my 04-05 Management Goals.)  
Career and Transfer Services

CRER Curriculum .....	SPRING 2004 Enrollments 448
COOP .....	SPRING 2004 Enrollments 216
CRER 881 .....	SPRING 2004 958 students
DSKL .....	SPRING 2004 Enrollments 34

**List significant unit accomplishments in 2003-2004:**

- ❑ Improved marketing for CRER curriculum resulting in higher enrollments. Fall 2003
- ❑ 4 new hires in 03-04: Office Assistant II (June 21), Staff Assistant (March 1), Director of Student Support (April), Dean of Counseling, Advising, Matriculation (March 1)
- ❑ Implemented process for CSU GE Certification of pass along coursework Spring 2004
- ❑ Worked with Admissions and Records, Counselors, and Staff to review and update forms and processes for: Academic Renewal, Reinstatement, Course Repetition, Enroll in Beyond the Maximum Units, matriculation process for enrollment Summer/Fall 2004

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current 03-05 Student Services Planning Document:**

**Goal 1 – Programs and Services**

**Action Step 3 -**

Collect and analyze information from student satisfaction surveys and program review to improve programs and services to students.

**Response:** There has been little response to surveys. In 2004-05 we will focus on working the surveys into our processes so that we begin to gather student feedback. It is essential to get more input from students regarding the accessibility and quality of counseling/advising services and matriculation activities and outcomes.

**Action Step 4 –**

Asses CRER course content and scheduling patterns to match the needs of students and community.

**Response:**

- ❑ Dean included marketing for the CRER classes in the Schedule of Classes that positively affected the CRER enrollments.
- ❑ In Spring 2005 we will offer several experimental short courses to begin to explore creating new curriculum that is responsive to the ever-changing needs of students. New short courses will be offered for .5 unit (8 hours courses) in a 3-week format (12:10-1:25 pm twice a week for 3 weeks).

Spring 2005 CRER 680 courses –

Transfer Essentials – The Nuts and Bolts of University Transfer

Accomplishing an Associate Degree – Educational Planning

College System Orientation for Newcomers – For First Generation and Recent

Immigrants at our College and in the Community

Achieving Academic Good Standing – For Students Experiencing Academic

Difficulties and Challenges

**Action Step 6 –**

Expand TAA agreements – Addressed by Mike Mitchell

**Action Step 9 –**

Develop means by which to exchange ideas/information between student services and instruction.

**Response:** Attend Instructional Deans meetings, attend Committee on Instruction meetings, Met with the Math faculty at a Division meeting, participated in Learning Communities faculty meetings, invited Language Arts Dean and Faculty to provide presentation at Counselor/Advisor meeting. I have a email distribution list for classified staff called FRONTLINERS that I use to share information. I have an email distribution list for counseling and advising faculty and I send them lots of information related to articulation, transfer, legislation, college info, that I receive and feel that they need to know as well. I cc instructional deans and staff assistant for some targeted information. Publish counseling and service schedules college-wide.

### **Action Step 11 –**

Evaluate and implement use of online services to better serve the changing needs of students.

**Response:** Reviewing and updating each website. Updated, with John Sewart, several transfer forms, work with District Enrollment Services Committee to facilitate the use of a new and improved online application through Xap Corp. Launching new online orientation in July. Modifying facility use to develop a Assessment Center that will provide placement tests and career assessment in online or paper/pencil formats.

### **GOAL 2 – Enrollment Management**

**Response:** I continue to work closely with the Enrollment Services Office. Our functions interface and we are reviewing a range of issues that touch on student access, retention, and persistence.

### **Goal 3 – Diversity**

#### **Action Step 1**

Encourage staff to support College diversity activities and events.

**Response:** Attending activities promoting and supporting diversity. Attended Student Government retreat and provided workshop focused on leadership development.

#### **Summarize the results of the annual student survey for your unit AND identify the implications for the future delivery of your unit's services:**

We need to more vigorously seek feedback.

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

#### **List your anticipated goals for 2004-2005 based on the findings of this year's 2003-2004 Program Review:**

##### **1. Attention to STUDENT ACCESS.**

- Expand student access by working with Admissions and Records to market the new online application and develop E-based matriculation activities (i.e., online app, online orientation, personalized appointments for computer placement testing, online advising.)
- Assessment via the new Assessment Center with computerized testing and a regular schedule of paper/pencil testing year-round.
- Focus on better utilization of counseling faculty time and accessibility to students. Study use of appointment slots and use of drop in slots. Consider modification and creation of a service that allows any CSM student access to a counseling appointment (if there are appointment slots available).
- Strengthen service coordination so that students experience our services in a holistic and seamless manner.



- Centralize essential services (counseling, transfer, career) to better utilize, staff, resources, and space and so students have easy access to essential resources, activities, staff, and faculty. Facilitate cross training and collaborations that stress the integration of service delivery.
  - Study the matriculation intake process to develop a system that is accessible, seamless, and meaningful to new and returning students.
  - In Spring 2005 we will incorporate an in-person orientation opportunity for non-native speakers and recent immigrants and address issues and concerns that may be unique to this group .
  - Improve upon information needs of students by redesigning the old testing office adjacent to 1-209 to provide information to students and staff as needed.
2. Attention to STUDENT RETENTION AND SUCCESS.
- Expand counseling faculty and student service staff training to develop a broad base of common information from which to operate. Training may facilitate a consistent response from all staff and faculty to issues, policies, and procedures (i.e., transfer, degree and certificate completion, course substations, response to reinstatements and probation status, course repeats, academic renewal, and other policies to support success).
  - Collaborate with Counselors and Academic Senate to study early intervention strategies with the intention of identifying several vehicles for faculty to use to respond to students who are experiencing academic difficulty and provide counseling intervention.
  - Systematic response to students in Probation 2 status that provides early intervention and follow-up.
  - Provide counseling and student service support to Learning Communities cohorts.
  - Provide training to counseling faculty to support the need to keep appropriate records and notes via SARS GRID NOTEPAD.
  - Focus on retrieving feedback from students/service users. How are we doing? What works? What needs improvement?
3. Recognize diversity.
- Coordinate with EOPS and the Multicultural Center to develop and implement curriculum and workshop activities on campus and in local high schools that assist students, parents, community members to learn how to access and use community colleges and higher education for personal and professional development.

**Identify your unit's needs and recommendations for 2004-2005:**

1. Study process of counseling assignments, use of appointment, and drop in time for the purpose of improving the access to counseling and better utilization of counseling time.
2. Have a joint staff meeting/training session, A&R staff and Counseling/Matric staff , so that we all have a better understanding of how each one of our offices works with students and student issues.
3. Knowledge of curriculum and articulation is very important to maintain counseling program effectiveness. In this regard, I intend to attend Curriculum meetings on a regular basis (Grace is OK with this. I realize that we have a counselor rep on the committee but the info does not get back to the group.)
4. Support cross training and communication efforts within the unit to continue to build

services that are clear and consistent.

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2003-2004 Student Services Key Accomplishments" publication.**

As a unit we are turning our attention to consolidating and integrating services in an effort to support greater awareness in our College community of how counseling, transfer, career, assessment , and student employment interface to assist students to define and achieve life goals.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

*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, 2004

**Student services unit:** CSM Connects

**Student services unit staff:** Li Miao, Project Director  
Beverley Madden, Assistant Director

**Program review prepared by:** Beverley Madden

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

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

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

Based on numbers provided by instructors, approximately 300 students participated in service learning as part of their college coursework, developing skills in communication and critical thinking. In the Community Involvement Program 76 students enrolled to receive credit for volunteer work (as administered by Cooperative Education). This year, it was estimated that 500 individuals attended the Get Linked, joint Volunteer Fair/Career Fair, the majority of who were CSM students (400-450 students). Through Student Leaders in the Community grants, six students were awarded stipends to carry out projects with partnering agencies.

### **List significant unit accomplishments in 2003-2004:**

- Hosted second annual Youth Service Conference – “Building a Voice for Civic Action”; 200 students participated in collaboration with other agencies and institutions on the peninsula. (\*note these students were not included in the total SL count above).
- Coordinated six Student Leaders projects with five community agency partners
- Coordinated 2003 SLIC recipient multiple classroom presentations
- Hosted 33 non-profits at the Get Linked Volunteer/Career Fair attended by 500 people
- Supported five faculty members to incorporate service learning into the curriculum

- Completed major update of CSM Connects web site to new CSM format along with updated components for “What’s New” and “Student Leaders”
- Completed grant requests for Coleman Foundation, S.F. Foundation and Starbucks Foundation (in conjunction with Milla)
- Initiated potential collaborations for 2004-05: First Steps-Aragon High School (Steve Henderson), Middle College at CSM (service requirement for juniors/seniors), Crystal Springs Upland School, John Draper (Director of Educational Outreach), Mills Peninsula - Donna Campi (Foster Grandparents program)
- Added new Advisory Board member Susie Hodges, Executive Director, YCS
- Established first (annual) CSM Connects Service Award to Amber Sanchez and Corey Kriedler for their service to CSM Connects program.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current 03-05 Student Services Planning Document:**

**Goal #1.9:** Develop means by which to exchange ideas/information between student services and instruction. *Conducted initial and follow up meetings with CSM Middle College to explore opportunities for collaboration and support Middle College and /CSM students with service projects and leadership.*

**Goal #3.1:** Encourage staff to support, by promoting, attending and participating in them, College diversity activities and events (e.g. lectures, activities, conversations). *CSM Connects promoted diversity in hosting the Youth Forum, Get Linked/Volunteer Fair and the Student Leaders engagements in the community (PCRC, Coastsides Children Programs, PARCA, League of Women Voters and Save Our Shores projects).*

**Goal #3.2:** Encourage student services staff participation in student-sponsored diversity activities. *CSM Connects and Student Employment staff worked directly with the student committee to sponsor 2004 Get Linked.*

**Goal #4.5:** Survey faculty/staff to identify student success stories for profiling these students in local newspapers, campus brochures, on the web, and in appropriate public forums. *Student contributions to Get Linked and Youth Forum were celebrated on campus and local newspapers. Specifically Amber Sanchez was recognized by the League of Women Voters SMC on May 7<sup>th</sup> at a community luncheon.*

**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 pedagogies. This was exemplified in the diversity of candidates for the Student Leaders in Community grants; with six candidates from diverse cultures and backgrounds volunteering in a broad spectrum of fields in the community. (For example, the fulfillment of the Spanish Speaking Student Leader for Save Our Shores, Community Involvement and Outreach for mentally disabled individuals at PARCA, Conflict Resolution Marketing and Outreach at PCRC etc.)

**List your anticipated goals for 2004-2005 based on the findings of this year's 2003-2004 Program Review:**

- Institutionalization of CSM Connects program providing a solid base for staff and further development of core components of CSM Connects.
- Development of additional service opportunities for students (driven by students); what other service/educational events would the students like to see CSM Connects sponsor.
- Development of a Leadership/Mentoring component to CSM Connects that community agencies and K-12 school districts can look to for support and learning.
- Development of faculty workshops specific to service learning curriculum needs.
- Work closer with on campus organizations, faculty and division heads to further on campus collaboration in support of student leadership and service.
- Continue to work with our CSM Community to identify ways that CSM can fill the need, and provide opportunities for student volunteerism.
- Develop and implement an on-going database of students who have participated in service learning.
- Newsletter or monthly notification (to faculty) on upcoming volunteer opportunities for students.

**Identify your unit's needs and recommendations for 2004-2005:**

CSM Connects needs to be more visible in the CSM Community so that it is recognized as a resource for service opportunities, student mentoring and student leadership by faculty and students. Continued opportunities to collaborate on campus with like departments in the mission of service (EOPs, Student Employment, Psych Services, Middle College and Student Government).

**Identify notable individual accomplishments in 2003-2004 (optional):**

- ⇒ Accepted as a Region 5 (Monterey, Santa Cruz, San Mateo, Santa Clara and San Benito Counties) Service Learning Peer Coach with YCS. (09/03)
- ⇒ Presented a Service Learning workshop for California Association Student Councils in collaboration with Youth Community Service (3/9/04).
- ⇒ Presented a workshop on "Reflection" at the 2-Day Service Learning Institute in Monterey (sponsored by YCS and CSUMB). (6/04)

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2003-2004 Student Services Key Accomplishments" publication.**

CSM Connects worked with five faculty members to incorporate service learning into Business/Computer, Language Arts, English and Art courses. CSM Connects launched a new web site design including updated components for Student Leaders and What's New. CSM Connects collaborated with the League of Women Voters of SMC and YCS to organize the 2<sup>nd</sup> Youth Service event on campus, and worked with the Associated Students in collaboration with the Student Employment office for the 1<sup>st</sup> joint Volunteer/Career fair "Get Linked". CSM Connects established the first service award for CSM Connects students. In the summer, six Student Leaders in the Community developed projects that served partnering non-profit agencies.

**Additional comments:**

CSM Connects was on a tight budget this year splitting the faculty to one part time staff per semester. Time was limited for marketing the program to both staff and faculty. With these limitations we were still able to maintain our core components and I believe able to demonstrate the value of the program.

Building on our accomplishments and anticipating institutionalization of our program represents an exciting opportunity for CSM Connects and the College of San Mateo. I am proud to have been a contributor to this program and appreciative of the college's commitment to service for students, faculty and the community at large.

## STUDENT SERVICES PROGRAM REVIEW

**Annual Program Review Form: Academic Year 2003-2004**

**Due: June 30, 2004**

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

Adapted Physical Education: John Hogan and Mikel Schmidt, Instructors; Janet Hogan, Anna Sewart, Hourly Instructors; Shana Kudo, Instructional Aide; Assistive Technology Center: Carolyn Fiori, Assistive Technology Specialist and Sue Roseberry, Instructional Aide; Disability Resource Center: Joan Hare, Counselor and Aileen Connigo, OAIL; Learning Disabilities and Assessment Center: Marie Paparelli, LD Specialist and Laura Skaff, Program Services Coordinator; Transition To College: College staff: Tim Stringari, Counselor/Coordinator; Joan Hare, Counselor; Sonya Chopra, volunteer Adjunct Counselor. CAMINAR staff: Debra Brasher, Clinical Director; Barbara Nuckols, Program Coordinator; Bill Shumard, Case Manager and Walter McVeigh, Assistant Case Manager; Danita Scott, Director, Student Support Services

**Program Review Prepared by:** DSPS Program Staff

**Summary description of your unit's program and services:** In accordance with state and federal mandates, Disabled Students Programs and Services assists students with verified disabilities in achieving academic, vocational and personal success through specialized services designed to maintain access and offer appropriate accommodations with the goal of integrating students into mainstream college classes and campus life.

**Number of Students Served/types of services provided:** DSPS served 782 students through five distinct, yet cohesive programs: Adapted Physical Education (APE), Assistive Technology Center (ATC), Disability Resource Center (DRC), the Learning Disabilities and Assessment Center (LDAC) and the Transition to College (TTC) programs.

*Students Served: Unduplicated Count*

ABI*	Hearing	Learning	Mobility	Other	Psych	Speech	Visual	Total
122	24	119	269	114	104	4	26	782

\*Acquired Brain Injury

*DSPS Services by Unit*

Center	Services
ATC	<ul style="list-style-type: none"> <li>• Voice Recognition Training for Internet/Computer Access, Screen Reader; Magnification; Scan/Read software, MS Word Accessibility options</li> <li>• Hardware/Software installed in Business Computer labs, Career and Library</li> <li>• Electronic text, Braille Formatting of Class Schedules and Catalog</li> <li>• Electronic Exam Accommodations</li> </ul>
APE	<ul style="list-style-type: none"> <li>• Registration Assistance, Parking &amp; Orientation</li> <li>• Fitness Assessment, APE &amp; Workplace Wellness courses including new on-line course</li> </ul>
DRC	<ul style="list-style-type: none"> <li>• Furniture and Test Accommodations, Disabled Student Parking</li> <li>• Academic Counseling and Disability Management, Campus and Community Advocacy</li> <li>• Instructional Support and Information</li> </ul>
LDAC	<ul style="list-style-type: none"> <li>• New Student Orientation and LD Assessment</li> <li>• Auxiliary Aids, Extended Exams(including college placement test)</li> <li>• Distraction Reduced Environment, Tutoring and Computer Access</li> <li>• DSKL Classes</li> </ul>
TTC	<ul style="list-style-type: none"> <li>• Educational Accommodations, Specialized Instruction, Tutoring</li> <li>• Educational Coaching, Academic Counseling, Disability Management</li> <li>• Peer Support Groups &amp; Advising, Advocacy</li> </ul>

**Significant unit accomplishments in 2003-2004:**

- ✦ APE added a web based health and fitness class to its course offerings
- ✦ ATC collaborated with instructional programs to develop study strategies for visually impaired students
- ✦ The LDAC increased the total number of students served by 14% and provided 15% more accommodations
- ✦ TTC appeared in the March 2004 issue of *Disability Compliance for Higher Education*
- ✦ The DRC revamped its student intake process to be implemented Fall 2004
- ✦ DSPS Advisory Committee convened with a community sub-committee developed to implement the District model for serving students with Psychological Disabilities
- ✦ Instructional and classified staff attended a number of professional trainings and workshops
- ✦ TTC has maintained an 85% retention rate and an 80% course completion rate
- ✦ APE developed and implemented a successful volunteer recruitment campaign
- ✦ Updated and expanded DSPS webpage to include curriculum and alt media information, FAQs, student and faculty handbooks

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

SSPD Goal	Significant Accomplishments
Programs & Services	<ul style="list-style-type: none"> <li>✦ Establish, elicit and use feedback from program Advisory Committees</li> <li>✦ Development of on-line services, information and courses increases DSPS access to campus and community members.</li> <li>✦ New student intake process will assist in discerning student needs</li> <li>✦ Recruitment of APE volunteers gives students an opportunity to provide a campus service</li> <li>✦ Through collaborative efforts with DSPS and instruction provides an avenue by which information can be exchanged and students better served.</li> </ul>
Enrollment Management	<ul style="list-style-type: none"> <li>✦ TCC collected and maintained data on course retention/completion</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>✦ DSPS programs enhance campus diversity</li> <li>✦ Recruitment of volunteers allows DSPS and non-DSPS students to engage one another, promoting greater understanding</li> <li>✦ Instructors/staff provide orientations and in-service trainings on DSPS issues to campus and community professionals/students</li> </ul>
Institutional Planning	<ul style="list-style-type: none"> <li>✦ DSPS developed student learning outcomes in accordance with new accreditation standards</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>✦ DSPS staff serve on the Furniture Committee and attend numerous meetings on access for construction and renovation</li> </ul>

**Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:** Overall, students are extremely pleased with the quality of service (94% Good to Excellent) and are satisfied with staff (97% Good to Excellent). All but 4% (Poor) believe DSPS staff has the ability to answer questions (96% Good to Excellent). Hours of availability work well for most students, however 8% feel hours are fair to poor. The majority of students learn of DSPS services from high school or other colleges (25%), followed closed by referrals from friends (20%), faculty (19%) and the CSM Schedule (14%). A number of students (22%) learned about the program from other sources. Students report utilizing DSPS resources for counseling (16%), test accommodations and pre-registration assistance (12% each), a distraction free environment (11%) and computer access (9%). The remaining 40% cite services such as readers (3%), mobility (1%), notetakers (4%), assistive technology (7%), specialized classes (6%), LD assessment (3%), internet access (4%), tutoring (3%) and study skills (4%).

**Service Implications:**

Clearly the counseling component is critical to service satisfaction. The program will need to strengthen this area—currently it operates with one full-time counselor covering two 'counseling intensive' units. Collaboration with the Testing Office will need to continue to offer extended time placement testing dates so DSPS may focus on instructional exam accommodations, rather than placement testing and free up space for those students needing a reduced distraction environment, tutorial, reader, and pre-registration assistance. The addition of on-line services as appropriate will assist us in expanding program offerings and access to DSPS staff/information.



**Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:** Statewide, DSPS was established to provide access to higher education for all students regardless of ability. Students served in our programs are of different ethnicities, ages, genders, language groups and sexual orientations. By interacting with staff and one another, students learn not only to show respect and tolerance of varying disabilities, but also cultural, racial and socio-economic differences. This policy of inclusion makes DSPS a place which cultivates tolerance and nurtures understanding.

**Anticipated goals for 2004-2005 based on the findings of your 2003-2004 Program Review:**

- ✦ Continue to increase on-line services and web information
- ✦ Develop outreach/recruitment materials
- ✦ Develop and implement faculty/staff DSPS in-service trainings
- ✦ Update library resources for students with disabilities
- ✦ Increase the availability of LD assessment services
- ✦ Develop system for tracking student demographics, retention and achievement
- ✦ Continue work with community agencies to serve transitional age young adults
- ✦ Include TTC support staff in DSPS program meetings to ensure compliance with state and federal documentation requirements
- ✦ Work with faculty to ensure website accessibility

**Identify your unit's needs and recommendations for 2004-2005:**

- ✦ There are still several staff members using outdated computers and printers. Funding must be located to upgrade and replace outdated equipment so that staff may develop/enhance student tracking capabilities
- ✦ LDAC has experienced an increased demand for LD services, but was unable to test many students due to staff constraints. A half-time LD specialist would needed relief and enable the center to meet campus testing needs, ultimately helping to increase program funding.
- ✦ DSPS will need to further develop outreach/recruitment components to campus community and feeder high schools

**Notable individual accomplishments:**

- ✦ Carolyn Fiori received CAPED's Vice President's Award for service as co-chair of the Access Technology CAPED Interest Group
- ✦ Mikel Schmidt and John Hogan are involved with a grant to train Sequoia Union High School District PE faculty on how to institute uniform fitness testing
- ✦ Marie Paparelli will step down after twelve years of service as the Region III LD Advisor to the State Chancellor's Office September 2004
- ✦ Former TTC intern Sonya Chopra was hired as an adjunct counselor for the Drop-in Counseling Center
- ✦ Sue Roseberry complete units towards her graduate degree and was accepted for Tactile Graphics Training from American Federation for the Blind
- ✦ Aileen Connigo was awarded a G.W. Williams Foundation Scholarship

**Statement for Student Services Key Accomplishments Publication**

Disabled Students Programs and Services provided academic counseling, disability management support, accommodations and specialized classes for 782 students; updated and expanded the DSPS website to include the Student and a new Faculty Handbook; offered an on-line health and fitness course; appeared in the March 2004 issue of *Disability Compliance for Higher Education*, and realized a 15% increase in learning disability assessment services.

Counseling Services: EOPS/CARE Program Review 2003-04  
June 29, 2004

**Program Staff:**

Sylvia Aguirre-Alberto, Arnett Caviel, Lorena del Mundo, Adrian Orozco, Ruth Turner, Aisha Upshaw;  
Danita Scott, Director

**Prepared by:**

EOPS/CARE staff

**Description of EOPS/CARE Programs and Services:**

EOPS serves the low-income and educationally disadvantaged student that without specialized support services may not attend college. A student must qualify for the Board of Governor's (BOG-A/B) fee waiver and meet one of five educational criteria to be served. CARE is a supplemental component of EOPS. CARE provides educational support services for academically underprepared, low income, single parents. CARE students may choose vocational certificate, associate degree or transfer program options.

**Students Served/Types of Services:**

- Total EOPS students served: 540
- Total CARE students served: 29

EOPS eligible students receive book service, counseling, tutoring, priority registration, parking permits, discounted bus pass, grants, transfer application completion assistance and fee waiver, and university tours. In addition to meeting the EOPS criteria CARE students are single parents receiving CalWorks cash aid and have one child under the age of 14. CARE students receive EOPS support services, child care, supplies, campus meal card and participate in parenting workshops.

**List significant EOPS/CARE Accomplishments in 2003-04:**

- Reached 2,513 individuals through outreach efforts
- Increased by 8% our state mandated student cap for two consecutive years
- Sponsored 29 students for a week-long southern California university tour
- Introduced forty-one (41) high school seniors to a preview of college life
- Student outcomes resulted in 25 transfers; 25 associate degrees; 24 certificates, 51 scholarship recipients; 65 on the dean's list
- Doubled the number of CARE students served for the second consecutive year (from 7 to 29)

**Delineate the relationship of signification unit accomplishments in 2003-04 to the 03-05 Student Services Planning Document:**

**Goal #1: Programs and Services**

- The EOPS/CARE monthly academic progress report provides an opportunity for students to share their thoughts, ask questions and make recommendations. To increase the student services survey response, the survey was attached to the progress report to be submitted without the student's name. Our outreach component highlights the many services and opportunities available when attending the college.

**Goal # 3: Diversity**

- The EOPS/CARE staff is encouraged to attend and be active in campus and community sponsored diversity events. Staff has served as panelist, organizers and participants at several gender, cultural and educational related functions. The staff works closely with student groups to make their diversity events successful.

**Goal #4: Staff Development and Recognition**

- Program staff are expected to attend professional development workshops and conferences to improve skills and stay current. Staff are recognized within the department of their valuable contribution to meeting the mission and goals developed to assist students.

**Goal #5: Institutional Planning and Resources**

- Learning outcomes were identified for students to learn how to navigate the college environment and ultimately achieve success by completing their educational goal. The learning outcomes address educational and personal responsibilities.

**Summarize the results of annual student survey for EOPS/CARE:**

The student survey resulted in 286 responses; 80% of the students rated the quality and satisfaction measures as Excellent or Very Good; 97% of the students marked that EOPS significantly (81%) or moderately (16%) helped them stay in college; 8% of the students indicated a fair to poor satisfaction with the program staff. While all the EOPS/CARE services were listed, students found the counseling and book service to be most useful. The wish list of services included food, reserved parking, more help with books, and longer participation in program. A major theme from the individual comments indicate more tutoring is needed in a variety of subjects not only math and English.

**Summarize EOPS/CARE strategies and accomplishments that foster a diverse climate:**

The EOPS/CARE staff promotes diversity through its outreach and acceptance of all eligible students. The outreach and recruitment to classrooms, student clubs, and community organizations identify traditional and non-traditional individuals. The EOPS/CARE programs serve a diverse group of students. A blending of gender, ethnicity and cultural is represented within the program. The EOPS/CARE staff organizes activities which all students are encouraged to participate and meet other students. Students are informed and encouraged to attend and participate in campus-wide diversity functions. Activities focus on educational, cultural and social functions. An active EOPS club serves as a valuable asset to publicize and host the events.

**List your anticipated goals for 2004-05 based on the 2003-04 Program Review:**

- Increase number of students served
- Increase number of students earning a vocational certificate, associate degree and transferring
- Enhance tutorial services with an emphasis on evening services
- Improve student follow-up
- Develop an EOPS/CARE student handbook
- Modify EOPS/CARE website

**Identify EOPS/CARE needs and recommendations for 2004-05:**

- Increase support staff to further strengthen middle and high school relations
- Make better use of the EOPS/CARE website

**Provide a brief two or three sentence description of key accomplishments:**

1. Served by 8% more students than the state mandated funding cap for a second consecutive year.
2. Made contact with over 2,500 individuals to provide information about EOPS/CARE and College of San Mateo

## 2003-2004 Student Services Program Review

June 30, 2004

**Student Services Unit:** Financial Aid

**Staff:** Steve Myrow  
Doreen Garcia  
Claudia Menjivar  
Gail Tubbs (retired)  
Thanh Pitetta (temp.)  
Edwina Agront-Pereles (temp.)

**Program review prepared by:** Steve Myrow  
Doreen Garcia  
Claudia Menjivar  
Thanh Pitetta  
Edwina Agront-Pereles

### 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. For the 2003-2004 academic year, the FAO also embarked upon an ambitious inreach/outreach program—which was funded by BFAP funding.

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

In the 2003-2004 academic year the FAO provided financial assistance (through 6/29/04) to 3421 students. ~~The figure of 3421 represent an increase of 611 students over those assisted in 2002-2003.~~ (This total, 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 accomplishments in 2003-2004:

- Provided financial assistance to 3421 students. (Again, an increase of 617 students!)
- Awarded \$3,441,613 in federal and state aid, including \$1,825,368 in Pell Grants, \$193,125 in SEOG Grants, \$194,677 in Federal and CalWORKS Work Study, \$157,751 in Cal Grants, and \$864,285 in BOG waivers. (This is increase of \$866,373 over the amount of aid awarded in 2002-2003!)
- ~~These figures represent substantial increases for 2003-2004 in both the number of students receiving aid~~ (an increase of 22%) ~~and in the amount of aid disbursed~~ (an increase of 33.6%.) On an allied note, 2002-2003 figures represented a 14.6% increase in the number of students awarded in 2001-2002 and a 9% increase in the *amount of aid disbursed* . (2003-2004 highlights below)

- Pell Grants—12% increase in the number of students; 22.9% increase in the amount of Pell Grant dollars disbursed.
- Cal Grants—40% increase in the number of students receiving Cal Grants.
- SEOG Grants—2% increase in the amount of SEOG awarded.
- BOG Waivers—27.5% increase in the number of student (722 more students); 101% (\$433,476) increase in the amount of tuition waived.
- Went “live” with the on-line BOG Application system through Web-Smart. We also did a considerable amount of development and “trouble shooting” of the system. The system was also modified for 2004-2005.
- Employed 11 minority students under the Federal Work Study, CalWORKS Work Study, and the Student Assistant programs.
- Dramatically increased outreach to local high schools. We went to San Mateo High School, Aragon High School, Hillsdale High School, Burlingame High School, Carlmont High School, Sequoia High School, Cappuccino High School, Half Moon Bay High School, and Mills High School.
- Mailed 2039 letters to parents of graduating high school seniors at these local high schools.
- Distributed financial aid flyers/forms to 2189 graduating high school seniors at these local high schools.
- Met with 200+ Latino students (and their parents) at Half Moon Bay High School and provided information and financial aid applications.
- Increased outreach efforts at local community organizations. Of note were our three visits to a Belmont Social Service Agency which helps at-risk students and our two visits to the Martin Luther King Center in San Mateo.
- Provided financial aid information at four PEP Program days.
- Staff member continued with the high school outreach “Shadow Program.”
- Created Financial Aid satellite offices in Building 5 (Financial Aid Info Booth) and within the EOPS complex.
- Staff members participated in student sensitivity training.
- All FAO staff trained on federal financial aid software.
- CSM implemented EdFund’s Loan Default Management Software and System.
- All FAO staff attended financial aid conferences and/or training workshops.
- CSM default rate fell to 2.6%. This is a reductions from previous year’s 10.2%.
- Continued the implementation of 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.
- Created on-line Federal Aid and BOG application location in the FAO.
- Created CSM’s first annual “Cash-for-College Day, where students and their families were able to apply for financial aid “on the spot.”
- Employed four counselors to help financial aid students develop educational plans. In addition, the FAO is now utilizing the SARS grid for scheduling counselor meetings.
- Set up Scholarship fund disbursement through Banner. Disbursed Fall 2003 and Spring 2004 scholarship checks for 115 students.

- Administered the \$266,068 BFAP budget for 2003-2004. “BFAP” highlights include: hiring two full-time temporary FAO staff, funding two part-time staff in Admissions and Records that help with Financial Aid issues, funding an ITS staff member to help with technical issues, funding a web-design technician to substantially modify the FAO website, funding four FAO counselors, funding outreach efforts and “Cash for College Day,” purchasing computers and printers for financial aid application sites in Admissions and Records, Counseling, EOPS, and Building 5.

**Relationship of 2003-2004 significant accomplishments to 03-05 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 Student Service Goals 1 and 2. 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 1.

The FAO’s efforts in educating staff on federal and state aid issues, as well as on student sensitivity issues, pertain to Goal 2 and Goal 4.

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 3.

The FAO’s efforts with staff training and student sensitivity pertain to Goals 1, Goal 2, and Goal 3.

The FAO’s outreach efforts and “Shadow Day” are related to both the enrollment management objectives of Goal 2 and the college visibility objectives in Goal 1.

**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. 80% of the respondents reported that they considered the “overall quality of our services” to be “very good” or “excellent.” In addition, 78% indicated high satisfaction with FAO staff. The survey responses also signaled that the office did a good job communicating financial aid issues, with 72% 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 2003-2004, the FAO employed 12 students workers. One was born in Viet Nam, two were born in China, one was born in the Philippines, one was born in Iran, one was born in Nicaragua, one was born in Mexico, two were American born Latinos, one was African-American, and one is an American born Pacific Islander.

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 2004-2005:**

- Maintain or exceed 2003-2004 funding figures.
- Have all staff attend federal financial aid training workshops.
- Have all staff attend student sensitivity training workshops.
- Maintain Financial Aid in-reach effort.
- Complete a student training manual.
- Continue employment of minority students in high visibility student worker positions.
- Complete work to set up PCs (and printers) around campus for student aid application purposes. use.
- Maintain loan default management efforts.
- Increase high school outreach effort.
- Implement the "GOT BOG?" advertising campaign at CSM
- Hire a replacement for the retired Financial Aid Technician Gail Tubbs.
- Update Financial Aid Website

## **Financial Aid Needs and Recommendations for 2004-2005**

For 2004-2005, the FAO will continue to help a large number of students. With the Bay Area economy remaining flat, we anticipate that the number of applicants will remain at the current level or increase slightly. While we have been able to hire temporary staff to help with the inreach and outreach efforts—and to help with the dramatic increases in students that we are seeing—it would great to be able to hire them on a full time basis.

With the BFAP money, all of our technology needs have been met.

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 staff that have not yet attended CSM Connects—should do so during 2004-2005.

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

The FAO provided financial assistance totaling \$3,441,613 to 3421 students during 2003-2004. (This represents a 22% increase over the number of students assisted in 2002-2003 and a total dollar increase of 33.6%.)

The 2003-2004 totals include \$1,825,368 in Pell Grants, \$864,285 in BOG waivers, \$193,125 in SEOG Grants, \$194,677 in work study, and \$157,751 in Cal Grants.

Created satellite Financial Aid “help center” in Building 5— where students can apply electronically for Federal Financial Aid and BOG Waivers.

Substantially increased outreach efforts to local high schools and organizations.

Funded four Financial Aid Counselors to help at-risk students with educational plans.



## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

*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 22, 2004

Student services unit: Health Center/Bldg. 1-226

Student services unit staff: Sharon Bartels, RN, FNP/ Health Services Coordinator  
Gloria D'Ambra, Office Assistant II  
Dr. Donald Nichols, Medical Director  
Arlene Wiltberger, Psychological Services (.5)

Program review prepared by:

Sharon Bartels  
Gloria D'Ambra  
Ryan Hedge

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

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.

Number of students served/types of services provided:

- Comprehensive Services: 2,000
- OTC meds. Only: 66
- Psych. Services: 2,000 hrs.
- Class Presentations & lectures: 2,000  
6,066

More comprehensive exam services are being offered.

**List significant unit accomplishments in 2003-2004:**

- CSM Beee...newsletter produced every 2-3 months
- Increased visibility
- Developed SLO's for Health Center
- Conducted survey at health fair which showed that the students were happy with the variety of health information offered
- Obtained AED and trained Security and Health Services staff
- Reviewed and updated the disaster preparedness document
- Established a Health Services Advisory Board Committee – met 3 times
- Held the 6<sup>th</sup> Annual Health Fair
- Had students from various high schools participate in various activities as part of their community service projects.
- Health screenings were available to staff as part of Women's Health Month
- Nurse Practitioner services available on a daily basis
- Web Page in progress
- Medi-Cal Application in progress
- Plans for offering Dental Services are being discussed
- Provided immunizations and lab services for Skyline students enrolled in the Workforce Program
- Member of EOPS Advisory Board Committee

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current 03-05 Student Services Planning Document:**

Health Services has addressed the goals of the 03-05 planning document in the following ways:

Goal 1, #3: In response to an identified need for dental services, we are trying to implement a dental program. The student senate approved the use of \$1,000 as "seed" money. We have a couple of dentists who are willing to donate their time. Audrey Behrens is willing to let us use her facility.

Goal 1, #7: The Health Services Advisory Committee has met twice and will meet for the third time on May 14<sup>th</sup>. It is an active and dynamic group. We are working on securing a MPH intern for the fall. This person would provide health education to our campus community and could possibly supervise peer counselors.

Goal 1, #8: The web-based survey usually receives a limited response. Therefore we will be distributing some paper questionnaires for input. Also, we gave a SLO survey at the health fair in order to look at our effectiveness.

Goal 1, #9: I regularly give classes on infection control or STD's. Additionally, an instructor frequently consults me when a student demonstrates a sudden change in behavior.

Goal 1, #11: We are in the process of creating a website.

Goal 4, #3: I am currently talking with the President of Rotacare Clinics. We are exploring ways of possibly becoming a designated Rotacare Clinic, one evening a week. In return we would receive financial support.

Goal 4, #4: I provided the CPR and AED training certification for the Security staff, the Psychological Services staff, and the Health Center staff. This saved the institution about \$1,200.

Goal 4, #7: We applied for a grant from the California Wellness Foundation, however we were denied. We received a cash donation of \$500 from the San Mateo Credit Union. I gave a presentation to the Rotary Club (Burlingame) and they are considering a monetary donation. I also gave the same presentation to the Lyon's Club on May 20.

I have applied for a Medi-Cal number. I have had difficulties with the process, but continue to persevere.

Goal 5, #1: I am still working on refining the SLO's. I have incorporated an SLO procedure into my client visits form, for next year.

**Summarize the results of the annual student survey for your unit AND identify the implications for the future delivery of your unit's services:**

- 105 survey respondents.
- Over 80% thought the services are "excellent" or "very good".
- The use of more written discharge instructions may increase overall satisfaction.

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

- We offer some educational brochures in other languages.
- We work closely with the International Students and EOPS.

**List your anticipated goals for 2004-2005 based on the findings of this year's 2003-2004 Program Review:**

- Continue to work toward obtaining Medi-Cal funding.
- Continue to try to obtain outside financial support.
- Further develop discharge instruction form.

**Identify your unit's needs and recommendations for 2004-2005:**

- Stabilize funding with a revenue source.
- Increase staffing.

**Identify notable individual accomplishments in 2003-2004 (optional):**

- Obtained Nurse Practitioner furnishing number. I am now able to write prescriptions.

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2003-2004 Student Services Key Accomplishments" publication.**

- Established Advisory Board Committee.
- Furnishing number allows me to write prescriptions.

**Additional comments:**

## **STUDENT SERVICES PROGRAM REVIEW**

### **Annual Program Review Form: Academic Year 2003 – 2004**

**Date:** June 10, 2004

**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/SMCCD 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 2003 – 2004:**

- Assisted CSM's Public Relations & Marketing office in publishing an article in the CSM Currents (Spring 2004) about CSM's Concurrent Enrollment Program featuring one San Mateo County High School student who took classes at CSM, spoke highly about the campus programs and services, and was just accepted into MIT.

- Collaborated with the Transfer Center and Office of Articulation to produce two marketing pieces highlighting 1) CSM's Guaranteed Transfer Contracts and 2) Transfer & Degree Completion Rates & SM Times readers voting CSM as "Best College" in San Mateo County.
- 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 special recruitment mailing campaigns (Spring & Fall) to all currently enrolled high school students promoting CSM enrollment through our Concurrent Enrollment and Priority Enrollment Programs.
- The June 2003 analysis of the State's "Percentage of Concurrent Enrollment by District" showed that the SMCCCD ranked 3<sup>rd</sup> among the 14 Bay Area Community Colleges in the "Total Number of Concurrent Enrollment by FTES" (1,041), with CSM producing almost 50% of the Districts total.
- In spite of this past years budget cuts and reduction in course offerings, concurrent enrolled students accounted for a large proportion of the Colleges overall enrollment (i.e., 14% Summer 2003; 6% Fall 2003; and 5% Spring 2004, with both the Fall 2003 & Spring 2004 semesters achieving a modest gain of approximately 1% over last year.
- The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) increased from 454 in 2003, to 499 in 2004, the highest total since the inception of the PEP Program in 1997!
- Worked with the Office of Public Information and Marketing to maintain 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 students seeking information about 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 (and distributed same to local HS's).
- Coordinated efforts with the Distance Learning Office to produce a special schedule of classes highlighting Fall 03 and Spring 04 Afternoon Classes, Early Morning Classes, Telecourses, and Online Classes.
- Ensured that all high school college/career 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 2003-2004 to current 03-05 Student Services Planning Document:**

All significant unit accomplishments as listed above, are related to current 03-05 Student Services Planning Document in two specific ways:

**Goal 1 – Program and Services.** They help to improve CSM’s ability to match its programs and services to the evolving needs and expectations of the community through our continued efforts to strengthen our transfer image (SSPD Goal 1.10), to use applied technology and online services to better serve the changing needs of students (*SSPD Goal 1.11*), and/or through our marketing efforts into the community as part of **Goal 2.2 – Enrollment Management.**

**Summarize the results of the annual student survey for your unit AND identify the implications for the future delivery of your unit’s services:**

Respondents to the Annual Student Services survey indicated the following:

- 78% were extremely or very satisfied with CSM’s Concurrent Enrollment Program.
- 91% would recommend CSM’s Concurrent Enrollment Program to other students.
- 35% of students hear about the Concurrent Enrollment Program through their high school counselor.
- 69% of students obtain their Current Enrollment Program forms from their high school, with 11 % 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 will continue to play an important 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 91% rating in this area. Based on these results, I believe that the campus should continue to do everything it can to maintain this positive image by continuing to support 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 continues to ensure that each year’s version of the concurrent enrollment forms are available “online” well prior to the availability of the “on-line” schedule of classes.

**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 have previously enrolled or currently 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 2004-2005 based on the findings of our 2003-2004 Program Review:**

The main goals for 2004-2005 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 a high level of student satisfaction with the Concurrent Enrollment Program.
3. Continue to advise and coordinate efforts with the Office of Counseling Services and the Office of Admissions and Records to enhance student enrollment at the College of San Mateo.

**Identify your unit's needs and recommendations for 2004-2005:**

1. To encourage and support the Office of Admissions and Records to ensure that:
  - a) The 2004-5 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 coordinate efforts with the Office of Admissions and Records to reduce the number of SMCCD "registration blocks" impacting the registration for high school students seeking concurrent enrollment opportunities at CSM.
3. To encourage and support the Office of Counseling Services in an effort to communicate sooner, and more frequently, with early PEP applicants to promote retention and ensure that these students feel connected with the College's admission and matriculation process.
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.

**Identify notable individual accomplishments in 2003-2004 (optional):**

Many of the author's accomplishments are already contained in this report or in the attachment. Other notable individual accomplishment includes Henry Villareal earning his Ed.D!

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2003-2004 Student Services Key Accomplishments" publication.**

**High School Relations**

Over 2,290 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. Concurrent enrollment grew by 1% over the past fall and spring semesters, accounting for over 5% of the total college enrollment for those two semesters. Additionally, the Priority Enrollment Program (PEP), designed to encourage local bay area high school graduates to enroll at CSM, attracted a record 499 participants during Spring 2004.

**Additional comments:**

None.

# STUDENT SERVICES PROGRAM REVIEW

## College of San Mateo

Academic Year: 2003-2004

Date: June 30, 2004

Unit: International Student Program (ISP)

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

Prepared by: Gerald Frassetto

### Summary of International Student Program and Services

The International Student Program offers specific services to international (F-1 visa) students from 40 countries seeking associate degrees, certificates and transfer programs. The International Student Center Program provides the following personal and academic services:

- Cultural and social adjustment for new students,
- Orientation to college life,
- Referral to sources of medical and psychological assistance,
- Academic planning and advisement,
- Foreign credentials evaluation and interpretation,
- Career counseling.

Administrative services include:

- Recruitment communications,
- Admissions processing,
- Government documents issuance,
- SEVIS record keeping and maintaining student files,
- Visa advisement and petition processing,
- Communication with bureaus within the Department of Homeland Security

### Number of Students Served

The International Student Program enrolled 152 students in the Fall 2003 and 142 students in the Spring 2004 semesters. In addition, the ISP responds to an *average* of 20 phone calls per day, 15 walk-in visits per day, and 25 e-mail messages per day from prospective and continuing students regarding admission, visa issues, programs, and degree requirements.



## **Types of Services Provided**

### **Administrative:**

- Communicate with prospective students,
- Review and evaluate completed ISP applications,
- Issue the “Certificate of Eligibility” (SEVIS 1-20) to qualified students,
- Monitor student status for SEVIS compliance,
- Facilitate student petitions for SEVIS adjudication,
- Provide letters of recommendation and certifications,
- Maintain complete student records,
- Disseminate information to international students.

### **Personal:**

- Provide orientation to college study in the U.S.
- Provide adjustment counseling for students experiencing social or cultural difficulties,
- Explain college policies and federal regulations to students,
- Refer student to appropriate sources of medical or emotional help,
- Facilitate communications between students and staff,
- Counsel students with personal problems,
- Refer persons to resources outside CSM (ESL schools, immigration specialists, housing agencies, transfer institutions).

### **Academic:**

- Present strategies for success in the American educational system,
- Provide initial course programming and long-range educational planning,
- Interpret foreign post-secondary credentials,
- Refer students additional sources of assistance and information,
- Monitor students’ performance and periodically review their programs,
- Empower students to assume responsibility for their programs.

## **Significant Accomplishments in 2003-2004**

### **1. COOPERATIVE AGREEMENTS WITH INTENSIVE ENGLISH PROGRAMS:**

With the establishment of the federal student tracking system (SEVIS), many intensive English programs (IEP) were unable to secure timely recertification and are no longer in business. Having lost two such sources of transfer international students, we have entered into agreements with three additional intensive English programs in the Bay Area: Language Pacifica (Menlo Park), American Academy of English (San Francisco), and the San Francisco Institute of English. Students

completing advanced ESL classes at these institutes will be considered for admission to CSM without the Test of English as a Foreign Language (TOEFL). Depending on a student's linguistic progress, the college may also issue a "conditional admission" prior to a student's completion of the IEP courses. The IEP will advertise this agreement in all of its recruitment materials.

2. SEVIS SITE VISIT:

On February 24, 2004, the ISP was visited by an investigator from the Department of Homeland Security to determine our eligibility for recertification. Elements such as staffing, types of services offered, academic advisement, privacy and security of records, and knowledge of government regulations were thoroughly reviewed. The three hour visit concluded with a review of several international student files for accuracy. To our knowledge, College of San Mateo has been recertified and should be receiving official acknowledgement in the Fall.

3. ON LINE RECRUITMENT:

In addition to the IEP efforts mentioned above, the International Student Program maintains active communications with a good many prospective international student who learn of the program over the WEB and write with questions. In addition to dealing with significant walk-in traffic and telephone inquiries, Mrs. Skaff quickly responds to each e-mail inquiry, encouraging continued correspondence and fostering an on-going dialogue, which in turn, creates a bond between the student and the college. Students continue to list the *internet* as an important tool in connecting with U.S. colleges and universities.

4. RESOURCE FOR CROSS CULTURAL IN-SERVICE TRAINING:

The program is being recognized as a source of information regarding cross cultural issues, and the ISA has been invited to conduct in-service training for Student Services staff. The ISP supports a number of diversity programs on campus including the Diversity in Action Group and the President's Lecture Series. Recently the FSA appeared on KCSM TV's *College Matters* to promote the ISP and discuss some critical issues facing international students. In addition, Mrs. Skaff often functions as a resource for staff from other programs (nursing; cosmetology).

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

In 2003-2004, the International Student Program addressed the following goals:

- Goal 1.2      *Develop a "global" sensitivity by creating a welcoming supportive*

- environment and cross-cultural learning opportunities by providing in-service training for staff and students.*
- Goal 1.6     *Expand agreements ( to facilitate transfers from IEPs).*
- Goal 1.11    *Evaluate and implement use of online services to better serve the changing needs of students.*
- Goal 3.1     *Encourage staff to support, by promoting, attending and participating in them, College diversity activities and events.*

### **Summary of Results of the Annual Student Survey (2003-2004)**

Student satisfaction with the International Student Program is high.

- Overall satisfaction with services:            94% (Excellent/Very Good/Good)
- Overall satisfaction with staff:                100% (Excellent/Very Good/Good)
- Ability to answer questions:                 92% (Excellent/Very Good/Good)
- Hours of availability of the ISP office:        93% (Excellent/Very Good/Good)
- Ease of the application process:              100% (Excellent/Very Good/Good)
- Useful information at orientation:            100% (Yes response)
- Clear/appropriate advice on F-1 matters:    93% (Yes response)
- Clear/appropriate academic/career advice:  93% (Yes response)

The majority of respondents indicated that they learned about CSM and the ISP from relatives, friends, and IEP advisers. A secondary source of information is the internet. Respondents selected CSM primarily because of its location and reputation. Academic advising and counseling top the list of the most useful services, followed by information on SEVIS procedures. Although respondents were generally satisfied with ISP services, the following additional services have been suggested: more hours of availability including evenings (note: the ISC is currently open from 8:00 AM to 4:30 PM continuously), more visa information on the web, providing housing for international students, and more financial opportunity.

The International Student Program will work to:

- expand the ISP website to include concise information about SEVIS,
- encourage greater student participation in future surveys,
- develop an “exit” instrument to measure *Learning Outcomes*,
- create a program advisory committee for program improvement,
- expand office hours to include one evening a week.

### **Strategies for Fostering a Proper Climate for Diversity**

The International Student Program is built upon the concept of welcoming, recognizing and valuing persons of diverse cultures and backgrounds. The staff creates a warm, welcoming environment for students and visitors to the college. The Center serves as a

resource for prospective and continuing students, as well as foreign visitors and residents of the community.

In 2004-2005 the ISP hopes to become a greater resource for faculty and staff wishing to learn more about cross cultural issues and programs, to “internationalize” curricula, and to understand diverse educational systems. International students will be encouraged to participate in these projects. The ISP will actively support and, when possible, actively participate in the college’s efforts to promote diversity on campus.

#### **Anticipated Goals for 2004-2005**

1. To develop an “exit survey” to measure students’ overall experience,
2. To convene a program advisory committee,
3. To expand the ISP web page to include SEVIS information,
4. To continue developing new sources of prospective international students,
5. To continue offering in-service training for staff (foreign transcript interpretation; cross-cultural communication),
6. To reconsider extending office hours to include one evening per week,
7. To provide more opportunities for interaction among international students.

#### **Needs and Recommendations for 2004-2005**

1. Develop and fund recruitment materials and efforts,
2. Upgrade Foreign Student Assistant position,
3. Provide a flat panel monitor for Foreign Student Assistant,
4. Maintain the high level of service offered to international students.

#### **Notable Individual Accomplishments**

**Maggie Skaff** was recently honored for her 15 years of service to the College, almost half that time being devoted to the International Student Program. Maggie has developed a significant expertise in visa matters and is regarded by many as a mentor in SEVIS-related issues. She has developed useful relationships staff and faculty in the college, with officers in DHS, and with representatives of transfer institutions. Maggie has been acknowledged as a mentor by former international student, Sebastien Lanson, on his recently released jazz CD.

**Gerry Frassetti** was privileged to facilitate in-service workshops for Admission and Records Staff and Student Services Division Leads. He and a student from Bulgaria recently appeared on KCSM-TV’s weekly program, *College Matters*. Last March, with members of the college’s Diversity in Action Group, he orchestrated a successful three-day program on Islam. He was recently awarded a certificate of appreciation for his service on the NAFSA National Cooperative Grants Committee.

## **2004-2005 Student Services Key Accomplishments**

The International Student Program has developed three new cooperation agreements with local Intensive English Programs. The Test of English as a Foreign Language (TOEFL) is waived for students completing programs at these institutes. CSM and the institutes will participate in a mutual referral program and use these agreements in their recruitment efforts. The American Academy of English will pre-screen its students help them complete a CSM application if they meet our admission criteria.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

**Student Services Unit:** Multicultural Center

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

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

**Summary description of your unit's program and services:** The Multicultural Center provides educational and personal counseling to academically vulnerable 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 warm environment for program participants.

**Number of Students Served/types of services provided:** With a reduced staff of two (2) half-time counselors, the Multicultural Center provides academic and personal counseling support to approximately 400 students each year. 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 select high school and community college fairs.

### **Significant unit accomplishments in 2003-2004:**

- ❖ Continued presentations with English 838 students regarding counseling services and the importance of completing a Student Educational Plan.
- ❖ MCC counselors served on several college/district committees: Student Support Team, Student Development, and Degree Audit committees.
- ❖ Participated in "Latinos and Latinas at CSM," a campus *Conversations on Diversity* event; and several high school outreach/recruitment events
- ❖ Approximately 17 students earned Associate Degrees; 14 completed certificates; 55 transferred to four year colleges and universities; and 18 earned scholarships.
- ❖ Developed Student Learning Outcomes

***Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current Student Services Planning Document:***

**Goal 1- Programs and Services:**

- Collaboration with English 838 Instructor
- High School Outreach and Recruitment
- Encouraged students and staff to attend campus diversity events

**Goal 2- Enrollment Management:**

- Counselors served on several district/campus committees including the Student Support Team, Student Development and Degree Audit Committees

**Goal 3- Diversity:**

- Participated in Diversity Committee's "Latinos and Latinas at CSM," supported and attended student/faculty diversity events.

**Goal 5- Institutional Planning and Resources:**

- Developed Student Learning Outcomes based on program goals as a compliment to student achievement data.

***Summarize the results of the Annual Student Survey for your unit AND identify the implications for the future delivery of your unit's services:*** Survey response was dimly low. Four students responded (a fifth did not know what or where the MCC was): 75% of the respondents felt services were Excellent (25%) or Good (50%). All rated MCC high for overall satisfaction, yet surprisingly; students were equally split on staff's ability to answer questions. Office hours work for the majority of students, and most credit MCC services with moderate (60%) to significant (20%) assistance in remaining in college. Counseling still remains the most useful service.

Despite recent staff reductions, MCC manages to effectively serve its students; participate in committee work, instruct career courses and provide assistance to Counseling Services outreach efforts. However, the thinning of counselors has eroded program outreach and impacted student loads, inhibited workshop development and student involvement. Yet, these are the types of activities needed to supplement the counseling component. With the evolving demands of the new student learning outcomes, MCC will need to find creative ways to expand and diversify staff, while continuing to interact with students in a personal and meaningful way.

***Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:*** The Multicultural Center has a legacy of inclusiveness. The innate ability of its counselors to demonstrate a concern for humanity, in all its diverse forms, imbues students counseling experiences in such a way that it profoundly impacts their interaction with the college community. Students see themselves reflected in the counselors, in the office décor, in the very energy of the space—all which contributes to a feeling of belonging and acceptance.

***Anticipated goals for 2004-2005 based on the findings of your 2003-2004 Program***

***Review:***

- ❖ Work with counseling intern and student assistant to assist in student tracking
- ❖ Collaborate with other Student Services units to develop workshops and activities
- ❖ Continue collaboration with English faculty to help increase completion rate of students in identified basic skills courses.
- ❖ Enhance MCC website

***Identify your unit's needs and recommendations for 2004-2005:***

- ❖ Restore adjunct counseling position to MCC
- ❖ Restore full-time counseling position to MCC
- ❖ Enhance MCC counseling staff to reflect emerging populations
- ❖ Develop system to track student achievement and learning outcomes

***Notable individual accomplishments:***

- ❖ Sylvia Aguirre-Alberto serves as co-chair of the Latinos Unidos Scholarship Committee which provides scholarships to eight graduating Latino eighth graders in the San Mateo/Foster City School District.

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

Established to provide a more personalized counseling experience that nurtures academically vulnerable students in a multilingual, multicultural environment, the Multicultural Center effectively supports approximately four hundred students each semester. For the 2003-2004 academic year students earned 20 associate degrees and 15 certificates, 55 are scheduled to transfer, and 18 were awarded scholarships.



# **STUDENT SERVICES PROGRAM REVIEW**

## **Annual Program Review 2003-2004**

**Date:** June 2004

**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.

**Student Learning Goals:** To provide the opportunity, through our programs and services, for students to increase knowledge, improve skills, refine abilities and develop attitudes that will empower them to participate successfully in a changing world.

### **Services provided and students served:**

- Personal Counseling:  
Students served: 350 (unduplicated) per year  
Students contact hours: 1800 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 2003-2004:

- Provided personal counseling and/ or crisis intervention services to over 350 students, faculty and staff.
- Recruited and maintained a diverse staff of nine interns.
- Revised and updated our excellent intern handbook.
- Developed Student Learning Outcomes (SLO's) for our Psychological Services unit and further developed our student survey that measures student satisfaction and SLO's.
- Completed the peer evaluation process for Tim Stringari and Arlene Wiltberger.
- 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.
- Participated in a CPR training led by Health Services staff and earned CPR certification.
- Carried out numerous interventions related to disruptive behavior on campus and provided four workshops on Responding to Disruptive Behavior on Campus for faculty and staff.
- Revised and redesigned the campus Disruptive Behavior brochure.
- Served on the Discipline Advisory Committee.
- Provided orientation workshops on the use of the film *Arizona Idol* to division deans, counselors and Social Science faculty.
- Participated on the newly formed Student Support Team.
- Attended the president's lecture series on diversity.
- Formed the **Diversity in Action Group** that produced and facilitated, numerous *Campus Conversations on Diversity*.
- Facilitated and supported a job shadowing experience for DSP&S intern Sonja Chopra, a person with a significant physical disability, which was instrumental in her entering the part time counseling pool.
- 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.
- Coordinated and supervised the training and certification in Family Development of 20 Head Start home visitors as part of a partnership with The Institute for Human Development and the Peninsula Foundation.

- Attended a consortium meeting of all state CC psychological services staff at Ohlone College and provided consultation, support and materials to newly forming psychological service units at other CC's.
- Worked with the VP of Student Services and community agencies to begin implementation of the new district model for programs for students with psychological disabilities.
- Assisted district staff in the development of a SAMHSA funding proposal for Transition Aged Youth.
- Served on the steering committee of Corporate Education's new Training Collaborative. Was instrumental in selecting teachers and curriculum.
- Facilitated the development of a substantial (\$) training contract for Corporate Education with an agency serving migrant workers in six counties.
- Assisted in the development of a new Certificate of Completion in Leadership.
- Represented CSM in a four college consortium focusing on Peer Conflict Resolution Services. A \$10,000 grant was secured to provide training in mediation and conflict resolution in the Fall.

**Relationship of significant accomplishments in 2003-2004 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, Peer Support Services, and Leadership 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, the Pajaro Dunes 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 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, our recent development of the Diversity in Action Group (DIAG) and our participation in the President’s lecture series.

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

- Highly visible participation in campus activities and presentations supporting diversity.
- Sponsorship, through DIAG, of campus *Conversations on Diversity* including discussion, panels and film presentations
- Attending, supporting and promoting the President’s lecture series.
- Active recruitment of interns representing diversity
- Promote opportunities for interns from underrepresented groups, such as job shadowing counselors, student teaching etc., that will add to their employability at CSM.

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

The student survey indicated consistently high levels of satisfaction and accomplishment of student learning outcomes in all areas. Validation by the survey of the excellence of our services and successful student learning is rewarding and strengthens our commitment to continue to provide high quality services. 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 nine MFT interns.
- Continue to place a high priority on the recruitment of interns that represent the diversity of our student body and who have bi-lingual skills.
- 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, a special training for division deans 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 is to provide a “quick response” of support and crisis intervention to students and staff in the event of trauma.
- Continue to attend, support and promote the president’s diversity lecture series.
- As members of DIAG, continue to organize and facilitate the *Campus Conversations on Diversity* discussion series.
- As members of DIAG, continue to engage more members of the campus community in DIAG activities.
- Continue to provide coordination, intern supervision, and instructional support to the Transition to College Program including the offering of Career 880,138, 140 and 142 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.
- Provide representation and leadership for CSM in the implementation of the grant for conflict resolution training.

## **Needs and recommendations for 2004-2005:**

We have no specific needs or recommendations at this time.

**Key accomplishments:**

Staff provided personal counseling and/or crisis intervention services to more than 350 students faculty or staff, established the Diversity in Action Group which produced the *Campus Conversations on Diversity* discussion series, and presented four 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 the establishment of the Diversity in Action group 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 2003-2004**

**Due: June 30, 2004**

*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, 2004**

**Student services unit:** Office of Research

**Student services unit staff:** John Sewart  
Jonah Wong  
Mirjana Kokic [on leave Spring 2004]  
Christine Li [substitute for Mirjana Kokic Spring 2004]

**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.
- Introduce the concept of Student Learning Outcomes to college administrations, instructional faculty, and student services professionals.
- 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 2003-2004:**

- Awarded SMCCCD Trustee's Grant to study feasibility of implementing a self-assessment course placement system for new students.
- Provide data and information to the college's Program Improvement and

- Discontinuance committees—filmmaking, broadcasting, aeronautics.
- Participate in several collegewide efforts to engage in the evaluation of Student Learning Outcomes.
- Distribution 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 100 requests for information and data processed.
- Student performance data provided to English and Reading faculty to assess effectiveness of integrated composition and reading course.
- Longitudinal tracking data for students enrolled in Tech/Prep Program.
- Immediate Math and English Placement Test student contact information provided to math, English, and CRER faculty for experimental learning communities to be offered Fall 2003.
- Immediate English Placement Test student contact information provided to CSM Honors Program for purposes of student recruitment.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 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 2004-2005 based on the findings of your 2003-2004 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?



- How do we gather information regarding Student Learning Outcomes?
- 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 2004-2005:**

Based on the above goals for 2004-2005, 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—with a special focus on Student Learning Outcomes.

**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 Program Improvement and Discontinuance process and evaluation of the college's Tech/Prep Program.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2003-2004 Student Services Key Accomplishments" publication:**

Gathered extensive student feedback via 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 2003-2004**

**Due: June 30, 2004**

*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: July 1, 2004**

**Student services unit: Scholarship Office**

**Student services unit staff: Nancy Pendergast**

**Program review prepared by: Nancy Pendergast**

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

**The Scholarship Office provides scholarships to our students through the CSM Scholarship Program. This office also makes available any outside scholarship information/applications we receive.**

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

**This year, the Scholarship Office served more than 200 students. 154 CSM students received scholarships; 21 incoming high school students received scholarships through the CSM Scholarship Program. A total of \$111,754 was awarded to these students. In addition 155+ students received "outside" scholarships from businesses, hospitals, clubs, government, and community organizations totaling more than \$95,000.**

**List significant unit accomplishments in 2003-2004:**

- **More than 200 students submitted applications for CSM scholarship**
- **Held five scholarship workshops: Horticulture, Science Club, Alpha Gamma Sigma, Karl S. Pister Leadership Opportunity Scholarship (with UCSC Transfer Outreach Representative, Ismana Carney), General Scholarship Workshop (with Modesta Garcia)**
- **Renewal of María I. Cárdenas Scholarship to nine continuing CSM students; continue to award the scholarship to nine incoming high school students**

- **Continue to award the ASCSM Scholarship to twelve incoming high school students**
- **CSM Scholarship Application online as well as a list of the scholarships offered through the program – new website:  
<http://smccd.net/accounts/csmfinancialaid/scholarships/html>**
- **The annual Scholarship Awards Reception honoring 173 students was attended by 300-400 students, faculty, staff, friends and family of recipients**
- **Accepted \$5836 for undesignated scholarship funds from the Foundation; this money was used to clear deficits on two endowed scholarships**
- **Accepted an additional \$5000 from the Foundation to use for discretionary scholarship awards as reviewed and designated by Pat Griffin and the CSM Scholarship Committee. \$1372 was awarded leaving a balance of \$3528 for future awards**
- **Worked with the Foundation in identifying endowed scholarships having principals of under \$5000 and no living donor contact. It is the intention of the Foundation to talk to council to see if it is possible to convert these funds into Temporarily Restricted Accounts enabling the committee to award the scholarship in an amount in keeping with the \$300/\$500 minimums. This is not possible under the endowed guidelines**
- **Attended community functions where CSM students were being honored and presented scholarships**

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current 03-05 Student Services Planning Document:**

**This year five scholarship workshops were scheduled giving me the opportunity to talk to more students. This was a start and a function that I would like to continue and expand. I worked closely with Mike Mitchell in the transfer center promoting the Pister Scholarship and scholarship in general.**

**I worked with the Foundation in identifying scholarship accounts that were in need of attention. Some accounts were in deficit and some criteria needed review. We talked to donors where possible and made some progress in updating these accounts.**

**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 overall survey was positive for the Scholarship Office. The quality of services, the information given, the explanation of our scholarship process and the explanation of award disbursements was rated very good or excellent.**

**It was very difficult for me to give a check to a student with one hand and with the other the survey. I would like to see more students participate in the survey and will consider a**

**better way to reach the awardees.**

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

**The Scholarship 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.**

**List your anticipated goals for 2004-2005 based on the findings of this year's 2003-2004 Program Review:**

- **Continue the outreach with our CSM students in majors where we have significant scholarship monies**
- **Continue to work with the Transfer Center and Admissions and Records to promote the Karl S. Pister Leadership Opportunity Scholarship offered by the University of California, Santa Cruz. In terms of dollars, this scholarship is the most prestigious, \$20,000**
- **Continue to schedule scholarship workshops**
- **Continue to work with the Foundation to see if is possible to drop the management fees for those scholarship accounts under \$5000. I think this money would be better served awarded as scholarship and fulfilling the donors wishes – some of these scholarships were established when tuition was free or \$5.00 a unit. The fee charged on all endowed accounts is 2% of the total - Temporarily Restricted and the Permanently Restricted Balances**
- **Continue to research the web for scholarships for CSM students**
- **Post scholarship information on the existing bulletin board in Building 15**

**Identify your unit's needs and recommendations for 2004-2005:**

- **Update office supplies: new file boxes, file folders, paper trays, etc.**
- **Clean files and shred old documents that are over the seven year save period**

**Identify notable individual accomplishments in 2003-2004 (optional):**

**This office has maintained individual student scholarship accounts; kept an ongoing relationship with the donors; worked closely with SMCCF Foundation as well as community organizations and clubs.**

**Preparing the students' scholarship folders and scholarship materials is a task I enjoy and do well. The CSM Scholarship Committee relies on the information I provide; the more entries on the scholarship worksheet, the easier it is for the committee to evaluate the student. The committee has complimented me on being thorough and has expressed their appreciation for the job I do.**

**This year, the committee worked hard to make the individual scholarship awards for returning students a minimum of \$300 and transfer students \$500. The goal was to make the award have some financial impact for the student.**

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2003-2004 Student Services Key Accomplishments" publication.**

*The College of San Mateo continues to honor students with CSM Scholarships for returning, transferring and incoming students. Our students have also benefited from the scholarships posted on the bulletin board outside of the Scholarship Office.*

**Additional comments:**

**In the 2003-04 academic year, the district implemented the issuing of scholarship checks through Banner. This process involved the Scholarship Office as well as the Financial Aid Office; district employees; took longer for students to receive the check; was a multi person job to cancel a check; and took more time to implement. With the previous system, the only persons involved in the transaction were Grace Gulli and me. She and I work well together and can keep better records under the previous system. I highly recommend we issued Foundation scholarship money to students through the Foundation and not through the district.**

# 2003-2004 Annual Program Review

Student Activities Office  
College of San Mateo

June 30, 2004

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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, Student Activities

**Prepared by:**

Steve Robison, Coordinator of Student Activities

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**Summary Description of Student Activities Office program and services:**

The Student Activities Office is a college resource center providing advising, guidance, coordination and support for co-curricular and extra-curricular experiential learning at the college level. This involves the facilitation of personal and group leadership and service opportunities; student involvement in social, cultural, artistic, academic and recreational clubs and organizations; student involvement in college and district governance, and citizen advocacy at the city, county, state, and national levels; 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 information and support services such as campus tours, housing information, transportation information, student and staff photo identification cards, recreation and game supervision, and other related services which aid in the retention and support of student life.

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

The number of students served and types of services provided varies depending on the goals and needs of the current student leadership. The Student Activities Office provides direct advising to a 26 person Student Senate governance council, and to their 10-12 major committees and boards, each having from 5 to 20 student leaders on each, as well as advising a variety of subcommittees and task groups. We also work with the key leadership of the 30-40 active student clubs and organizations, and work with special event planning teams from a variety of student clubs and organizations. The students served also include the thousands of students and community members throughout the year who are involved as program participants and audience members in campus activities and events.

The staff of the Student Activities Office has primary responsibility for assisting the Associated Students with meeting advisement, development of goals and objectives, policy development, budgeting, accounting, bookkeeping, accounts payable through requisition processing and bill paying, supervision of on campus and off campus leadership development and training, and off campus conference travel and advocacy. Advising is primarily accomplished through staff involvement with the major 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 Volunteer Community Services Committee, the Elections Commission, and the Cafe International Advisory Committee. The office staff also works with the leadership of between 30-40 student clubs and organizations on campus, assisting new organizations as they develop, and advising student organizations when planning campus events and club field trips.

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 student body 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, speakers and performers; oversight for food vending machines; office support services for all student organizations including: mail sorting, phone messages, faxing, photocopying; and coordination with other college services and departments for program development, including the media center, buildings and grounds department, the marketing communications office, academic division offices, and other administrative offices.

### **Significant Unit Accomplishments in 2003-2004:**

The type, variety and quantity of work we do changes from year to year based on the needs and goals of the student body, society and changing 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 Afghanistan and Iraq and the continued violence between Israel and Palestine, campus life has been more politically active in the past few years. In addition, the economic recession, major job losses, and a major state budget crises of catastrophic proportion, have all increased student and staff anxiety and concern about the future of world, the nation and the state. Numerous events and activities were developed by campus organizations this year to respond to many of these changes in the social, political and economic climate, such as the march on Sacramento and advocacy efforts both locally and nationally. At the same time, many traditional annual college social and cultural programs and services took place as well. A variety of activities and programs that are considered significant accomplishments are outlined in four Associated Students quarterly summary reports. These reports list individual programs that were sponsored or co-sponsored by the Associated Students Senate or campus clubs, and facilitated by the Student Activities Office during the year. (See Attachment A).

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to the 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 03-05 Student Services Planning Document, listed by the number of the corresponding goal and action step:

**GOAL 1 - Programs and Services**

*Match programs and services and the manner in which they are delivered - to the evolving needs and expectations of our students and the community*

*#1 - Really listen to the voice of the students by means of focus groups and student surveys*

•• The Associated Students Senate is an excellent focus group where the Student Activities Office Staff listens to the voice of students on a weekly basis and utilizes student ideas and perspectives in administrative and governance matters. This year, we also worked with the student leadership to develop a district policy on increasing student participation in college and district governance (District Rules and Regulations #2.18). This is a major milestone in developing an ongoing participatory governance structure and should also assist students in giving their direct input into decision making activities at all levels of college and district governance.

*#11 - Evaluate and implement use of on-line services to better serve the changing needs of students.*

•• This year the Student Activities Staff developed a new and more comprehensive web site for both the Student Activities Office and the Associated Students. These new web sites provide accurate and up-to-date information about activities, programs and services, and make this information more available to students and staff.

**GOAL 2 - Enrollment Management**

*Develop and implement a comprehensive enrollment management plan that is based on research.*

*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---  
Increase enrollment and retention.*

*#2 - As part of the Enrollment Management Committee's work, consider budget, changing student and community needs and marketing efforts.*

•• 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 new student information, campus tours, Priority Enrollment



Program PEP orientation assistance, and outreach with local high schools. These activities serve to recruit and retain students.

- The Student Activities Office, in conjunction with the Associated Students, continues to sponsor major outreach 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., International Student Union Cultural Show, Polynesian High School Forum, UAB Basketball Tournament, etc.) which draw large numbers of high school students, parents, and family members to the campus for educational, social, and recreational involvement.
- 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 in college programs is maintained by meaningful integration of experiential learning with classroom based learning.
- The "Leadership for Service" class, and a new "Leadership for Service" Certificate, captures enrollment while providing a basis for developing future student leaders through involvement and interaction with the community.

### GOAL 3 - Diversity

*Promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.*

*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.*

*#1 - Encourage staff to support, by promoting, attending and participating in them, college diversity activities and events (e.g. lectures, activities, conversations).*

- The Student Activities Office staff was actively involved, along with other student services staff, in the creation of a new college "Diversity in Action Group," and used this platform to bring a variety of cultural forums and activities to the campus community, including a "Conversations on Diversity" series involving: the "Color of Fear" film showing and discussion, the Gay, Lesbian, Bisexual and Transgender (GLBT) Forum, the Latina/Latino Forum, and the "Faces of Islam" series.
- 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 Associated Students and student organizations sponsored a variety of cultural programs this year where students and staff were involved. These included: the Mt. Everest Cultural Association's "An Evening in Nepal", the Polynesian Club's "Polynesian Cultural Festival, the Students for Justice in Palestine's "Dabka Day Celebration of Palestinian Dance and Culture, the La Raza Organization's " Cinco de Mayo

event, the International Student Union's "Comunidades Unidas" event, the CSM Dance Ensemble performances celebrating diversity through dance, and the sponsorship of the annual community basketball tournament by the CSM Unity Among Brothers (UAB) organization bringing diverse teams to the campus from all over the San Francisco Bay Area.

- And finally, the Associated Students hosted their annual appreciation luncheon in May to give recognition to those students and staff who had contributed during the year toward making the campus a lively and culturally diverse environment.

*#2 - Encourage student services staff participation in student-sponsored diversity activities*

- Event announcements were included in the "CSM Internal" staff newsletter, flyers and posters made to invite the entire campus community, direct e-mails sent to all staff, and direct personal appeals made to student services staff to attend these events.

*#3 - Encourage student government representatives to attend LEADS meetings to build relationships.*

- The Associated Students President or designee attended Student Services LEADS meetings on a regular basis, and participated fully in meeting discussions and decisions.

*#4 - Continue to acknowledge student services contributions to understanding diversity through student services program reviews.*

- This portion of this program review addresses this very point.

*#5 - Promote visibility of diverse student organizations via student activities web site.*

- A new Student Activities Office web site and an Associated Students web site were developed this year by the Student Activities Staff. Each includes links to information on each student club and organization of the college. In addition, the web site has a calendar of events section to highlight upcoming cultural programs and activities.

The web site addresses are:

<http://www.collegeofsanmateo.edu/studentactivities/>

with links to the Associated Students and Clubs & Organizations pages:

<http://www.collegeofsanmateo.edu/studentactivities/ascs/>

<http://www.collegeofsanmateo.edu/studentactivities/clubs/>

**GOAL 4 - Staff Recruitment, Retention, Development and Recognition**

*College of San Mateo will recruit, select, retain, develop, and recognize faculty, staff and administrators to advance the mission and vision of the college*

*#2 - Highlight faculty and staff accomplishments*

•• The Student Activities Offices worked with the Associated Students who hosted their annual appreciation luncheon in May to give recognition to those students and staff who had contributed during the year toward making the campus a lively and culturally diverse environment.

*#7 Encourage all managers and leads within student services to identify and submit requests for approval to apply for grants appropriate to their service area.*

•• The Student Activities Office staff worked closely with the Peninsula Conflict Resolution Center consortium to develop a \$10,000 grant proposal to the Atkinson Foundation for the implementation of training and support for conflict resolution and mediation on college campuses within San Mateo County. The grant proposal was fully funded, and training and support will begin in the Fall 2004 semester.

*GOAL 5 - Institutional Planning and Resources*

*The college will continue implementing the strategic planning model and will maintain institutional health and growth by generating and allocating resources based on institutional plans, which include educational and organizational outcome measures.*

*#1 - Identify appropriate learning outcome measures for each student services unit and use these to identify action plans and allocate resources.*

•• See the learning outcome measures (LOC's) for the Student Activities area attached to this document (see Attachment C).

*GOAL 6 - Facilities*

*College of San Mateo, with the resources allocated from the bond and other sources, will create a vibrant and innovative learning environment that enables the college to offer a variety of programs and services.*

*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 .*

*#1 - Work with the leads, architects and construction management staff to refine space allocations and develop detail for internal spaces in Buildings 1, 5, and 6.*

•• The Student Activities Office staff and the leadership of the Associated Students were involved in every step of the process as the Building 1, 5 and 6 plans were being developed.

**#2 - Establish additional means of communication as needed with all the students services faculty, staff and students to keep them informed of progress on Buildings 1,5 and 6.**

•• The Student Activities Office staff that were involved in the planning process reported back weekly to the staff and students who were not directly involved, and asked for their input and direction as plans progressed.

**Other:**

•• Student Activities staff are also continuing to work in conjunction with the Associated Students, on the development of an Alumni Association. An active Alumni Association could 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 8 additional students were surveyed this year in addition to the 16 people that were surveyed last year, or a cumulative total of 24 people over a two year period. With such a small sampling the survey results are not likely to accurately reflect a statistically valid cross section of the student population at the college. The very small number of respondents this year (n=8) will have to be seriously addressed. The number of respondents must be significantly increased next year to make the survey effort useful and effective. To continue the survey with such low response rates makes the survey practically useless.

In addition, the survey is giving cumulative results over a two year period, instead of comparative results between the results of last year as compared with this year. This approach makes the survey instrument much less effective since there is no way to determine if specific progress is being made from year to year.

With these criticisms aside, the development of the survey instrument and the experimental prototype for a web based response system developed by the Institutional Research department is a good start. An improvement would be to have the survey e-mailed to all students with e-mail addresses sometime in the Spring Semester. This would hopefully help boost participation in the survey to make the results meaningful. In addition, perhaps tying a small incentive to the survey, such as a small gift certificate or coupon upon completion of the survey, might boost participation. The coupon might be good in some on-campus venue such as the Bookstore, the Fresh and Natural Food Service, or the Cafe International.

Although the survey sampling is very small, 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 (45%) of the respondents were aware of what student clubs and organizations are at CSM; slightly less than half (43%) were aware of what their \$5 student body fee pays for; only half were aware of on-campus activities and how they could participate in them; and slightly more than a third (36%) said they were familiar with the CSM Student Government and what it does.

In addition, the majority of students surveyed (70%) were in favor of a "College Hour" each week when no classes are scheduled and special events such as speakers, concerts, and cultural events could be held on campus for the whole campus community. This suggests that students would perhaps like to participate in activities but can't due to class schedule conflicts. One of the reasons programming is so difficult right now is because many students are not available to participate in activities while they are in class.

And finally, although we have a very active student leadership and Associated Students Senate, and student representation on almost every college and district committee, a large majority of those surveyed (78%) still feel that students should have a stronger voice in the policy decisions of the college.

All of this feedback suggests that new and innovative ways need to be explored to help make students aware of the critical elements of the Student Activities and Associated Students programs -- perhaps by trying different or more expanded approaches to the way these programs are marketed to the students. The results confirm that we should continue to explore new and better ways of reaching the student population and supporting their involvement in campus life and governance.

The actual survey results of the survey are attached (See Attachment B), along with a copy of the original survey questionnaire.

**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. 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, and are involved in the campus Diversity In Action committee which has been involved this year in creating and supporting interactive forums, discussions and events that serve to break down stereotypes and learn about differing cultures and perspectives.

### **Anticipated goals for the 2004-2005 year based on the findings of your 2003-2004 Program Review:**

We are on track and on target. We will definitely stick with much of what we are doing that has proven to be successful. But with an ever-changing student population, building awareness of student activities programs and services is also a constant challenge. We will strengthen our 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 of using the college's collection of student e-mail addresses as a resource to allow us to inexpensively communicate with the student body 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 be working with the Associated Students to explore the possibility of an afternoon recreational intramural sports program, and their interest in sponsoring a monthly community flea market.

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 can continue to find ways to include alumni in our programs and services and outreach efforts.

And finally, we will continue to develop and improve ways of evaluating our programs and services to provide more quantitative measurement and qualitative feedback, and give us better information on our effectiveness.

### **Identify your unit's needs and recommendations for 2004-2005:**

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 can be a valuable resource that can be utilized by college departments and divisions as well. Because of ever diminishing resources, we 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 Events programming budget that can be used 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 similar 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.

Although the Associated Students address many of these areas with their budget, we think that some of the campus-wide activities would be served better by developing jointly sponsored programs with students, faculty and staff working together. The Diversity in Action group that was established this year followed that model, but without any funding to assist them in their development of programs and events.

One step in the right direction would be to establish a funding source for such activities. Perhaps some of the vending commission revenues could be set aside for such purposes, and one or more college-wide committees, which would include students, faculty and staff, could be established to plan and produce such events and activities annually.

**Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2003-2004 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 2003-2004
- B) Results of the 2003-2004 Student Services Survey for Student Activities, and a copy of the Survey Questionnaire instrument
- C) Student Learning Outcomes (SLO's) for the Student Activities area

**Student Services  
Student Employment Office (SEO)  
Annual Program Review – Academic Year 2003-2004**

June 29, 2004

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

**Student Services unit staff:** Eileen O'Brien, Student Employment Coordinator/ Cooperative Education Work Experience Coordinator; Krystal Romero (Student Employment/Cooperative Education Work Experience Program Coordinator)

**Program review prepared by:** Eileen O'Brien, with input from Krystal Romero

**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 – 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:**

- Annual total visitors to SEO office (includes spring numbers from Coop): 2400 approximate
- Career counseling appointments (approximately 30 mins. each): 296
- CSM JobLinks (electronic job posting program):
  - \*Students registered on CSM JobLinks: 761
  - \*Greatest representation of students by major – accounting, business, computer science, engineering, human services, medical assisting, nursing, psychology.
  - \*Employers registered on CSM JobLinks: 630
  - \*Total number of jobs posted on CSM JobLinks: 703
  - \*Total number of job listings viewed by job-seekers: 29,437
  - \*Total number of applications submitted online: 92
  - \*Faculty registrations: 13
- Students reporting being hired: 61
- Students attending CRER 680 job search class: 17 -- fall only (spring classes cancelled due to demands of Coop program)
- Get Linked Career/Volunteer Fair:
  - Student/Community estimated attendance: 400 - 450
  - Employer/Agency attendance: 60 (20 employers)
- Classroom presentations about SEO, Cooperative Education, and Career Center services as well as presentations on career topics (resume writing, interviewing techniques, vocational research): 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), John Searle (Life Sciences) Careers in Bio Tech, Associated Student Senate, and Business Club.

**Significant unit accomplishments in 2003 – 2004:**

- Implemented **CSM JobLinks**, web-based job posting program. Made job/internship listings available electronically to all students and faculty. (achieved 2002-2003 goal)
- **Job Development** -- actively recruited, screened and referred students to various programs: (1,9) (achieved 2002-2003 goal)



- **Accounting** – Interviewed 12 candidates in fall and spring for accounting positions with small local businesses. (5 students placed)
- **Human Services Explore! Internship program (County of San Mateo)** – Screened and referred 7 human services candidates to County Human Services Agency for internship and informational interviewing assignments. All 7 are being placed for fall 2004.
- **Graphic Production Interns:** 7 graphic production students placed with various depts. around campus in spring (Transfer, Library, Reading, Assistive Tech, Foreign Language, CIS Computer Forensics) to design and prepare printed pieces.
- **Graphic Production Intern for San Mateo Daily Journal:** Two internships – one student applied and accepted in production dept.
- **Bio-Tech Coop/Interns with Genentech:** Arranged for Genentech to present a career information session in December. Spring recruitment for summer and fall positions. Presented 8 candidates. Two were hired to begin part-time work in summer.
- **SEO Advisory Committee** – held one meeting. Resolved that internship/job development is partnership that requires equal involvement and partnership between faculty and SEO staff. (1,7)
- **Prepared two-year internship roadmap** for freshman students to follow while preparing for internship in second year. Includes career research and informational interviewing milestones.
- **Get Linked Career Fair** – Combined event hosted by Associated Students, CSM Connects, and SEO. Good turnout of employers/agencies and students. Effectively coordinated event and delegated responsibilities. May consider combined effort for 2005 fair.
- **Outreach to business community** to promote CSM JobLinks – promoted to San Mateo Chamber of Commerce – article about program took front page in Dec. SM chamber newsletter. Also, provided promotional insert into Foster City and Millbrae Chamber of Commerce newsletters. (achieved 2002-2003 goal)
- Applied for **Trustees' Grant** in fall 2003 and awarded \$2300 toward purchase of CSM JobLinks program. (4,7)
- **Vectoring Marketing awarded CSM's SEO program \$2000**, another \$1000 was awarded to CSM's physical education dept., and a final award of \$1000 was given to CSM student, Peter Trudelle, for earning company's top salesperson of year award. CSM SEO will receive award at July 13 awards luncheon since CSM was the top sales producing college. (4, 5)
- **Developed two-color brochure promoting SEO services** to employers. (achieved 2002-2003 goal)
- **Expanded staff and office space.** In addition to two full-time professional staff, also employ three student assistants who perform administrative duties.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2003- 2004 to current Student Services Planning Document:** (See previous section for unit accomplishments corresponding to numbers on the planning document.) Additional items:

- Collaborated with John Searle, science professor, by presenting career-related information to students in "Careers in Bio-Tech" spring program. (1,9)
- The Student Employment program is committed to diversity and employs three student assistants representing a diversity of ethnicities and persons with disabilities. (4,8)

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

- 87 students responded to survey
- 87% of students rated the SEO services as good to excellent.
- 90% of respondents rated staff assistance as good to excellent.
- 86% felt that the hours of operation were good to excellent.
- 61% of students learned about SEO from the schedule of classes and other methods.
- 40% of respondents have visited the office 3 – 6 times; 31% have used it one time.
- Services of most interest (in order of preference): website job postings (18%), job listings in binders (16%), career-related jobs (14%), internship opportunities (11%), counseling services (10%).

- 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: CSM JobLinks, job search class, and career counseling.
- Additional services requested: higher paying jobs, more non-profit work, to meet with employers, more on-campus jobs, more info about careers, more services for night students, and more entry-level jobs with small companies.

Based upon these results, overall SEO services appear to be meeting student needs. Students prefer correspondence and notification by email. They also like to be able to access job listings through our website, which affirms our decision to acquire CSM JobLinks. Students also seem to be interested in job listings, career opportunities, internship opportunities, and career counseling. We will continue to explore other ideas that may meet student needs such as bringing more employers on campus, providing one-hour workshops on various topics – how to find an internship, resume writing, interviewing techniques, etc., and generating more entry-level jobs.

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

- Exchanged referrals with community agencies such as County of San Mateo, Vocational Rehabilitation Services and State Dept. of Rehabilitation, serving persons with disabilities.
- Diversity of staff works for our program including individuals from various ethnic groups and disabilities. Some staff speak Chinese and can translate when needed.

**Anticipated goals for 2004 – 2005 based on findings of your 2003-2004 Program Review:**

- Continue **collaboration with current academic programs** in the development of internship/job programs. Expand this to include collaboration with other academic programs (tech – network connectivity) and CIS (forensics tech positions).
- Continue **outreach to business and employment community** to increase CSM visibility in community and develop more employment relationships. Train Coop instructors to provide info about SEO employment services and CSM to Coop companies. Continue serving on PeninsulaWorks Partners committee, WIB Business Services committee, and San Mateo Chamber of Commerce Education/Business sub-committee.
- **Invite students and employers to participate in SEO Advisory Committee.**
- Promote and implement new two-step **"Internship Roadmap"** to prepare students for internships.
- Substitute one hour **"how to ..."** workshops for .5 unit job search class.
- **Update SEO website**, linking with Coop program.
- Plan and present **quarterly/semester career events** with Transfer program and AS Clubs (e.g., Business Forum comprised of business employers and CSU/UC business major recruiters to discuss career opportunities in business world and schools offering BS degrees in business).
- Consider additional incentives to **entice students and employers to report hiring** activity.
- More **outreach to DSP&S/EOPS/CalWORKS students** to assist with job search process.

**Identify your unit's needs and recommendations for 2004-2005:**

- Office space for SFSU counseling intern

**Notable individual accomplishments:**

**Krystal** – successfully coordinated Get Linked Job Fair with the Associated Students and CSM Connects, customized and implemented CSM JobLinks electronic job posting program, completed grant application which resulted in award of \$2300 from Trustees' Grant.

**Eileen** – developed internships/job opportunities with four academic programs. Worked closely with faculty to develop opportunities and recruit students. Screened and interviewed 29 students for job placement in these various fields. Promoted CSM JobLinks to SM Chamber of Commerce and two other chambers. Developed SEO promotional brochure.

Eileen O'Brien

6/30/2004

## *Statement for Student Services Achievements Publication*

### **Student Employment**

Employment-related services were provided to more than 2400 students and faculty and 600+ local employers last year. Besides assistance with job preparation, we offer CSM JobLinks, a web-based job posting program, which provides students and faculty with timely and easy access to 200+ jobs/internships. In addition to other hiring activity, thirty students in graphic production, human services, accounting, and science programs were recruited and placed into internships/jobs. Visit us at: [collegeofsanmateo.edu/studentjobs](http://collegeofsanmateo.edu/studentjobs)

### **Cooperative Work Experience**

Cooperative Work Experience (Coop) enables students to earn college academic units, transferable to the CSU system, and applicable toward the Associate Degree for work (paid or unpaid) that they perform. Last year more than 400 students completed work-based learning assignments with local employers. Students can choose between Coop courses for general work experience or vocational work as well as choosing from 2 – 8 units of credit. (Building 5, Room 108)

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2003-2004

Due: June 30, 2004

*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 1, 2004**

**Student services unit: TRANSFER CENTER**

**Student services unit staff: Mike Mitchell**

**Program review prepared by: Mike Mitchell (w/input from college representatives)**

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

The Transfer Center provides information and workshops on such topics as transfer planning, Transfer Admissions Agreements, Cooperative Admissions Programs (*UC Berkeley*), choosing a university, completing application forms and how to write the application Personal Statement. Tours are given of the Transfer Center as well as presentations to classes, student clubs and high school students and community/county organizations. 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 activities held in conjunction with colleges and universities include the annual Transfer Day held each Fall, Institute of Admissions/Scholarship Days, for CSU and Private universities, Major Workshop Days, Evening Program for Working Adults College Fair and college/university campus tours. All of the above information is available in our monthly Transfer Center Activities Calendar which is available in the Transfer Center and on-line at [collegeofsanmateo.edu/transfer](http://collegeofsanmateo.edu/transfer).

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

A total of approximately 6,300 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: 1,900 + (based on the ones I counted)

Transfer related incoming phone calls (students, college reps, community): 430 + (same as above)

Career/Transfer Center Orientations (Aug.-May): 181

Classroom Presentations – Business, Career, EOPS (Aug. – May): 318

Campus Club/Community Presentations: 673

*Business Club: 33*  
*Student Senate: 20*  
*San Mateo Union High School District College Fair: 200*  
*EOPS College Readiness Program: 20*  
*DSP&S: 60*  
*Business Education Link Day: 20*  
*San Mateo County Youth Leadership: 20*  
*NACAC National College Fair (San Francisco): 300*

College/University Representatives scheduled appointments/drop-ins with students: 1,251

Private Universities:

Academy of Art College: 4  
Art Institute of San Francisco: 2  
Bethany College: (Info table)  
DeVry University: 3  
Holy Names College: 5  
Menlo College: Information Table  
Mills College: 2  
Notre Dame de Namur University: 24  
University of Phoenix: Information Table  
University of Phoenix (*on-line*):10  
Santa Clara University: 14  
University of San Francisco: 22  
University of San Francisco (*ROTC*): 6

UC Campus:

UC Berkeley: 142  
UC Davis: 310  
UC San Diego: 64  
UC Santa Cruz: 77  
*UCLA Filipino Transfer Partnership Program: Info table*

CSU Campus:

CSU Hayward: 48  
\*San Francisco State: 146  
\*SFSU Info Table: 335  
\*\*San Jose State: 19  
\*\*SJSU cancelled SP'04 visits

Out-of-state universities:

Northern Arizona University: 3  
University of Alaska/Anchorage: 15

University Days/Instant Admissions/Evening Programs (Events) profiling campuses: 273

Golden Gate University International Student Workshop: 6  
UC Berkeley Information Session: 24  
UC Davis (*TOP Program*): 13  
UCLA (*Information session*): 17  
UC San Diego (*TAG Program*): 24  
UC Santa Cruz: (*TPP Program*): 10  
UC Honors Transfer Program: 1  
Major-Related Internship Workshop: 4  
Degree Program for Working Adults College Fair: 120  
Menlo College Instant Admission/Scholarship Day: 6  
San Francisco State University Day/Instant Admission: 53

Major (Educational Program) Days: 188

*Business: Administration: 35*  
*Engineering: 65*  
*Nursing: 63*  
*Psychology: 25*

Karl S. Pister Scholarship Award Workshop: 3  
UC Berkeley CAP Orientation: 10  
Transfer Center Workshop Attendance: 167

Academy of Art College Tour: 6

University of California, Davis College Tour: 31

Transfer Admission Agreements: 98

*Notre Dame de Namur University:* 1

*San Jose State University:* 11

*University of California, Davis:* 54

*University of California, San Diego:* 23

*University of California, Santa Cruz:* 7

*University of San Francisco:* 2

UC Transfer Partnership Program: 11 (*headed by UC Santa Cruz*)

Transfer Day Attendance (Estimate): 600 (40 college/university representatives)

Drop-in (Transfer) Counseling: 205

(Counselors sporadically absent throughout year due to committee meetings, exchange days and sick leave)

List significant unit accomplishments in 2003-2004:

- Developed UC Santa Barbara Transfer Admission Agreement
- Developed CSU Hayward Transfer Admission Guarantee Program
- Implemented the CSM Transfer Club
- Established an on-line database called Transfer eNews to e-mail students regarding upcoming Transfer events
- Developed Transfer Center Marketing Brochure
- Coordinated and developed Transfer workshops specifically designed for International students
- Created an Honors Workshop for transfer students in coordination with the CSM Honors Program
- Began collaborating with COOP department to form major-related internships

Where appropriate, delineate the relationship of significant unit accomplishments in 2003-2004 to current 03-05 Student Services Planning Document:

Goal 1: Programs and Services: (*Action Step#6*)

Expanded TAA agreements with UC & CSU universities

Goal 2: Enrollment Management (*Action Step #2*)

Developed a database for students to receive timely Transfer information via e-mails as part of a marketing effort.

Developed new Transfer Marketing Brochure that details the services offered to students through

the Transfer Center.

**Goal 3: Diversity (Action Step#2)**

Coordinated transfer workshops for international students with the assistance from the International Student Center as well as hosted student-oriented UCLA Filipino Transfer Partnership Info table and created an Honors Workshop for CSM's Honors Transfer 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:

In all categories, the student survey revealed that the majority of students received "Excellent" services or "Very Useful" information from the Transfer Center with the highest marks going to overall satisfaction with Transfer Center staff, ease of finding transfer information and information received from university representatives. It is also apparent that the on-line, web-based information regarding transfer requirements to four-year universities (i.e. ASSIST.ORG), university applications, and events on campus is a primary way for students to obtain current transfer information. It is to that end that the Transfer Center continuously keeps its website up to date and e-mails students, counselors, advisors and staff about events and other pertinent transfer information via our Transfer eNews site. Also, with the increase of more and more on-line information, there is a very critical need for, as some students have stated, "Better, faster, newer computers..."

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

Through the continuing partnerships with the UC system (i.e. Transfer Partnership Programs and Transfer Opportunity Programs) students who are ethnic minority, first generation college, low income and re-entry are provided the necessary encouragement and guidance to ensure proper transfer preparation. Also, presentations to the EOPS College Readiness Program, EOPS Career classes, San Mateo Union High School District and San Mateo County Youth Leadership Programs as well as workshops on how to transfer to Private/Independent Universities from a Golden Gate University representative for International students were also conducted. Information was also provided by Menlo College regarding grants and scholarships for international students in the form of special scholarships and instant admissions events. And, a student panel from the UCLA Filipino Transfer Student Partnership Club had an information session for interested CSM students.

List your anticipated goals for 2004-2005 based on the findings of this year's 2003-2004 Program Review:

To work with the Articulation Office to develop more Articulation Agreements with private and out-of-state universities and colleges.

Develop more Transfer Agreements and Partnerships with four-year universities (i.e. Honors Transfer Alliance Program with UCLA).

Coordinate with the Dean of Counseling on having Academic Advisors in selected disciplines to counsel and advise students on a drop-in basis in the Transfer Center.

**Identify your unit's needs and recommendations for 2004-2005:**

**Could use seven new computers for Career /Transfer Center since students are accessing much more college information on-line (i.e.: admissions applications, financial aid forms, college admissions info etc.). The current computers are about 7-8 years old.**

**Possibly expand budget to include funding for the printing of a new marketing brochure to be used for both on and off campus events (i.e. Classroom/Club presentations, High School events like PEP Days and Community based programs and services).**

**Identify notable individual accomplishments in 2003-2004 (optional):**

**Transfer Website- Hired a CSM web design student to assist with the updating of the Transfer Center website. We meet for an hour each week to discuss the layout of the website.**

**Transfer Brochure- Developed/Designed a brand new Transfer Center Marketing Brochure with contributions from two graphic design students in regard to layout and format of brochure.**

**Transfer eNews – This is a web database where students can register on-line to receive free e-mail updates about events and activities happening in the Transfer Center. Set-up and implementation was done in collaboration with Julie Sevastopoulos of CTL and Jasmine Witham from ITS.**

**Transfer Club – A networking opportunity for students to gather and discuss about transferring to a four-year university, utilizing the Transfer resources and attending workshops which have included: *How to transfer as an International Student, UCLA Student Panel, UC Santa Cruz Transfer Partnership Program, How to transfer as an Honors student, and How to find a major-related internship.***

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2003-2004 Student Services Key Accomplishments" publication.**

**Over 6,300 students visited the Transfer Center and participated in a wide range of activities and services sponsored or hosted through the Center which took place around various locations on and off campus including: Transfer Center Orientations, Classroom Presentations, workshops on university requirements, Instant Admissions, High School Fairs, Major Program Information Days, College/University tours, presentations to county Youth Leadership organizations, one-on-one counseling 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 40 colleges and universities in attendance.**

**Additional comments:**

**Attached to this document are samples of the various Transfer Center events and activities that were offered throughout the year as well as information publications. For the purposes of brevity in this report, I did not include all of the e-mails to faculty and staff or the bountiful information from the Transfer Center website which can be accessed by going to [collegeofsanmateo.edu/transfer](http://collegeofsanmateo.edu/transfer).**