

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2004-2005

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

Date: June 27, 2005

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 Assistants (A&R IIs): 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

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

Admissions and Records is often the first contact that potential students have when considering enrolling at CSM. Initial contact may be to inquire about the variety of options available to students including academic majors, AA and AS degrees, certificate programs offered, or general information about the college. The primary services provided by Admissions and Records include processing admission applications, registration, processing transcript requests, archiving and maintenance of student's academic records, degree and certificate processing and evaluation, and providing general assistance to a variety of college constituents.

B. 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. Upon applying to CSM, applicants are notified through written correspondence (snail mail or e-mail) of being admitted and are provided information about matriculation and the registration process. With the increase in utilization of online registration using WebSMART, far fewer students are conducting their registration at A&R. Students who come to A&R and need assistance with the registration process are taught how to use WebSMART.

Another primary service extended to current and former students (alumni) is providing copies of academic transcripts. During 2004-2005, requests for copies of official and unofficial transcripts totaled over 14,000. However, it should be noted that with the emphasis on utilizing web services, the number of unofficial transcript requests completed by A&R decreased by 34 percent for the period between 2003-04 and 2004-05 due in large part to students retrieving copies of their unofficial transcripts using WebSMART.

Collecting and archiving official academic records is a service extended to faculty that indirectly benefits students. At the end of each term, A&R requests that faculty submit their Official Class Records. These records are scanned and indexed and the original copies archived. As necessary, these records are referenced whenever final course grades or other academic related issues arise.

A partial list of the types of services provided by Admissions & Records staff and the number of students served is presented in Addendum A.

C. Significant unit accomplishments in 2004-2005:

- Utilizing available technology further streamlined A&R operations
- Implemented the state-wide CCCApply Admission Application process which incorporates determination of the applicant's residency and matriculation status resulting in dramatically reduced staff workload
- 61 percent (1,917 of 3,163) of spring 2005 admission applications submitted using CCCApply
- Further reduction in A&R staffing by two FTE for a total cost reduction of over \$86,000
- A&R staff facilitated student utilization of on-line registration resulting in 93 percent of students registering using WebSMART
- Continued the previous year's document imaging and indexing process which has enhanced document accessibility to counseling and other student services staff
- In spring 2005, 99 percent of instructors submitted grades by established deadline; only three instructors had not initiated their Faculty WebSMART grade submission by the prescribed deadline
- Collaborated with Dean of Counseling to transition an A&R staff member to the Testing and Assessment Center
- Transition of an A&R staff member to Counseling also involved the transferring of the following tasks: Tech Prep assessment and evaluation, AP assessment, evaluation of external transcripts, and processing of matriculation correspondence

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to current 03-05 Student Services Planning Document:

The significant accomplishments as outlined coincide primarily with Goal 1 and 3 of the Student Services Planning Document. The relationship of the units' accomplishments to Programs and Services is outlined 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.

1.8 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, Instructional Deans, and Division meetings to discuss proposed changes to operational procedures that can enhance existing service to students.
- The Dean served as the Co-Chair of the Enrollment Management Committee; the committee included three faculty members
- The Assistant Registrar regularly attends Curriculum Committee meetings
- The Dean periodically requests agenda topics to be included on the Academic Senate meeting agenda; Periodically at the request of the Academic Senate

President, the Dean attends Academic Senate meetings to address pertinent topics

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

- Admissions and Records Staff are actively involved in teaching students how to utilize WebSMART for registration and other web-based services including paying enrollment fees, retrieving unofficial transcripts, and viewing grades online. As highlighted previously in this report, during 2004-2005, 93 percent of student registrations were executed using WebSMART.

Goal 3 Diversity

3.1 Encourage staff to support, by promoting, attending and participating in them, College diversity activities and events (e.g. lectures, activities, conversations).

- A&R staff have actively participated in various diversity related events and activities. Several staff have attended one or more of the President's Diversity Lecture Series and participated in the Diversity in Action Group's (DIAG) Conversations on Diversity. In addition, two A&R staff members, Arlene Fajardo and Adela Swinson are members of DIAG.

Admissions and Records remains a critical unit of the College. While most often serving as the initial contact to potential students, A&R staff also provide services to current students, facilitates enrollment of concurrent high school students, and offer assistance to alumni by verifying previous enrollment and fulfilling academic transcript requests. In addition, A&R staff throughout the year provides assistance to faculty and staff.

A&R staff has come to embrace and actively participate in assessing departmental operations and then providing suggestions for improvement of these procedures. The resulting outcome has further contributed to streamlined practices and enhanced customer service.

F. 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 affirm 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.

- 66 percent of respondents noted that the overall quality of A&R services they received were Excellent or Very Good. This reflects a seven percent increase over the previous year. Another 24 percent responded that service was Good; reflecting a six percent decrease over last year.
- 63 percent responded that overall satisfaction with A&R staff was either Excellent or Very Good; an 8 percent increase. Another 21 percent thought the staff was Good; an eight percent decrease.
- 67 percent of respondents noted that the ability of Admissions and Records staff in answering their questions was either Excellent (28 percent) or Very Good (39 percent) reflecting an 11percent increase. 18 percent rated this response as Good
- 56 percent responded that A&R office hours were Excellent (23 percent) or Very Good (33 percent). This reflects an increase of six percent over the prior year. 28 percent of respondents noted that the office hours were Good
- 79 percent of respondents replied that the user-friendliness of WebSMART was either

Excellent (46 percent) or Very Good (33 percent) reflecting an increase of seven percent. Another 12 percent noted that WebSMART was Good.

- 72 percent of respondents found the CSM A&R Website to be Excellent (33 percent) or Very Good (39 percent), an increase of eight percent. Another 23 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: seven percent, eight percent and eleven percent respectively. These improvements are significant and 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 programs and services.

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

1. Maintain emphasis on student-centered service philosophy
2. Ensure A&R Staff are aware of changes in College policies and procedures
3. Communicate changes in A&R policies or procedures to all constituents
4. Continuously assess and enhance the user-friendliness of WebSMART
5. Ongoing collaboration with other student services and instructional units

G. 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 cognizant of CSM's diverse student population. A&R staff has been encouraged to attend the President's Diversity Lecture Series and the DIAG Conversations on Diversity. During the past year, all A&R staff members attended at least one diversity related event.

A&R student employees have contributed significantly to the diversity of Admissions and Records. Two students are from Iran, two are from the Philippines, one is from China, another is Burmese, one is African American and another is Mexican American. In addition, two of these students are participants in the CALWorks program. As a means of helping them to feel comfortable at CSM, while at work in A&R, the students are encouraged to speak in their native language. In addition, they have been informally assigned the task of teaching each other and the A&R staff words from their native language which includes Arabic, Tagalong, Mandarin, Burmese and Spanish. In addition, these students willingly share insight to their cultural background and personal experiences. Further, the students have at their own initiative brought in ethnic foods to share with the staff. These students have contributed to expanding the A&R staff's cultural awareness and sensitivity.

When seeking to fill vacated A&R positions, the 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. During 2004-2005, the A&R staff was represented by various races, cultural backgrounds, and gender. The staff was comprised of two males and eight females, including three Latinos, two Filipinos, and five Anglos. Specific accomplishments which fostered and validated diversity are listed in Addendum B

H. Anticipated goals for 2005-2006 based on the findings of your 2004-2005 Program

Review:

- Further enhance customer service
- Continue to assess staff's job related skills and as necessary provide training
- Enhance communication and collaboration by inviting various departmental representatives to A&R staff meetings
- Ensure A&R staffing level is adequate
- Continue to assess and streamline operations. Targeted areas for next year include:
 1. Ensure all staff are competent with the CCC-Apply admission application process
 2. Further streamline the graduation and certificate evaluation process
 3. Sustain collaboration with Skyline and Cañada to further standardize Admissions & Records forms, policies and procedures
 4. Continue to promote WebSMART for Faculty and communicate to faculty the importance of timely submission of student grades and required reports
 5. Instruct students on using web based services such as applying for admission and using WebSMART for registration

I. Identify your unit's needs and recommendations for 2005-2006:

- Collaborate with ITS to further enhance WebSMART for students and faculty
- Upgrade A&R student computers to expedite web based transactions
- 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

J. Notable individual accomplishments and Professional Development Activities

Individual accomplishments and professional development activities are included in Addendum C

- All A&R Staff have participated in the CSM Cares Workshop
- Several A&R Staff attended the CACCRAO Workshop held at CSM
- All A&R Staff attended the Counseling Matriculation Workshop
- Henry B. Villareal, Arlene Fajardo, Adela Swinson attended the following conferences:
CACCRAO Annual Meeting - Palms Springs
3CBG Conference – Bakersfield

K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2004-2005 Student Services Key Accomplishments" publication.

Available technology has enabled A&R to further streamline its operations, enhance its services, and reduce its staffing level by two FTE. Implementation of the internet based CCCApply admission application process introduced automation of matriculation and residency determination. As well, utilization of WebSMART for registration reached an all time high with 93 percent of students using this service.

L. Additional comments:

As highlighted throughout this report, technology has made it possible to streamline and enhance A&R operations and its related services. Also, utilization of the internet and web based services has significantly reduced the workload required of A&R staff. This year, further utilization of technology resulted in the reduction of two additional A&R Assistants (A&R IIs). The cost reduction and direct savings for A&R is projected to be over \$86,000 for 2005-2006.

Addendum A

Types of Services Provided by Admissions and Records:

- ❑ Admission Services
- ❑ Registration
- ❑ Determine eligibility for AA/AS Degrees and Certificates
- ❑ Process outgoing academic transcript requests
- ❑ Process UC-IGETC and CSU-GE certifications
- ❑ Evaluate external college transcripts
- ❑ Evaluate incoming Advanced Placement Reports
- ❑ Process incoming Tech Prep materials
- ❑ Maintain Instructor's Official Class Records
- ❑ Assist faculty and students with WebSMART
- ❑ Coordinate Concurrent Enrollment Program
- ❑ Enrollment and degree verification
- ❑ Veteran Student Affairs
- ❑ Bilingual (Spanish/English) services
- ❑ Distribute parking permits
- ❑ Issue visitor parking permits
- ❑ Extended service hours (7:30 am – 6:45 pm, Monday - Thursday)
- ❑ Open two Saturday's per semester

Number of Students and Alumni Served

- ❑ Over 14,000 official and unofficial transcript requests processed
- ❑ 12,936 admission applications processed including 1,579 Concurrent Enrollment Applications and related forms
- ❑ 2,026 in-person Banner transactions at A&R
- ❑ Approximately 60 veteran students
- ❑ Significant number of in-person and telephone transactions not readily captured

Addendum B

Admissions and Records Accomplishments in Fostering and Validating Diversity

- A&R Staff participation at the President's Diversity Lecture Series
- A&R Staff participation at the DIAG Conversations on Diversity
- The A&R Dean serves as Chair of the College's Diversity In Action Group
- Arlene Fajardo and Adela Swinson are active members of DIAG
- A&R Staff attendance at the EOPS Award Luncheon
- Three staff members are partly or fully bilingual in Spanish and English
- One staff member speaks Tagalong
- Accepting AB 540 applications without prejudging the applicants
- Hired student workers who are ethnically and culturally diverse (One Chinese National, two Iranians, two Filipinos, an African American, and a Burmese National)

Addendum C

Individual Accomplishments and Professional Development Activities

- **Arlene Fajardo**
 - CCCApply Seminar - Sacramento
 - District Enrollment Services Council
 - District Degree Audit Steering Committee
 - District Degree Audit Technical Subcommittee
 - CSM Diversity in Action Committee
 - Curriculum Committee (Ad hoc member)
 - Budget Subcommittee

- **Adela Swinson**
 - CCCApply Seminar - Sacramento
 - District Degree Audit Steering Committee
 - District Degree Audit Technical Subcommittee
 - CSM Diversity in Action Group
 - CSM Enrollment Management Committee
 - CCCApply-Development of Spanish Language Application
 - Financial Aid OAI Search Committee

- **Geri Trevaskis**
 - District Team to assess and select new telephone system

- **Jeremy Mileo**
 - District Team to assess and select new telephone system
 - Completed BUSW 214 Word Processing for Windows

- **Dr. Henry B. Villareal**
 - Chair, Diversity In Action Group
 - Co-Chair, Enrollment Management Committee
 - Chair, Financial Aid Director Search Committee
 - Strategic Planning Subcommittee
 - Budget Subcommittee
 - District Enrollment Services Committee
 - District Financial Aid Advisory Committee
 - Coordinated the CACCRAO Regional Workshop at CSM
 - NCSD Region IX Director; Board of Directors
 - NCSD Conference - Orlando
 - SCT Banner Summit – Honolulu

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Date: June 30, 2005

Student services unit: Articulation

**Student services unit staff: John Sewart
Jonah Wong
Christine Li**

Program review prepared by: John Sewart

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

- Created 125+ major preparation and course-to-course agreements
- Addition of 11 CSM courses to CSU General Education and IGETC transfer list
- Submitted 8 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 and OSCAR

B. Number of students served/types of services provided:

The Office of Articulation provides information regarding course transferability and articulation to the entire campus community (including faculty, staff, and students). In addition, this information is accessed by high school counselors and prospective students interested in transfer.

C. List significant unit accomplishments in 2004-2005:

- Updated and maintained repository of all CSM student forms online—a total of 49 different forms are now available on-line
- Posted Nursing Program course equivalency requirements online
- Enhanced Transfer, Articulation, and Research websites
- Enhanced Scholarship, Financial Aid, and Assessment websites
- Update Counseling Services “Quick Guides” for counselors/advisors

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

Articulation and transfer information supports the following goals identified in the Student Services Planning Document.

- **Goal 1:** “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 2:** College of San Mateo will develop and implement a comprehensive enrollment management plan that is based on research.

E. 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 Articulation. [PAT: Looks like I need to do this!]

F. Summarize the findings of your unit’s assessment of Student Learning Outcomes 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 Articulation. [PAT: Looks like I need to do this!]

G. 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.

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

I. Identify your unit's needs and recommendations for 2005-2006:

- 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
- Develop SLO's for Articulation

J. Identify notable individual accomplishments in 2004-2005 (optional):

N/A

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the “2004-2005 Student Services Key Accomplishments” publication.

Enhanced website information available to students and staff regarding transfer opportunities, transfer admission agreements, transfer requirements, and articulation agreements.

L. Additional comments:

N/A

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Date: June 2005

Student services unit: Assessment/Testing

Student services unit staff: Christopher Rico, Program Services Coordinator

Program review prepared by: Christopher Rico, Program Services Coordinator
Marsha Ramezane, Dean of Counseling, Advising & Matriculation

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

The Office of Assessment Services at College of San Mateo provides a number of services that assist students in achieving their academic and career objectives. The Assessment Center provides a comprehensive range of assessment, both for native and non-native speakers of English, and course placement services to help students matriculating at CSM. In the fall of 2004, the Office of Assessment Services moved to its new location in Administration Building 1-130. Part of the goal in acquiring this larger space is to have a more centralized location for assessment services. The Assessment Center now offers computerized placement testing for English and mathematics on a year-round basis. The Center provides testing support and location for Distance Learning Program and Disabled Students Programs & Services (DSPS) students. The Center also administers ability-to-benefit (ATB) test for the Office of Financial Aid and provides other assessment that includes vocational, interest, and study skills instruments in cooperation with the Career and Transfer Center. For its wide range of functions, the new office is now called the Assessment Center for Placement Testing, Career Assessment and E-Matriculation.

Number of students served/types of services provided:

The Office of Assessment Services administered nearly 12,000 paper pencil placement tests, and approximately 1,000 math and English computerized placement tests during the 2004-05 academic year. These numbers indicate that assessment 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 Assessment Services include:

1. Administering assessment and appropriate course selections in English, reading, ESL, and math to assist students matriculating at CSM
2. Providing computerized placement testing for English and mathematic on a year-round basis
3. Testing support and location for Distance Learning Program and Disabled Students Programs & Services (DSPS) students
4. Providing out-reach service by administering SMCCCD placement tests at San Mateo

County high schools

5. Administering ability-to-benefit (ATB) test to students applying for Financial Aid
6. Uploading Test Score Information into Banner in a timely and accurate manner so students can discuss their test results with an academic counselor and register for classes
7. Assessment includes vocational, interest, and study skill instruments in cooperation with the Career and Transfer Service Center

List significant unit accomplishments in 2004-2005:

- In the fall of 2004, the Office of Assessment Services moved to its new location in Administration Building 1-130. Part of the goal in acquiring this space is to have a more centralized location for assessment services. To date, there are ten (10) computer stations for placement testing and five (5) stations for small group paper pencil testing.
- Provide computerized placement testing for English and mathematics on a year-round basis
- Placement testing is now available on a first-come, first-served basis or by appointment; placement results are available immediately
- Provide testing support and location for Distance Learning and DSPS students that require special accommodation
- Promote community awareness of available CSM testing services by providing on-site testing at San Mateo County high schools and correspondence testing
- The Office of Assessment Services administered placement testing for incoming high school seniors during the 2005 Priority Enrollment Program (PEP). About 500 students took English and mathematics placement tests.

Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

The significant accomplishments of the Office of Assessment Services in 2004-05 are somehow related to some of the items in the current 2003-05 Student Services Planning Document. College Goal 1 No. 10 is to “evaluate an implement use of online services to better serve the changing needs of students.” Our new computerized English and math placement testing is an example of these services. To date, the Assessment Center provides ten (10) computer stations for placement testing that can also be used for other online services as needed.

Promoting community awareness of available testing services by administering on-site testing at local high schools and providing testing support and location for Distance Learning and DSPS students are, in some ways, related to College Goal 2 No. 3 which is to “further promote of all student and academic support services.”

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 small number of student participants in the annual student survey for Assessment, results may or may not be good representation of the entire target population. However, the data and comments of our students are helpful and can be used to further enhance our unit’s services.

Thirty-four percent (34%) of respondents indicated that overall quality of the placement test process is “Very Good” followed by “Excellent” (30%). While only five percent (5%) indicated that they were not satisfied with staff, overall satisfaction with placement testing staff is “Excellent” (41%). Most students were pleased to have their questions answered by the placement testing staff; ninety-four percent (94%) of the students responded either “Excellent,” “Very Good,” or “Good.” Ninety-eight percent (98%) 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, seventy-eight percent (78%) and eighty-one percent (81%) of respondents considered their English and math placement test scores as accurate measure of their skills respectively.

Twenty-nine percent (28%) thought the times and hours of availability of placement testing are “Good” while fifty-seven percent (57%) responded “Excellent” and “Very Good.” These figures suggest that since we now offer paper pencil and computerized placement testing on a year-round basis, there are more opportunities for students to take the tests they need. Although these percentages are significant, perhaps we still need to develop other ways to better promote and broaden testing availability to our students. As far as testing location, eighty-eight percent (88%) indicated that the area is quiet and comfortable; twelve percent (12%) were either not satisfied or found the testing area not suitable for testing. Moreover, some students suggested that it would be helpful if the English placement test would have the same retest policy as the math placement test. Other students thought that “not enough time was given for this test.”

The following are the testing services students find most useful: sample tests, computerized placement tests, ability to schedule an appointment, and “able to walk in and take the test on the computer self paced.”

Summarize the findings of your unit’s assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit’s services.

Similar to our previous survey, only a small number of students had participated in this survey.

Fifty-seven percent (57%) of respondents felt that the English or ESL placement test placed them in the appropriate level coursework, and twelve percent (12%) indicated “No.” While thirteen percent (13%) pointed out that the math placement test did not place them in appropriate level work, fifty-four percent (54%) felt that they were placed appropriately. Interestingly, a number of students who participated in our survey thought that they were placed below their skill level in English or math; only a small number indicated otherwise. Ninety-five percent (95%) of students considered their placement testing as either “Extremely Important” or “Some Important” in understanding their current academic level in English and math. Forty-five percent (45%) indicated that they learned more about assessment and matriculation services at CSM after visiting the Assessment Center. This figure shows that our staff and proctors are committed to helping and assisting our students.

As far as educational goals, sixty-one percent (61%) and fourteen percent (14%) considered “Transfer” and “Associate Degree” as their current goals respectively.

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

- The Office of Assessment Services offers English as a Second Language (ESL) placement test to students who are non-native English speakers. In order to assist these students in choosing the appropriate test, our unit has worked with the ESL Department to create an ESL questionnaire and information flyer for distribution.
- 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 2004-2005 Program Review:

- Conduct initial planning and preparation for temporary space in support of the campus wide construction and hopefully minimize the impact on Assessment Services and our students
- Study the feasibility of providing computerized placement testing on a per appointment basis only
- Develop a proposal on how to promote and advertise our assessment services more effectively

Identify your unit's needs and recommendations for 2005-2006:

- Due to high demand and limited number of computer stations, computerized placement testing should only be available on a per appointment basis.
- **\$0.50 Test Score Fee.** 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.
- **\$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.

Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2004-2005 Student Services Key Accomplishments" publication.

The Office of Assessment Services administered nearly 12,000 placement tests, on approximately 40 different test dates, to more than 5,000 students during the academic year 2004-05. In the fall of 2004, the Office of Assessment Services moved to its new location in Administration Building 1-130. Part of the goal in acquiring this space is to have a more centralized location for assessment services. The Assessment Center now offers computerized placement testing for English and mathematic on a year-round basis.

CalWORKS STUDENT SERVICES PROGRAM REVIEW

Academic Year 2004-2005

Due: June 30, 2005

Date: June 20, 2005

Unit Staff: Aisha Upshaw, Counselor; Danita Scott-Taylor, Director, Student Support

Program Summary:

The CalWORKs program provides academic and personal support to CSM students who receive TANF (Temporary Assistance for Needy Families) for themselves and their dependants. Support services are designed to aid students who are working towards completion of a degree or certificate program to better employment opportunities that will lead to self-sufficiency. The program also helps students prepare for the job market by providing linkages to the Career Center and Student Employment Offices.

Students Served:

Forty-nine (49) students were served during the 2004-2005 academic year. Students received personalized counseling, campus and community agency advocacy, assistance with child care costs, required textbooks and supplies, transportation assistance, priority registration, subsidized work-study, and personal development and parenting workshops, and training on new county CalWORKs rules and regulations.

Significant Accomplishments:

- Students earned 3 degrees (one with honors, one with high honors); 3 certificates; 11 scholarships; and 3 transfers. Two students were featured in the *California Community Colleges 2005 CalWORKs Portraits of Student Success* published in May.
- Offered two student advocacy/CalWORKs trainings facilitated by Lifetime (Low-Income Families' Empowerment through Education) and Western Center on Law and Poverty on the new CalWORKs regulations. Provided participants with a copy of '*Students and CalWORKs: A guide to Educational Opportunities in the CalWORKs Program.*'
- Expanded CalWORKs, CARE and Child Development Center workshop series to include personal development issues such as Time Management, Money Management, Debt Management, and the highly successful 'Issues' forum. Developed survey to gauge workshop effectiveness and elicit student feedback.
- Developed and implemented a CalWORKs student learning outcomes survey; 39% response rate.
- Organized a district CalWORKs and CARE staff meeting to grapple with issues concerning county responsibility in providing ancillary services (books, transportation, supplies etc.) to students.
- In collaboration with Student Employment Office, offered drop-in, one-on-one career counseling sessions every Wednesday (from March to May) in Bldg. 20.

Relationship of Unit Accomplishments with Student Services Planning Document:

Goal 1 - Programs and Services

- 1:1 Enhanced workshop offerings based on student feedback and work-place preparedness component
- 1:3 Instituted CalWORKs and parenting workshop surveys
- 1:7 Survey response rate 39%

Goal 2 – Enrollment Management

- 1:2 Increased parenting workshops and trainings offered

Goal 5 – Institutional Planning and Resources

- 1:1 Enhanced workshop offerings; student advocacy trainings
- 1:2 Implementation of student surveys

Annual Student Survey Summary and Future Implications for Service Delivery:

Of the students who responded to the student satisfaction survey 100% rate the CalWORKs program 'Very Good' to 'Excellent' in the areas of overall quality, overall satisfaction, ability to answer questions, and availability of hours (50% Excellent; 50% Very Good). Most useful services include: counseling, assistance with child care costs, textbooks and workshops. Students would like more job information and evening tutorial services. An additional suggestion, which the program is not legally able to offer, is help with gas costs. Survey findings demonstrate that the program is addressing the needs of some CalWORKs students. Greater response to the student survey may uncover other suggestions and opinions. Program staff will continue to develop and implement a variety of assessment tools to help increase feedback from program participants. The program will also seek to strengthen and enhance work-preparedness services.

Student Learning Outcomes Summary and Implications for Future Service Delivery:

Gaps exist in program delivery for some SLO target areas, in particular job strategies and workplace preparedness: 33.1% report being 'Greatly' and 'Never' assisted in this area (33.3% each); remaining responses range equally between 'Often,' 'Sometimes,' and 'Rarely' (11.1% each). This clearly indicates a need to develop closer and more easily recognizable collaborations with Student Employment and the Career Center staff. Conversely, the program does an excellent job in helping students to set personal and academic goals, develop and follow an educational plan, and seek additional support services (100%). Most students believe the parenting workshop series has enhanced their parenting skills; and that program staff has assisted in their knowledge of campus and community resources (77.8% each). Additionally, most students mention receiving advocacy help (77.7%), though the current instrument does not delineate in what ways *the student* felt better able to self-advocate. Revisions of the survey, combined with a focus group will help elicit specific feedback in regards to ways in which service delivery can be improved.

Strategies and Accomplishments that Foster a Diverse Climate:

CalWORKs is fortunate to serve an inherently diverse population representing various racial groups, genders, and nationalities. Workshop participation has facilitated student interaction with and support of one another. Students witness facilitators from different backgrounds working collaboratively with program staff. In this way, the program both models and reinforces respect for, and appreciation of, humanity regardless of the form in which it presents. Students share their life experiences with staff and one another, alternately serving as both the 'student' and 'teacher.' In this way, we are not only able to maintain an environment which embraces diversity, but empowers program participants to succeed.

Anticipated 2005-2006 Goals Based on 2004-2005 Program Review:

- Enhance Collaboration with Student Employment Office to Facilitate Job Preparedness Activities
- Modify *CalWORKs Student Services Survey* to Elicit Detailed SLO Responses
- Incorporate Focus Groups as SLO Assessment Tool
- Work with CalWORKs Counselor to Increase Student Satisfaction Survey Respondents
- Continue Collaboration within SMCCCD to encourage Human Services Agency to provide ancillary services for CalWORKs students
- Continue efforts to establish off-campus major related work-study placements
- Develop New CalWORKs Brochure
- Enhance Website

Identify Units Needs and Recommendations for 2005-2006:

- Continue collaboration with district CalWORKs and CARE staff regarding student ancillary service needs
- Close the gap between expected student learning outcomes and service delivery
- Seek creative ways to augment support staff to assist with tracking and student follow-up
- Review work-study component, establish guidelines for participation

Brief Description of Units Key Accomplishments:

This year the CalWORKs program celebrated three student graduates, one with high honors and one with honors; three students completing five certificates; and three transferring to local universities. Two students were featured in the California Community Colleges 2005 Portraits of Student Success publication and five were the recipient of eleven CSM scholarships. The program assists forty-nine students with a variety of financial, personal and academic counseling services.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2004-2005

Due: June 30, 2005

Date: May, 17, 2005

Student services unit: Career Services

Student services unit staff: Elaine Burns, Martin Bednarek

Program review prepared by: Elaine Burns

A. 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, and 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
- Study Skills for Success

B. Number of students served/types of services provided:

These numbers are considerably less than last year, probably due to the career counselor taking a professional development leave, which resulted in the Career Services operating less than full time. We were able to offer 25 counseling hours a week for a maximum of 400 hours each semester.

Actual counseling appointments

Career/Academic/Transfer counseling, 1 hour sessions, Fall 2004--**325**

Career/Academic/Transfer counseling, 1 hour sessions, Spring 2005--**225**

It should be noted that a one hour career counseling session is equal to three general counseling sessions of 20 min. each. The 20min/student formula would suggest 1,650 total contacts.

Fall workshops-- **48**

Spring workshops-- **48**

Students enrolled in CRER 133

CRER 133 Fall, 2004, 40 students in the day class

22 students in the evening class --**66**

CRER 133 Spring, 2005, 31 students in the day class

29 students in evening class--**60**

Meets Goal 1.4

C. Significant unit accomplishments in 2004-2005:

Over 550 students were provided direct career services in 2004-2005. 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 half-time career counselor, one 10 hour a week career counselor plus two first year graduate interns provided over 400 hours of intensive counseling. Services leading to outcomes such as students deciding on college majors for transfer, applying to graduate schools, 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 make up the varied outcomes. [Meets Goal 1.1](#)

D. Unit accomplishments in 2004-2005 in relationship to Student services document

New Career Courses

To respond to emerging needs this unit developed four new Career/Student Success courses designed to include Student Learning Outcomes and Assessment. They are CRER 124 Homework Strategies (.5) and CRER 125 Test Taking Strategies (.5). These two courses will be piloted for Fall 2005. Additionally, CRER133 was revised to a new format and new numbering, CRER 126/127, one half unit each. These courses were designed in part to meet our goal of providing a full spectrum of career services for the changing needs of our students.

[Meets Goal 1.4](#)

Learning Communities

We continued to expand services provided to Learning Communities by offering guest speakers, workshops on transfer/career information and study skills. Strong collaboration and team work between Student Services and Instruction faculty is an ongoing characteristic of the work being done in the Learning Communities. This counselor team taught an LCOM class with a Math instructor using **SLO and intentional learning strategies**. The outcomes were greater than expected. At this writing the number are not available. [Meets Goal 1.8](#)

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

Summary

We have designed a new paper survey for classroom use. The over all student's responses on all sections of the survey were Excellent to Very Good. We are still evaluating the individual responses. The electronic version is not up and running yet and the current electronic version should be deleted. We need to make sure the various surveys offered to students accurately name the unit being assessed. The current electronic survey titled Career Services is often confused with Student Employment; therefore the information gathered is invalid. [Meets Goal 1.3](#)

F. Summarize the findings of your unit's assessment of Student Learning Outcomes and identify the implications for the future delivery of your unit's services.

We used multiple methods to assess student learning outcomes: student surveys, counselor observations, rubrics, in class reflection papers, student journals, exit interviews, pre- post tests and student generated SLO and goal setting. Each activity or service may require a specific approach to determining outcomes and at present we are evaluating our method of generating data. One of the most useful sources of feedback is the student reflection paper. For the LCOM class, each student wrote a paper addressing the specific SLOs determined for that class. Both this counselor and the Math instructor gained significant insight into the students learning process through this exercise. We will refine our future SLOs and continue to require a written paper for Math+Study Skills class. [Meets Goal 1.8](#)

G. 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. [Meets Goal 1.2](#)

Career Services staff has continued to make 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. [Meets Goal 1.2](#)

We are continuing to offer Eureka software for student's use in multiple locations on campus; DSPS, EOPS/Multicultural Center, Library, various computer labs. As a follow up to installing the Eureka career and job search software we are continuing to offer trainings for staff. The Career Center hosted a training seminar for staff members during the summer 2004. This included staff from EOPS/ Multicultural Center, DSPS, Student Employment and Counseling. The Eureka training staff will provide specific methods on how to make computer research accessible for disabled students. The DSPS staff will further train on the topic of accessibility for the disabled. [Meets Goal 1.2](#)

H. Anticipated goals for 2005-2006 based on the findings of your 2004-2005 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 back burner but is still 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 good year and we are proud of all our accomplishments. With one half-time career counselor, one 10 hour a week counselor plus two first semester graduate interns we provided 550 hours of career counseling, 114 workshops, 10 one hour orientations to the Career Services Center. 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.

I. Identify your unit's needs and recommendations for 2005-2006.

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

J. Notable individual accomplishments (optional):

Learning Community

In addition to teaching a Student Success Class for five semesters, I have worked intensively with the learning community faculty to provide Student Services presences within the campus 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 the faculty. I have been asked to continue my work as a member of the LCOM Steering Committee and to serve as the designated counselor for Fall 2005.

K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2004-2005 Student Services Key Accomplishments" publication.

More than 1000 transfer, undecided, returning, new and continuing students used and benefited from the comprehensive services offered through the Career Services Center. The services include over 114 workshops; over 550 hours of individual counseling; career assessment; computerized career, transfer and job information for both day and evening students.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2004-2005

Due: June 30, 2005

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 23, 2005

Student services unit: Child Development Center

Student services unit staff:

Louise Piper, Coordinator

Karen Wiggins Dowler & Lori Pilster, Master Teachers

Yovanka Crossley & Maggie May Lam, Teachers

Candida Huerta & Jamie Hui, Associate Teachers

Carolina Arteaga, Mayra Ceja, Karen Lok, Student Assistants

Program review prepared by: Coordinator, Master Teachers, Teachers and Associate Teachers

A. 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 rich with opportunities for developmentally appropriate learning. In addition, the program includes a family support component comprised of 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.

B. Number of students served/types of services provided:

The Child Development Center enrolls approximately 48 children for full-time or part-time child care depending on their parents' schedule of classes, need for study-time and hours of employment.

C. List significant unit accomplishments in 2004-2005:

- Worked with project engineers from Swinerton Management & staff from SMCCD Facilities Planning & Operation to plan renovation of facility's interior.
- Community Care Licensing determined upon completion of an unannounced comprehensive licensing review in May 2005 that the Center was in 100% compliance w/ all Title 22 regulations.
- Collaborated w/ Middle College students on a Service Learning Project to construct sand area, water play table, art easel and animal petting area in children's upper playground.

Significant unit accomplishments in 2004-2005, con't:

- Developed Student Learning Outcomes in conjunction w/ center staff, explored assessment methods and began collecting preliminary direct and indirect evidence.
- Created staff development needs assessment in order to offer meaningful training and professional development opportunities for individual staff.
- Planned & implemented in-service training series on Desired Results, the Dept. of Ed.'s comprehensive program evaluation system, including training on conducting classroom evaluation using the Early Childhood Environment Rating Scale.
- Conducted training for Center and District staff on Child Care Food Program "Site Monitoring" in preparation for CCFP Administrative Review in 2005-06.
- Applied for funds from CA Dept. of Ed to address existing health and safety concerns – in June 2005, granted \$15,000 for the following: power washing and painting the building's exterior, constructing locked storage cabinets, purchasing new outdoor tables and chairs, replacing washer & dryer, dishwasher, stove and vent, etc., In addition, solicited donations from alumni parents and received \$1,000 for curriculum supplies.
- Planned and implemented series of "Dialogues" between families and staff on "Promoting Self-Discipline in Young Children" including discussions on: individual temperament; parenting styles; and using reflective language.
- Coordinated 3 social events for children, families and staff: Kick-off Ice Cream Social, October Harvest Dinner and Spring Barbeque as well as, 4 authentic cultural celebrations planned in partnership with families.
- Collaborated with EOPS, CalWorks and CARE to offer a seminar series for student-parents on managing finances, time and stress management as well as, on issues related to parenting.
- Collaborated with colleagues from a variety of student service programs to develop strategies for retaining high risk students and meeting their individual health and social service needs (Student Support Team), collaborated with CSM Psychological Services to provide an intern on-site as a resource for individual children and families in crisis.
- Collaborated with Canada College ECE Practicum instructors to provide internships for ECE students as well as, CSM's Nursing program to offer practicum experiences for nursing students studying pediatrics.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

1. Child Development Center Interior Renovation Project relates to Goal 6: Facilities - creating vibrant, innovative learning environments.
2. Developed 4 Student Learning Outcomes for student-parents, used survey data to identify action plan for program improvement - relates to Goal 5: Institutional Planning and Resources.
3. Collaborated with instruction to offer practicum experiences for ECE & Nursing students - relates to Goal 1: Programs and Services, exchange ideas/info between student services and instruction.

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

26 Desired Results Parent Surveys were returned.

Responses included: 100% answered yes to is your child happy and safe,
97% yes to have you received info on how children develop at different ages
100% yes to how your child is growing & developing
97% yes to have you received info on what you can do to help your child learn
88% yes to receiving info on parenting skills
92% yes to receiving info on handling discipline problems
91% yes to info on finding other services in the community
88% Very Satisfied w/ cultural activities, 12% Satisfied, 0 Not Satisfied
62% Very Satisfied w/ parent involvement, 38% Satisfied, 0 Not Satisfied
58% Very Satisfied w/ interaction w/ other parents, 38% Satisfied, 4% Not Satisfied
85% Very Satisfied w/ *daily activities, 15% Satisfied, 0 Not Satisfied

The Desired Results Parent Surveys, the Early Childhood Environmental Rating Scales, conducted in each classroom, and the Desired Results Developmental Profiles, completed twice per year on each child enrolled, reflect a need exists to promote increased competence in children's cognitive development, specifically in the area of *daily language and literacy activities. This goal will be accomplished by developing an in-service training series for staff on literacy including: developmental stages; classroom strategies that support early reading & writing; and language development for English learners. In addition, program evaluation revealed a need exists to document families' need for child care services in a more comprehensive manner. An "Employer Verification Form", specifying parents' hours of employment, will be developed and used to certify and recertify eligibility beginning July 2005.

F. Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

Student-parents have learned problem solving skills in regard to handling discipline as a result of participating in parenting seminars. They have also learned to advocate for themselves and their families as a result of receiving support and information on how to access campus/community resources. However, student-parents are not able to identify developmentally appropriate goals for their children's learning and in turn, reinforce their child's learning at home. Additional ways to disseminate information to students-parents on developmental stages and age appropriate expectations needs to be considered. More resource materials should be available for parents to take from the "Parent Corner" and additional books/videos need to be available in the "Family Lending Library".

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

In Fall 2004, staff distributed parent surveys to identify family traditions and cultural values in order to plan and offer authentic curriculum experiences and cultural events in the children's classrooms. Together, family members and teachers planned and implemented 5 celebrations: Moon Festival, Diwali Festival of Lights, Chinese/Vietnamese New Year, and Norooz – Persian New Year.

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

- a. Improve Facilities: complete interior renovation during Fall 05
- b. Develop staff and provide educational opportunities for families: plan and implement staff in-service training series and parent education seminars on early literacy development
- c. Enhance community outreach efforts: complete program brochure and web-site
- d. Demonstrate compliance w/ CA Dept. of Ed. Title 5 Regulations: develop strategy for determining parents' eligibility for services i.e. "need" for child care and prepare for Contract Monitoring Review and CCFP Administrative Review in 2005-06

I. Identify your unit's needs and recommendations for 2005-2006:

- Seek assistance from Public Information Office and Dean of Articulation and Research to complete web-site and develop brochure.
- Purchase new classroom literacy materials and shelving units for storage and display of materials.
- Purchase new books and videos on developmental stages for student-parents.

J. Identify notable individual accomplishments in 2004-2005 (optional):

In April 2005, Lori Pilster, Child Development Center Master Teacher, received the Early Childhood Professional Recognition Award from the San Mateo Assoc. for the Education of Young Children for her valuable contributions to the lives of young children and their families.

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2004-2005 Student Services Key Accomplishments" publication.

An interior renovation project, completed in Fall 2005, includes new floors and carpets throughout the building, new countertops and sinks in children's bathrooms and art areas, new storage cabinets, new appliances, interior and exterior paint, new computers, ADA accessible doorways and new furniture for the children's classrooms and for the staff room.

L. Additional comments:

**Student Services
Cooperative Work Experience Education Program
Annual Program Review – Academic Year 2004 - 2005**

June 15, 2005

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

- A. 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 campuses 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.
- B. Number of student served/types of services provided:**
- Total visitors to Coop and Student Employment Offices): approximately 2100
 - 248 students enrolled in Coop sections during fall 2004
 - 278 students enrolled in Coop sections during spring 2005
- C. Significant unit accomplishments in 2004-2005:**
- Made 41 classroom presentations about Cooperative Education and other career services to classes in: Business/Accounting, Graphic Arts, Career, Life Sciences, English/Reading, Welding, Political Science, Multi-Media, Sociology, Language, Drafting, AJ, Ethnic Studies, Psych, CIS, and Business Club.
 - Provide electronic notification to CSM staff to promote program and refer students.
 - Developed work behaviors and employer work expectations orientation training materials.
 - Developed and implemented mandatory orientation sessions to educate students about Coop program and appropriate work behaviors and employer expectations, and to finalize Coop instructor assignment. **Results:** reduced number of individual meetings with students, provide more consistent information and streamlined application process.
 - Revised Coop handbook.
 - Revised Coop forms and marketing folders. Organized Coop folders with marketing materials about Coop, SEO and CSM. Taught Coop Instructors how to market SEO and Coop services to employers. Purchased new A-frame signs with revisable signage to better market program around campus. **As result,** Coop Instructors have presented us with several job leads.
 - Developed and printed student-focused Employment Services brochure which promotes Coop and SEO to students.
 - Developed Coop on-line Student Satisfaction Survey.

- Developed SLOs, implemented measurements, and compiled data about Coop program.
- D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004- 2005 to current Student Services Planning Document:**
- Made recommendations to Enrollment Management Committee about implementation of College Fairs at local businesses as way to raise awareness about CSM and increase enrollment.
 - Developed learning outcome objectives with goals and action plans. (5,1)
 - Made 41 classroom presentations to inform and promote Coop and other career services.
 - Participate in EOPS and other campus activities and events. Provide program info to campus tour groups.
- E. Summarize the results of the Annual Student Survey for your unit and identify the implications for the future delivery of your unit's services:**
- Nineteen (19) students took the on-line satisfaction survey. Results: 85% of students rated the overall quality of the program as very good to excellent; 79% of students were satisfied with the Coop staff; 94% of students rated the Coop staff as excellent to very good in being able to answer questions; 63% of students rated the hours of operation as excellent to very good; 82% of students rated the orientation sessions as excellent; 77% of students rated the staff as excellent to very good in being able to expedite the registration process; and 89% rated the usefulness of the Job Success T/F Test as being good to excellent. Negative responses included: not wanting to pay for Coop when work is voluntary, the reflection paper is too much to do, and more evening hours.
 - As a result of these findings, depending upon the availability of staff and instructors' flexibility, we may try to keep the office open on one more evening. We already offer several evening orientation sessions to accommodate students.
- F. Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.**
- The three learning objectives include: students learn about workplace expectations, students clarify career goals as result of work experience, and new students learn that Coop can support their educational goals.
 - **Results of the first SLO**, are a bit spotty since they rely upon a show of hands during class presentations and the referral source listed on the Coop application about how Coop can support a student's educational goals. In the future, we will include a specific question on the Coop Evaluation, and we will continue to survey students by a show-of-hands during class presentations, but we will emphasize the value of Coop enrollment in validating work experiences. We will eliminate the use of the referral source since it doesn't relate to students' learning about Coop's support of educational goals.
 - **Results of the second SLO**, show that students learned about workplace expectations from a pre- and post-test given at the beginning and end of the semester as well as through two questions on the Coop Evaluation. Both measurements indicated that students overwhelmingly learned about workplace behaviors. A survey of students also indicated that students felt they had learned about workplace expectations from their

Coop work experience. We will continue to use both of these methods, but will revise one of the questions on the Coop Evaluation to secure more precise results.

- **Results of the third SLO** show that excerpts from reflection papers and questions on the Coop Evaluation indicate that students felt that their Coop experience had positively influenced their career decisions and goals. No negative insights were reflected. We will continue to collect these excerpts, but to save time we will ask Coop instructors to collect the excerpts, and we will include a more specific question on the evaluation form to survey students about how Coop has impacted their career goals.

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

- We have a diversity of staff who work for our program including individuals from various ethnic groups and representative of different disabilities. Some staff speak Chinese and can translate when needed.

H. Anticipated goals for 2005 – 2006 based on findings of your 2004-2005 Program Review:

- Better train Coop Instructors on Coop forms that students need to complete and the forms that are required in each student's folder at end of semester.
- Develop Coop website and integrate it with SEO website. Provide information on frequently asked questions and Coop registration process. Put Coop handbook on-line.
- Develop brochure to market services to employers, businesses, agencies.
- Provide more outreach to Coop businesses and employers to inform them of other employment services.
- Outreach to local universities (Notre Dame, UCB, SFSU, etc.) to encourage their students to register for CSM Coop to receive credit for internships.

I. Identify your unit's needs and recommendations for 2005-2006:

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

J. Notable individual accomplishments:

Krystal – Handled the bulk of administrative and budgetary responsibilities for Coop. She worked closely with Coop instructors assisting them with semester due dates, the reporting of grades and collection of student paperwork.

Eileen – continued to make improvements to program by implementing Coop orientation sessions. Taught instructors how to streamline their communication with students and employers through email distribution groups and use of spreadsheets to easily identify missing forms, appointments, etc.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Date: June 30, 2005

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

Student services unit staff:

Gary Booker, Office Assistant II

Joyce Griswold, Office Assistant II

Michael Mitchell, Program Services Coordinator – Transfer Services

Yanely Pulido, Staff Assistant (Leave June 20)

Christopher Rico, Program Services Coordinator - Assessment (position upgrade Jan 2005)

Krystal Romero, Program Services Coordinator – COOP & Student Employment (Leave May 23)

Program review prepared by: Marsha Ramezane, Dean of Counseling, Advising, and Matriculation

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

The Office of Counseling, Advising, and Matriculation provides front line support and management for staff and services that include counseling, faculty advising, assessment (placement testing and career measures), matriculation activities, career services, transfer services, student employment, and Cooperative Work Experience Education.

Matriculation services are coordinated through this office and include collaboration with other programs which include, but are not limited to, Admissions and Records, Office of Research and Articulation, Financial Aid Services, DSPS, EOPS, and Student Activities. A high level of interaction and cooperation with instruction is also part of matriculation implementation and coordination.

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

Number of students served/types of services provided:

Counseling and Advising Services:

In June 2004 I reported service numbers that, even if not exactly accurate, were alarming. They identified a total of 5,519 counseling and advising appointments filled during the 2004-2005 terms and to total of 15, 782 appointments unfilled. This strengthened my resolve to continue to:

1. stress use of SARS to document student contacts
2. change past practice that limited appointments to only students who had assigned counselors (and enrolled in 12+ units)
3. change past practice of promoting and relying on "drop-in" services instead of appointments
4. stress to counselors the importance of serving any student who has an appointment and not just students who are assigned to them.

As I review SARS statistics I can see that for the 2005-2006 terms 13,304 students made appointments to meet with a counselor or advisor. We are moving in the right direction.

CRER curriculum offerings:

CRER course enrollment was adequate at 658 for the year. This number includes 31 sections of counseling CRER curriculum (this does not include Transition to College CRER sections).

List significant unit accomplishments in 2005-2006:

Improved centralized services

- Counselors, advisors, staff have become accustomed to a new service system that offers appointments to all students regardless of unit load or counselor assignment.
- Counselors are utilizing SARS and marking student attendance and creating notes in NOTEPAD.
- Most counselors and advisors support the new process of scheduling counseling appointments on the same day as service. This process is recognized as necessary given the number of unfilled appointments reported in 2003-2004.
- Drop-in services are minimized since we schedule same day counseling appointments.
- Counselors and advisors indicate they enjoy work in the Counseling Center that offers an abundance of resources, access to colleagues for consultation, and access to transfer and career services.
- All Counselors and advisors have a “home” in the Counseling Center that has been “fit” to their needs for computer and printer access and physical ergonomic comfort.

Matriculation Enrollment Activities and Process

- The matriculation process for new and returning students is clearly identified on the web, in the class schedule, and in the College Catalog. It is defined in the terms of “steps to complete” to register for classes.
- Beginning in the spring 2005 semester we have letters targeted to students who are NON-EXEMPT that explains the matriculation process. (Up until this time one generic letter was sent to all students, exempt and non-exempt, who submitted an application. Exempt students get a letter explaining their process as well.)
- This year we instituted the use of the Matriculation Ticket to assist students to identify the flow of the enrollment process.
- In December we launched an Assessment Center and began to provide year-round placement testing services. Students can choose from 3 options to meet the testing requirement: option 1 – computerized testing for English and Mathematics, option 2 – weekly small group paper/pencil testing for English, ESL, and Mathematics, and option 3 – large group testing on selected Saturdays. The current Assessment Center hours of operation are (Mon. and Tues. 8 am – 6 pm, Wed 8 am – 9 pm, Thurs. and Fri 8 am – 4:30 pm) provide greater accessibility.
- We are trying to work creatively with the orientation component of matriculation. In this regard, we have an online orientation in place, we have in person orientations in place, and we offer a range of CRER classes that we suggest as part of a new student orientation package. Counselors, advisors, and staff from the Office of Counseling, Advising, and Matriculation worked to create an Orientation Workbook that is a companion piece to all orientation venues.
- A Petition for Exemption from Matriculation Component is available for students who wish to request a waiver of a matriculation component. The petition is available in the Admissions and Records Office.

Intervention for Students Who Experience Academic Problems

- The new reinstatement process is in place and providing a more consistent response to students who find themselves in dismissal status. It requires students on dismissal status to meet with a counselor to discuss their academic standing and related issues, discuss course repetition, academic renewal, placement testing and academic readiness, educational goals, and college success strategies. Often a CRER course is required for reinstatement. Limits on reinstatement are consistent and focus on limiting units and course selections to build basic skills, retention, and persistence.
- On June 15 a letter went out to all students on Probation 2 status as an alert to their academic situation. The letter indicated that dismissal is the next level of action, suggested enrollment in a CRER class, and told them to meet with a counselor in the month of September to discuss how to remedy their academic standing.

Transcript Evaluation and Course Substitution Service

- Transcript evaluation service –
After some experimentation, a process that will provide new incoming students with an “upfront” evaluation of coursework completed at other colleges and universities is in place. To make use of this service, a student must be actively enrolled in classes at CSM, have official transcripts from college and universities sent to CSM Office of Admissions and Records, declare CSM as their “home” institution from which they will achieve an educational goal, and provide catalog and course descriptions as requested.

Modification of the Nursing Program Enrollment Process for Fall 2006

In the past, the Nursing Program application process put a lot of inappropriate pressure on counseling. After working with Jane McAteer, the process has been revamped and includes, among other things, a required Nursing Program Information Session. The process includes an expanded Nursing Program Prerequisite Course Articulation Grid which includes approved course equivalencies at all California community colleges, all UC campuses, all CSU campuses, and local private colleges/universities.

Training

It is essential that staff and faculty receive adequate training regarding forms, processes, and issues so that we develop a level of continuity when serving students. In this regard, a training component was included in every counselor/advisor meeting. Training information included: BANNER, SARS, WebXtender, CSU GE, IGETC, transcript evaluation, course substitution, working with students on probation and dismissal status, course repetition policy, academic renewal policy, transfer issues, forms and processes, nursing program application process for 2006, preparing for PEP students, matriculation, admissions and records processes and deadlines, etc. We have staff meetings for classified staff once a month and covered the same training materials. In May, we offered a Matriculation Workshop for all “front line” staff. We reviewed information related to matriculation regulations and required activities. Participants received a Matriculation Quick Guide as an office resource. Representatives from Admissions and Records, EOPS, DSPS, International Students, Math and Science Division, Technology Division, Financial Aid, Language Arts, Physical Education, Career, Transfer, COOP, Student Employment participated in the 2 hour activity.

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

1. In 2003-2004 we worked to update and expand our CRER course offerings. Five new short courses were added. In 2004-2005 an additional 4 short courses were added to strengthen the range of curriculum and provide greater accessibility via a short-course format. In 2004-2005, under Matriculation Enrollment Activities and Process, I refer to providing a more comprehensive and accessible orientation component to our matriculation activities. The CRER courses are related to the success of our orientation program.
2. In 2003-2004 I implemented a process for providing students, who had coursework from other colleges and universities, with a CSU GE or IGETC certification (if requested) utilizing the pass-along rules approved by CSU and UC systems. In 2004-2005 I worked to expand this service to create the Transcript Evaluation and Course Substitution Service referred to above.
3. In 2003-2004 I referred to updating forms and processes. The accomplishments I listed for 2004-2005 are part of streamlining matriculation processes and procedures to provide a level of consistency and convenience for students and student services staff.

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

I have been remiss in not reviewing the student survey for the Counseling Center. It refers to the Drop-in Counseling service which is not what we are offering in the Counseling Center. We are focusing on student appointments (same day or future).

The 44 surveys collected for 2004-2005 appear to give an incongruent message. For questions one through five, 73% - 90% responded within the fair-good-very good-excellent ratings. Then, at question six, 55% indicated they would recommend the Drop-in Counseling Center to a friend and 45% said they would not. This is reason for concern. Several comments indicated they felt rushed. I think we need to implement a consistent introduction where counselors explain, at the beginning of the session, that they have 30 minutes and can schedule a follow-up if additional time is needed.

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

We work to hire a group of student assistants that represent diverse ethnic backgrounds and language groups. In the last year we have improved service accessibility to evening students. We offer several orientation options to meet student needs and interests. We offer an in-person "newcomer orientation" for incoming ESL students. We also offer a short orientation course targeted to this same group. For our Priority Enrollment Program for High School Seniors we offered special sections for disabled students and for ESL students. In counseling meetings and staff meetings I have reviewed AB 540 information and encouraged faculty and staff to carefully interview students to determine if they are eligible for AB 540 distinction.

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

- Develop early intervention strategies to work with students prior to being placed in dismissal status.
- Continue to work to improve counseling service efficiency and accountability utilizing SARS appointment and notepad features.
- Utilize SARS to evaluate the appropriate workloads of faculty advisors.
- Expand pool of adjunct counseling faculty to include persons with bilingual skills and multicultural competencies.
- Work with the Financial Aid Office to include matriculation process as part of the financial aid process. This will ensure that FA students, upon enrollment, utilize counseling services to successfully plan educational path and requirements.
- Provide ongoing training opportunities for faculty and staff.
- Improve online orientation component.
- Improve use of technology to track services.

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

Our unit continues to have a heavy workload. In this regard, I will be reviewing and evaluating program support needs related to our current staffing.

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

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.

13,304 students made appointments to meet with a counselor or advisor in 2004-2005, up from 5,519 recorded for 2003-2004.

Additional comments:

On a personal note, I find our unit to be the most enjoyable in my history of working in counseling. Staff and faculty work collaboratively to serve students and focus on professional needs and concerns.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2004-2005

Due: June 30, 2005

Date: June 29, 2005

Student services unit: CSM Connects

Student services unit staff: Beverley Madden, Program Services Coordinator

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 consists of four interrelated components: Service-Learning, Student Leaders in the Community (SLIC), Community Service and Service Events.

Number of students served/types of services provided:

- > 106 students met with CSM Connects staff for community service placement
- > 769 students participated in service-learning classes supported by 12 faculty
- > 30 students volunteered to assist with 2005 Get Linked (career and volunteer fair)
- > 320 students attended 2005 Get Linked
- > 11 students participated in the planning and implementation of the 2005 Youth Service Conference
- > 77 students attended the 2005 Youth Service Conference
- > 9 student recipients of the 2005 Student Leader in the Community Grant

This was the first year that CSM Connects was able to provide one on one *community service placement*. Placement services were provided for both service-learning students and students interested in general community volunteering (on their own not connected to a class). Students were provided with *event planning, leadership and civic engagement skills training* through their participation in the 2005 Youth Service Conference. *Educational and resource service information, specific to non-profit agencies was provided to students through 2005 Get Linked, classroom presentations, in office support and the CSM Connects web site.* Students were provided *direct service internship opportunities* through the 2005 Student Leader in the Community grant (SLIC). Service recognition was provided to Students with the first *CSM Connects scholarship awards*; recipients for 2005 were Raymond Kei and Sandra Rivera.

List significant unit accomplishments in 2004-2005:

- initiated the CSM Connects **monthly newsletter**
- developed the **CSM Connects marketing campaign** in conjunction with the CSM Public Relations and Marketing department(via Poster and upcoming new program brochure)
- listing of **service-learning classes in the 2005 Fall schedule of classes** and marketing/promotion of CSM Connects program via the **2005 Fall schedule ad (back cover)**
- **37** non-profit agencies participated in 2005 Get Linked
- CSM Connects advisory board members increased to **9** (5 in 03-04)
- **12** faculty integrated service-learning into the curriculum
- **20** faculty attended the 1st service-learning 101 faculty workshop
- sponsored **3rd annual Youth Service Conference** – “Making Changes...Building Community” in collaboration with a *California Campus grant* sponsored by Notre Dame de Namur University to support **Civic Engagement training**; surveyed students to determine Civic Engagement skills level for facilitation of Civic Engagement training/event (**55** students)

Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

Goal #1.3: Collect and analyze information from student satisfaction surveys and program reviews to improve programs and services to students. *Feedback from the 2005 Youth Conference, Get Linked and service-learning surveys validated and supported students' commitment and interest in service. 11 students participated (as volunteers) in the planning of "Making Changes..Building Community". Students continued this dedication to service, learning and community with over 30 students volunteering for the 2005 Get Linked event. Further evidence of students' commitment to community service is validated via the service-learning volunteer experiences feedback (sample quotes previously provided).*

Goal #1.9: Continue to strengthen transfer image in community through outreach efforts and transfer data. *CSM Connects student transfer information has been publicized via the CSM Internal, San Matean, and San Mateo Times (i.e. Raymond Kei-UC Berkeley; Latika Hinduja – UC Davis; Stephanie Cheng-UC Berkeley etc.) Participating in Thrive (SM County of Non-profits) provides another means to showcase CSM students transfer to excellent schools thereby supporting and strengthening the transfer image of CSM.*

Goal #1.10: Evaluate and implement use of online services to better serve the changing needs of students. *Two volunteer organization browsers were added to the CSM Connects web site in 04-05 providing enhanced resources for students in searching for volunteer opportunities (Hands on Bay Area and VolunteerMatch.org).*

Goal #2.2: Improve methods of recruitment through proactive outreach by the entire campus community. *The 2005 Youth Service Conference (includes high school students)and community service, service-learning outreach to CSM Middle College supports this SS goal.*

Goal #3.1: Encourage staff to support, by promoting, attending and participating in them, College diversity activities and events. *CSM Connects service events promote diversity and inclusiveness by the very nature of their service focus.*

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 forums. *Student contributions to Get Linked and 2005 YSC were celebrated on campus and local newspapers. CSM Connects was a featured program in Fall 04 San Matean; Esmeralda Cabrera, previous SLIC student was hired as Education Coordinator for ProjectBluePrint environmental project and featured in CSM Internal. Raymond Kei, CSM Connects Scholarship recipient, was featured in San Mateo Times and CSM Internal; Raymond was recipient of Virginia Coffey Award- statewide AGS scholarship. Sandra Rivera received CSM Connects Scholarship and was spotlighted in CSM Currents (Spring 05) as well as the Assistive Technology Center April 2005 newsletter.*

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 customer service results were positive with **92%** of the students surveyed identifying that the overall quality of the volunteer services provided, explanation of the community service/volunteer opportunity process and staff as excellent or good. The majority of the students felt very satisfied with their service-learning volunteer experience (see SLO summary for student quotes).

Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

The assessment of the SLO for my unit confirmed that both students and faculty are dedicated to service and interested in supporting Civic Engagement education, Community Outreach and Service-learning. Implications for future delivery of my unit's services are to continue promoting Civic Engagement and Community Outreach opportunities for the CSM community (students and faculty). Build on the growth of service-learning to develop more service opportunities/community relationships for students and

faculty. Provide an annual Faculty Service-learning 101 workshop. Facilitate more classroom presentations specific to educating the CSM Community on the program services provided and events sponsored.

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

CSM Connects recognizes and values diversity as an important component of the program. Service-learning by its very nature reaches out to diverse student populations that may not respond to traditional pedagogies. This is exemplified each year in the diversity of the candidates for the Student Leaders in Community grants; with nine individuals from diverse cultures and backgrounds volunteering in a broad spectrum of fields in the community. (For example: Fulfillment of a Spanish-speaking student for Community Education Center, Community Outreach for mentally disabled individuals at Parca, International Community Service for ICADS, Student Counselor for Spina Bifida Camp at Shriner's Hospital, Educate and Outreach project with Rape Trauma Services, Fundraising and Outreach for American Heart Association, etc.)

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

- > Develop an on-going Service for Leadership component for students (modeled after SLIC)
- > On-going development of a comprehensive database containing details for students and faculty who have participated in Service-learning/Volunteering with CSM Connects. Work with J. Sewart, Dean of Articulation/Research to develop criteria. Include criteria such as, what divisions, contact info, projects etc.
- > Work with Dean of A&R to determine criteria for implementation of community service credits posted on the college transcript
- > Develop means for on-going support/funding of the CSM Connects Scholarship
- > Research grant opportunities for program components (specifically Service for Leadership and service-learning projects)
- > Develop credit earning classes specific to Volunteerism, Community Service and Service-learning
- > Research opportunity to support a service-learning internship as part of supporting CSM Connects program (office hours qualify for service-learning internship)
- > Work with Curriculum office, faculty and ITS to identify an automated means to derive service-learning class designation (automated means to provide class listing in schedule of classes).
- > Work with planning committee and faculty to determine systematic approach to identify service-learning student count

Identify your unit's needs and recommendations for 2005-2006:

- > More staff hour's thereby providing additional opportunity to meet with faculty, students and community organizations in support of program services. Additional hours would allow for more in class educational and informational presentations; this year has provided evidence that direct service (one-on-one meetings as well as group gatherings) facilitates increased growth and understanding.
- > Limited office space and storage is an obstacle at times. With no meeting space for either programs CSM Connect students (especially during event planning periods) often need to meet with staff to assist with registration, event prep and coordination and can be disruptive to the Scholarship staff. In reverse during heavy Scholarship times (multiple students lined outside the office) it can be difficult to meet with students and faculty for CSM Connects purposes. (A plus of the shared environment is that we often have common students and can easily provide enhanced services to the students all in one visit).

Identify notable individual accomplishments in 2004-2005 (optional):

- > Conducted off-campus Service-learning workshop on Reflection Tools for high school students at Pioneer High School (San Jose)
- > Chair for San Mateo Community College District funded “Student Civic-participation Project”; developing service-learning Political Science curriculum for all 3 campuses
- > Attended National Service-learning conference (Spring semester)

Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2004-2005 Student Services Key Accomplishments” publication.

CSM Connects developed a ‘marketing campaign’ to clearly define the 4 components of CSM Connects: Community Service, Service-Learning, Student Leaders in the Community (SLIC), and Service Events. With the marketing campaign as a platform the program increased service-learning faculty, facilitated a successful service-learning faculty workshop, provided first ever listing of service-learning classes in the Fall schedule of classes, developed an enhanced program brochure, initiated first CSM Connects scholarship and provided program services to over 1000 students.

Additional comments:

I feel that tremendous progress was made this year in educating the CSM community on the CSM Connects program. I feel our efforts have been awarded and validated. With this progress in hand I am excited to move forward in our joint effort to build an exemplary model Volunteer Community Service Program for College of San Mateo.

DSPS STUDENT SERVICES PROGRAM REVIEW

Academic Year 2004-2005

Due: June 30, 2005

Date: June 29, 2005

Unit Staff: Aileen Conmigo; Carolyn Fiori; Joan Hare; John Hogan; Janet Hogan; Shana Kudo; Marie Paparelli; Sue Roseberry; Laura Skaff; Mikel Schmidt; Tim Stringari; Barbara Nuckols and Walter McVeigh of CAMINAR; Danita Scott-Taylor, Director, Student Support

Prepared By: DSPS Staff

Program Summary:

Disabled Students Programs and Services (DSPS) assists students with verified disabilities in achieving academic, vocational and personal success through specialized academic and personal support services offered in its various units: Adapted Physical Education (APE); Assistive Technology Center (ATC), Disability Resource Center (DRC), Learning Disabilities and Assessment Center (LDAC) and the Transition to College Program (TTC), which provides supportive education to individuals with psychological disabilities. These units work cohesively to help students with disabilities mainstream into general college classes and campus life.

Students Served:

<i>Unit</i>	<i>Services Provided</i>
APE	Registration assistance, orientation, parking, fitness assessment, adapted physical education classes.
ATC	Voice recognition training for internet/computer access; screen reader; magnification; MS Word accessibility options; scan/read software; hardware/software installed in Business Computer Lab Career Services, Reading Center and Library; electronic text; Braille formatting of Class Schedule and Catalog; electronic exam accommodations, Kurzweil Loan program. Daisy Player program. Serve as campus resource on web site accessibility and alternate formats of campus publication.
DRC	Intake and referral to DSPS; disability verification; academic counseling; disability management; furniture, parking and test accommodations; assistance with note-taking; CCTV and computer access, student advocacy, instructor support.
LDAC	LD assessment, auxiliary aids, study strategies, extended exams, distraction reduced environment, tutoring, computer access, DSKL classes, orientation, student advocacy and instructor support.
TTC	Educational accommodations, specialized instruction, tutoring, educational coaching, academic counseling, disability management, support groups, advocacy and CAMINAR case management
Total Served: 680	

Significant Accomplishments:

- APE staff presented at Stonestown Stoke and Ataxia Support Groups
- ATC increased number of students served by 24%
- DSPS hosted two 'Making Connections' outreach events for high school and community agency staff
- LDAC staff developed two 'quick guide' LD brochures for high school students and college faculty
- TTC held orientations for new students at the beginning of the Fall and Spring semesters
- APE staff participated on a discussion board dealing with acquired brain injuries for the Family Survivor Project in San Francisco
- ATC published its first *ACCESS* newsletter
- Developed and distributed a *DSPS Student Survey* to access SLOs
- LDAC provided a total of 1,074 accommodations
- TTC modified CRER 140/142 curriculum to include employment readiness
- DSPS staff participated in numerous campus and community outreach events

Relationship of Unit Accomplishments with Student Services Planning Document:

Goal 1 – Programs and Services:

- 1:1/ 1:3/ 1:7 Developed and administered DSPS Student Survey
- 1:2 Participated in campus and community outreach activities; ‘Making Connections’ events
- 1:4 TTC modified CRER 140/142 curriculum to include employment readiness
- 1:8 LDAC and ATC developed quick guides for instructors and students

Goal 2 – Enrollment Management

- 2:2 APE Staff presented at Stonestown Stoke and Ataxia Support Groups; hosted ‘Making Connections’ events; participated in Family Survivor (acquired brain injury) discussion board
- 2:3 Published ACCESS newsletter; increased ATC students served; LDAC provided 1,074 accommodations; and TTC hosted new student orientations

Goal 3 – Diversity

- 3:1 Staff participated in a numerous outreach and recruitment events targeting disabled community

Goal 5 – Institutional Planning and Resource

- 5:1 Developed and administered DSPS Student Survey

Annual Student Survey Summary and Future Implications for Service Delivery:

Those who responded to the survey rated DSPS services as excellent (100%). Students were satisfied with the staff overall (excellent, 89%; very good 11%), and 100% indicated staff were able to answer all of their questions. Most (88%) believe office hours to be excellent to good. The remaining 11% feel hours are fair. Students generally learn about DSPS services through the Schedule (27%); from a counselor and/or faculty member (18%), or from previous high school or college experience (18%). A large number (27%) indicated they learned of services from another source. Typically, students utilize services for pre-registration (16%), test taking, counseling and testing space (14% each), followed by parking (8%), mobility, note takers, assistive technology, internet and computer access (5% each); study skills/homework, LD assessment and classes are 3% each. Students would like more evening and Saturday hours, particularly citing access to assistive technology, and designated DSPS parking in lot 2. Staff will seek to increase the survey response to gain a broader perspective of student needs and opinions; and will look to provide greater evening access for students.

Student Learning Outcomes Summary and Implications for Future Service Delivery:

DSDS Student Support Survey responses were limited, however based upon the responses there is a significant gap between current SLOs and delivery of information to the students. Most respondents could not state what the ADA, Title V and Section 504 have in common—a suspected outcome. Many could not identify the units that comprise DSPS, and a good number were sketchy on what to do to seek accommodations as well as their rights and responsibilities under Title V and Section 504. Hopefully, these issues will be address with the revised Student Handbook and updated web site. In the upcoming year, the program will seek to include more information in the intake and counseling appointments, and increase the number of survey respondents. Part of that solution may be to revise the survey (many students found it overwhelming) and identify and implement additional assessment tools.

Strategies and Accomplishments that Foster a Diverse Climate:

DSPS serves a very diverse student population. Unit staff is sensitive to the idiosyncrasies of varying populations and how issues of race, class, culture, age, ability and sexual orientation impacts students’ lives and learning experiences. Students are made to feel welcomed, accepted, and appreciated by the staff that serves them. In turn, students extend that basic human courtesy to one another. In this way, program staff and students operate in an environment which nurtures respect, personal empowerment and academic success.

Anticipated 2005-2006 Goals Based on 2004-2005 Program Review:

- Revise DSPS Student Survey and increase survey respondents
- Identify and implement additional SLO assessment tools such as focus groups
- Increase the number of students served
- Increase campus/community outreach activities
- Develop and offer student workshops through DRC
- Continue to collaborate with county agencies re: supporting young adult TTC students
- Seek approval to hire twelve month OAI

Identify Units Needs and Recommendations for 2005-2006:

- Development of DRC services is critical to the overall cohesiveness of DSPS. A full-time counselor is needed to provide student follow-up, student intervention and advocacy, and disability management.
- The LDAC is overwhelmed with the number of students seeking assessment. The addition of a permanent part-time LD specialist will greatly enhance this program and enable more students to be served, thereby increasing funding.
- Currently the Disability Resource Center provides year round service, but has a ten month office assistant position. This makes the continuity of services difficult, particularly since the counselor is not contracted to work during summer months. A twelve month OAI would help stabilize services, and provide much needed support in the tracking of DSPS students.
- DSPS will seek to increase outreach activities, including in-service training for staff and student workshops

Notable Individual Accomplishments

- John Hogan and Mikel Schmidt developed a program on fitness and aging for the CSM Classified Retreat
- Carolyn Fiori received a Trustee's Grant for a Kurzweil 3000 Loan Program
- Sue Roseberry received a Trustee's Grant for the DAISY Player Program
- Laura Skaff served on the CSM Furniture, Enrollment Management and Student Development committees
- Marie Paparelli and Carolyn Fiori presented a workshop on Inspiration Software (a graphic writing program) for the English Writing Center

Brief Description of Units Key Accomplishments:

Disabled Students Programs and Services provide specialized classes, academic accommodations and personal support to 680 students. Several special projects were completed including hosting two 'Making Connections' workshops for high school resource room staff and community agencies, updating the DSPS website, Faculty and Student Handbooks, the ACCESS newsletter, and LD and Assistive Technology Centers quick reference guides. The program is also pleased to have been the recipient of two Trustees' Grants to implement the Kurzweil Loan and Daisy Player programs.

EOPS/CARE STUDENT SERVICES PROGRAM REVIEW

Academic Year 2004-2005

Due: June 30, 2005

Date: June 28, 2005

Unit Staff: Sylvia Aguirre-Alberto; Arnett Caviel; Randy Claros; Lorena del Mundo; Silvia Hung; Nick Javier; Adrian Orozco; Aisha Upshaw; Ruth Turner, Coordinator/Counselor; and Danita Scott-Taylor, Director

Prepared By: EOPS/CARE Staff

Program Summary:

Extended Opportunity Programs and Services (EOPS) provides a variety of support services to eligible low-income, educationally under-prepared students as they work towards completion of a certificate, degree or transfer program. Students must qualify for the Board of Governor's Waiver A or B, and must meet one of the educational criteria. Cooperative Agencies Resources for Education (CARE) serves EOPS students who receive TANF (Temporary Assistance for Needy Families). CARE offers single parents additional academic and personal support.

Students Served:

EOPS: 536 / CARE: 22

EOPS/CARE offers eligible students assistance with counseling, priority registration, book service, a bus pass discount or parking permit, grants, computer access, help with the transfer application process and transfer fee waivers, tutoring, specialized workshops and events, and university tours. CARE students must have children under the age of 14 and receive all EOPS services plus assistance with child care costs, parenting workshops, supplies and a campus meal card.

Significant Accomplishments:

- Conducted focus group to assess SLOs
- Developed and administered CRER 121 pre-post test
- Hosted 5th Annual EOPS Preview Day
- Completed the 6th Summer College Readiness Program
- Expanded CARE parenting workshop offerings
- Enhanced website to include EOPS Monthly Progress Reports
- Reached 1,744 individuals through outreach and recruitment efforts
- Students earned 19 certificates, 30 degrees and 35 transferred; 74 appeared on the 'Dean's List;' and 44 were scholarship recipients

Relationship of Unit Accomplishments with Student Services Planning Document:

Goal 1 – Programs and Services:

1:1 & 1:3 Conducted student focus group

1:7 Developed EOPS CRER 121 pre-post test

1:9 EOPS Preview Day & Summer College Readiness Program (SCRP)

1:10 Enhanced website to include Monthly Progress Reports

Goal 2 – Enrollment Management

2:2 & 2:3 EOPS Preview Day & Summer College Readiness Program

2:4 Expanded parenting workshops

Goal 3 – Diversity

3:2 Reached 1,744 individuals through outreach and recruitment efforts

Goal 5 – Institutional Planning and Resource

5:1 Conducted focus group

Annual Student Survey Summary and Future Implications for Service Delivery:

The majority of those that responded (97) are pleased with the overall quality of services rating EOPS 'Good' to 'Excellent' (97%). Similarly, program staff satisfaction was highly rated, 94% 'Excellent' to 'Good.' Overwhelmingly, students credit EOPS either 'significantly' (69%) or 'moderately' (23%) in helping them to remain in college. Eight percent (8%) however report that services had 'Very Little' to 'No' impact on persistence. Book service, transportation, counseling and tutorial services remain among those cited as most useful. Expanded tutoring hours and subjects, employment and career assistance as well as food service were listed among a number of offerings participants wish the program could provide. While EOPS has increased its tutorial hours over the past year, we will continue to strengthen this component, as well as seek collaborative opportunities with Student Employment and the Career Center.

Student Learning Outcomes Summary and Implications for Future Service Delivery:

The CRER 121 course requirement is a critical venue for teaching campus policies and procedures; the difference between the catalog and schedule of classes, and a working knowledge of certificate, associate degree and transfer requirements. Participants praised EOPS counselors who instruct these courses and cited it as instrumental in their development. Most believed the course should be mandatory for incoming freshmen. The relationship between counselors, support staff and students is significantly valued by EOPS participants, and proves to be invaluable when assuaging student fears and anxiety regarding college. Students believe staff will support them through academic and personal barriers that may otherwise derail completion of their academic goals. The tutorial component emerged as an area in which services could be improved.

Strategies and Accomplishments that Foster a Diverse Climate:

EOPS/CARE exists to provide access to low-income, educationally under-prepared students—a mission which crosses lines of color, gender, language and ability. Because EOPS enjoys a widely diverse population, students and staff have the unique opportunity of working and studying in an environment which reflects the larger society. Students celebrate birthdays, participate in the EOPS Club, take university tours and are encouraged to attend campus diversity activities—together. The program has been successful in creating a human family, with EOPS as the common gene, which binds its students irrespective of their differences.

Anticipated 2005-2006 Goals Based on 2004-2005 Program Review:

- Increase number of students served
- Increase number of students earning certificates, associate degrees and transferring
- Enhance tutorial services
- Seek collaborative opportunities with Student Employment and Career Center
- Develop an EOPS Student Handbook
- Identify and implement strategies to increase middle and high school relations

Identify Units Needs and Recommendations for 2005-2006:

- Continue to identify and implement SLO assessment tools
- Utilize hourly staff to support student tracking and follow-up endeavors
- Revisit mentoring and/or peer advising component

Brief Description of Units Key Accomplishments:

EOPS/CARE served 536 students; staff reached nearly 1,744 individuals through outreach and recruitment activities, and hosted the fifth EOPS Preview Day and sixth Summer College Readiness Program (SCRIP). EOPS students continue to achieve earning 30 degrees, 19 certificates, 35 transfers, 74 were named to the *Dean's List* and 44 received scholarships.

2004-2005 Student Services Program Review

June 23, 2005

Student Services Unit: Financial Aid Department

Student Services Unit Staff: Claudia I. Menjivar, Director, Doreen Garcia, Thanh Pitetta, Jamal Collins, Financial Aid Technicians, Aileen Conningo, Office Assistant II.

Program review prepared by: Claudia I. Menjivar, Jamal Collins, Aileen Conmigo Doreen Garcia, and Thanh Pitetta,.

Summary description of your unit's program and services:

The Financial Aid Office (FAO) primary purpose is to provide eligible students financial assistance so that they may continue their education at College of San Mateo. The FAO is provided federal and state funds. The FAO provides financial assistance to students in the form of grants, loans and work study. Furthermore, the Financial Aid Office provides outreach/in reach activities to help promote the financial aid services at CSM. In addition, in order to maintain compliance, the Financial Aid Director compiles and submits a variety of reports to federal and state agencies.

Number of students served/types of services provided:

In the 2004-2005 academic year, the FAO provided financial aid assistance to 4,479 students. This figure represents an increase of 613 students or 15.5% from the previous year. It is important to recognize that these figures represent only those students who were deemed eligible for financial aid and does not include those students who did not complete the application process or whom were determined to be ineligible.

Program	Number of Students	Amount Awarded
PELL GRANT	769	\$1,811,666
SEOG	471	\$191,587
CALGRANT B&C	157	\$184,346
BOGG	3902	\$1,584,576
CHAFFE GRANT	2	\$5,000
FWS & CALWORKS	77	\$154,668.07
EMERGENCY LOANS	123	\$20,662.79
STAFFORD LOANS	33	\$39,957
UNDUPLICATED TOTAL	4052	3,992,462.86

Services provided by the Financial Aid Office:

1. Bilingual and Trilingual services:
 - Claudia Menjivar (Spanish/English)
 - Thanh Pitetta (English/Vietnamese)
 - Aileen Conmigo (English/Tagalog)
 - John Vehikite (English/ Spanish/Tongan)
 - Aleshni Singh (English/ Spanish/Hindi)
2. Provide general financial aid information to students and parents
3. Counsel and advise students on financial aid policies and procedures
4. Financial aid applicants are evaluated for all forms of federal and state aid
5. Instruct students on how to apply online for financial aid including the FAFSA and BOGG

6. Provide academic counseling to students who are on probation or under disqualification status
7. Financial Aid Office is open during the first two Saturday's of each semester
8. Extended hours of operation Monday-Thursday

Significant accomplishments in 2004-2005

1. Employed 11 minority students under Federal Work Study and Cal Works.
2. Maintained a culturally diverse staff that is both bilingual and bicultural.
3. Increased outreach to 12 local high schools and conducted meetings with counselors. Schools visited included Half Moon Bay, South San Francisco, and Peninsula High School.
4. Participated in the Terra Mova "Career Day" which attracted 300 college seniors.
5. In-Reach services provided at the Financial Aid satellite station located in Building 5 and 14.
6. Coordinated and implemented "Cash for College Day," a community outreach event held at CSM and attended by 95 potential students and their parents
7. Sponsored "Financial Aid Awareness Day," an in-reach event promoting financial Aid.
8. Employed five part-time academic counselors one of whom is bilingual (Spanish/English) to advise students who were on academic probation, to develop student educational plans, and monitor their academic progress.
9. Contributed \$1000 to the Counseling Division to support SARS.
10. Administered the \$289,936 BFAP budget which supported hiring temporary staff for Financial Aid, Admissions & Records, Counseling, and the CSM Online Center.
11. Redesigned and updated the Financial Aid website.

Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

- Financial aid has been actively involved in supporting diversity issues on campus by employing staff and student workers who are ethnically diverse and encourage them to participate in diversity activities and events on campus. Goal 3.1 & 4.7
- In-reach activities included conducting presentations to various classes and assigning work study students to academic departments. Goal 1.8
- Have utilized the student satisfaction surveys to determine how to improve Financial Aid services. Goal 1.3
- Encourage students to apply for financial aid online as it expedites processing Goal 1.11
- Expanded in- and outreach events to inform students about financial aid. Goal 2.2

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

The results of the annual survey indicate that students are very satisfied with our services. Regarding Financial Aid Services, 83% of the respondents reported that they considered the overall quality of our services to be excellent, very good or good. Here are the results: Excellent (44%), Very Good (24 %), and Good (15 %). This reflects an

increase of three percent from the previous year. In addition, 85% indicated overall satisfaction with FAO staff as excellent, very good or good. Here are the results: Excellent (44 %), Very Good (26 %) and Good (15 %). These figures indicate an increase of 7% from the previous year. The respondents indicated that the FA staff has the ability to answer all of their questions and concerns. Here are the results: Excellent (44%), Very Good (29 %), and Good (9%). In addition to these results, 29 % of the respondents stated that the FAO office hours are Excellent (29 %), Very Good (21 %), and Good (35 %). Respondents indicated that our explanations of the application processes as excellent (38 %), very good (24%), and good (24 %). These results reflect an increase of 8 % from the previous year. Also, 84% of the respondents noted that the explanations of the disbursement amounts and procedures are Excellent (39 %), Very Good (18 %), and Good (27 %). A very important finding from the student satisfaction survey is that 68% of the respondents mentioned that without financial aid assistance they would not have been able to attend CSM.

This survey results clearly demonstrates that our students are very satisfied with the CSM Financial Aid Department. Though appreciate the recognition provided by the survey results, we in the Financial Aid Office know we can do even better. Thus, we will strive further to enhance the services we provide to students by reviewing our existing procedures and streamlining them as much as possible.

Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

Financial Aid efforts to promote the awareness of financial aid were successful as there was a 14.2% increase in the number of awards over the previous year. In addition, there was a 62% increase in the number of BOGG awards over the prior year. Also, student satisfaction results highlighted that 82% of student respondents were very satisfied with the services provided by Financial Aid. Further, there was 100% satisfaction for students, parents and high school counselors who attended the Cash for College event held in the spring.

While very pleased with the positive feedback, we in Financial Aid know we can do better. Thus, we plan to assess our current operations to determine how we can streamline and enhance the services we provide to students. Our goal is to provide students the best services that we can. Financial aid has a staff that is not only committed and dedicated to serving students but is also bilingual and bicultural. Thus, we believe we can improve on the services we provide to students.

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

The Financial Aid Office serves a diverse segment of the CSM student population. Our students certainly represent a wide variety of ethnic groups and students who qualify for financial aid are from lower socio-economic backgrounds. Many are non-native English speakers, therefore, a main goal for the Financial Aid Office is to continue hiring diverse staff, train them to be sensitive to different cultures, and to ensure that they understand that students are our first priority. The current staff and student workers represent various cultural backgrounds and include being bilingual in English and the following languages: Tagalog, Spanish, Vietnamese, Hindi, and Tongan.

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

- Continue to increase awareness of financial aid
- Expand financial aid in-reach events
- Increase high school outreach visits
- Expand outreach to adult population
- Streamline existing processes to ensure maximum efficiency and improve services
- Continue to encourage staff to participate and attend Diversity in Action Group meetings and events
- Update and maintain the student financial aid handbook
- Maintain loan default management efforts
- Encourage staff to participate in CSM Care program
- Implement Loan Entrance-Exit meeting on-line

Identify your unit's needs and recommendations for 2005-2006

- Streamline financial aid award packaging and processing
- Seek support from ITS specialists to integrate technology into financial aid
- Continue to promote utilization of on-line services
- Hire an On-line Advisor who will be able to help students if they have any questions or concerns regarding their financial aid eligibility
- Enhance the customer-care relationship among our staff and student workers
- Expand outreach efforts to adult population, migrant education organizations, the elder community, and foster youth members
- Encourage staff to participate in CSM Diversity in Action Committee

Identify notable individual accomplishments in 2004-2005:

Jamal Collins

Developed and implemented the On-line Financial Aid Orientation
Planned and implemented the Financial Aid "Awareness Day"
Co-coordinator for "Cash for College Day"
Participated in community and high school outreach efforts
Member CSM Diversity in Action Group
Member, Financial Aid Technician Search Committee

Doreen Garcia

Served as the Financial Aid Staff Lead from January to June 2005
Financial Aid Office Leads Representative
Member Diversity in Action Group
Member, Financial Aid Director Search Committee
Member, Financial Aid OAI Search Committee
Member, Financial Aid Technician Search Committee

Thanh Pitetta

Created and implemented automated Work Study Student Balance Statement
Maintained and reconciled the BFAP Budget
Participated in planning and implementing Financial Aid “Awareness Day”
Co-Coordinator for “Cash for College Day”
Participated in community and high school outreach efforts

Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2004-2005” Student Services Key Accomplishments” publications.

The FAO awarded a total of \$3,992,463 to 4,052 students during the 2004-2005 academic year. This represents an increase of \$550,849 over 2003-2004. Similarly, there was a significant increase of 83% in the number of BOGG awards issued over the previous year.

Additional comments:

Without BFAP money, Financial Aid would not have been able to accomplish its primary goals such as the ability to incorporate new technology and hire diverse staff members to provide better services to the CSM family.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2004-2005

Date: June 16, 2005

Student services unit: High School Relations

Student services unit staff: Steve Morehouse

Program review prepared by: Steve Morehouse

A. 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.

B. Number of students served/types of services provided:

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

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

C. List significant unit accomplishments in 2004-2005:

- Assisted CSM's Public Relations & Marketing Office in publishing an article in the CSM Currents (Fall 04) targeting to high school students and encouraging them to attend CSM to take advantage of our successful Transfer Program. This article emphasized the Priority Enrollment Program, Guaranteed Transfer Contracts, and how CSM is a statewide leader in transfer success.
- 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 & Independent/Examiner's 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 a special recruitment mailing campaigns to all currently enrolled high school students promoting CSM enrollment through our Concurrent Enrollment and Priority Enrollment Programs.
- In spite of the past years budget cuts and reduction in course offerings, concurrent enrolled students continue to account for a large proportion of the Colleges overall enrollment (i.e., 12% Summer 2004, 4% Fall 2004, and 3% Spring 2005).
- The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) stayed steady at over 460 students, and with the program being extended until mid-June, it resulted in producing the second highest total in the past 6 years .
- Worked with the Office of Public Information and Marketing to set up a home page for the Concurrent Enrollment Program: www.collegeofsanmateo.edu/ce. This, in addition to e-advising for high school students seeking information for Concurrent Enrollment or Priority Enrollment programs, has helped to capitalize on available technologies with timely support services to meet student needs.
- Published a Pre-Application Quick Reference Guide for Associate Degree/Certificate Programs Requiring Supplementary Applications within the SMCCCD.
- Coordinated efforts with the Distance Learning Office to produce a special schedule of classes highlighting Fall 04 and Spring 05 Afternoon Classes, Early Morning Classes, Telecourses, and Online Classes.
- Ensured that all high school college centers throughout San Mateo County were well supplied with appropriate CSM materials (e.g., Schedule of Classes, College Catalogs, Concurrent Enrollment Forms, special PEP Application Forms, CSM view brochures, etc.).
- Developed three Student Learning Outcome Surveys for the High School Relations Program, and achieved over 90% effectiveness in students meeting learning objectives.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

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

Goal 1 – Program and Services. We helped to improve CSM's ability to offer programs and services to the evolving needs and expectations of the community through 1) our continued outreach efforts to strengthen our transfer image (*SSPD Goal 1.9*), 2) by developing and using SLO outreach surveys to increase our effectiveness in collecting and analyzing student survey data for Program Review (*SSPD 1.3*), and/or 3) through our proactive marketing efforts into the community (*SSPD 2.2*) under **Goal 2 – Enrollment Management**

E. 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:

- 100% were extremely or very satisfied with CSM's Concurrent Enrollment Program, and would recommend CSM's Concurrent enrollment Program to other students.
- 40% of students hear about the Concurrent enrollment program through their HS counselor.
- 40% of students obtain their CEP forms from their high school (10 % of high school students obtain their concurrent enrollment forms off the Internet).

1. While there are many reasons why students participate in CSM's Concurrent Enrollment Program, student surveys over the past few years have clearly indicated that high school counselors play a big role in this process and that students are very satisfied with CSM's program and related services. Based on these results, it is extremely important that we do everything we can to preserve the good working relationships with the high school counselors, and for the campus to maintain a priority emphasis for the concurrent enrollment program.
2. To increase the number of students obtaining concurrent enrollment forms via the internet, it is extremely important that the Office of Admissions and Records ensure that each year's version of the concurrent enrollment forms are available "online" well prior to the availability of class schedule information.

F. Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

Over 93% of the students surveyed indicate that they were able to 1) understand the vital role that community colleges play in higher education, 2) understand the opportunities and benefits of enrolling at a local community college, 3) explore, clarify, or reaffirm their career & educational goals, 4) understand level of education recommended to support career & educational objectives, and 5) and learned about admission procedures, priority enrollment, and concurrent enrollment.

The findings (including student comments) suggest a very high level of understanding achieved by students, and that they value the information delivered. This suggests to me that I stay on course in my delivery system, but continue to look for more effective ways to deliver the material in a more coherent, and if possible, a more entertaining manner.

G. 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.

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

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, maintain a high % of students meeting learning objectives and continue to collect and evaluate student comments to improve effectiveness.
3. Work with the CSM's Office of Research to develop and implement strategies for increasing the number concurrent enrolled students surveyed as part of the "Student Satisfaction Survey" process.
4. Continue to advise and coordinate efforts with the Office of Counseling Services, and Office of admissions and Records to enhance student enrollment at the College of San Mateo.

I. Identify your unit's needs and recommendations for 2005-2006:

1. To encourage and support the Office of Admissions and Records to ensure that:
 - a) The 2005-6 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.
 - c) That concurrent enrolled students meet math prerequisites in a more timely manner.
2. To continue to coordinate efforts with the Office of Admissions and Records to reduce the number of SMCCCD "registration blocks" impacting the registration for the high school students seeking concurrent enrollment opportunities at CSM.
3. To encourage and support the Office of Counseling Services in an effort communicate sooner with early PEP applicants to promote retention and ensure that these students feel connected with the College's admissions and matriculation process.
4. To coordinate efforts within the Office of Admissions and Records to assess what impact that registration dates for Fall and Spring are having on enrollment numbers with respect to the concurrent enrollment population.
5. 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.

J. Identify notable individual accomplishments in 2004-2005 (optional):

Applied for and received 1) an enrollment "fee waver" so CSM could participate in the NACAC College Fair and save the College hundreds of dollars, and 2) approval for a graphic project to update a marketing piece (brochure) for the recruitment of high school students.

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2004-2005 Student Services Key Accomplishments" publication.

Over 1,500 high school students took the opportunity to get an early start on higher education by enrolling in College of San Mateo's Concurrent Enrollment Program. During summer 2004, concurrent enrolled students accounted for 12% of the College's enrollment. Additionally, the

Priority Enrollment Program (PEP), designed to encourage San Mateo County graduating high school seniors to enroll at CSM, attracted over 460 participants during Spring 2005.

L. Additional comments: None

ATTACHMENT

Date: June 10, 2005

To: Henry Villareal

From: Steve Morehouse

Subject: Summary of High School Relations Activities in four (4) key areas, during **FY 2004-2005**. A few HS's have more than one activity covered on the same date (i.e., college presentation and CEPI administration).

College Nights/Fairs

09/23	Woodside	Woodside HS – College Night & Presentation
09/28	San Mateo	Hillsdale HS – SMUHD College Night & Presentation
09/29	San Mateo	Serra HS – SM County Private College Night & Presentation
09/30	Redwood City	Canada College. – Seq.UHD College Night/Fair
10/07	Pacifica	Terra Nova HS – College Night & Presentation
10/13	San Francisco	Immaculate Conception HS – College Fair
10/20	San Bruno	Capuchino HS – College Night & Presentation
11/02	Daly City	JUHSD/SSFHSD – College Night/Fair
01/26	San Francisco	Mercy HS – College Night & Presentation
01/27	San Francisco	Mercy HS – College Night & Presentation
02/08	Menlo Atherton	Menlo Atherton HS – College Night & Presentation
02/09	San Bruno	Capuchino HS – College Night & (2) Presentations #1
02/15	San Bruno	Capuchino HS – College Night & (2) Presentations #2
02/17	Pacifica	Terra Nova HS – Senior Decision Day (Seniors)
0202	San Bruno	Capuchino HS – College Night & (2) Presentations #3
03/09	Belmont	Notre Dame HS – College Night & Presentation
03/14	Daly City	Westmoor HS – College Night & Presentation
03/15	Daly City	Westmoor HS – College Night & Presentation
03/22	San Francisco	Saint Ignatius – College Night & Presentation
03/24	Daly City	Westmoor HS – College Fair (Seniors)
04/07	So. San Francisco	SSFHS – College Night & Presentation
04/20	San Mateo	Aragon HS – College Night & Presentation
04/25	San Francisco	SF Civic Center – NACAC College Fair & Presentation
04/26	San Francisco	Immaculate Conception HS – College Fair
04/28	San Francisco	Mission College – WACAC College Fair (Day/Evening)
05/12	Palo Alto	Seq. UHSD – College Fair (@ HP)

Community College/CSM Presentations

09/15	Daly City	SMUHD/SFUHD – College Workshop & Presentation
09/20	Burlingame	Mercy HS – CC Presentation (11 ^{thGR} Class)
10/07	Redwood City	Sequoia HS – CC Presentation 12 ^{thGR} Class
10/14	Woodside	Woodside HS – CC Presentation (Senior Class)
10/28	San Mateo	CSM – Career Day & College Presentation
11/10	Redwood City	Sequoia HS – College Presentation
12/14	Pescadero	Pescadero HS – CC Presentation (12 ^{thGR})
11/17	Daly City	Westmoor HS – College Fair & (5) Presentations
12/15	San Mateo	Hillsdale HS – CC Day & Presentation (12 ^{thGR} Class)
01/28	Millbrae	Mills HS – CC Presentation (Seniors)
02/02	Menlo Park	Mid-Peninsula HS – CC Presentation (Seniors)
02/03	Half Moon Bay	HMB HS – CC Presentation (Seniors)
02/08	San Francisco	Lincoln HS – CC Presentation (Seniors)
02/08	San Francisco	Wallenberg HS – CC Presentation (Seniors)
02/10	Menlo Atherton	Menlo Atherton HS – College Presentation (Seniors)
03/03	So. San Francisco	SSF HS – College Day Seniors (2- Presentations)
03/16	San Mateo	CSM – Career Day & College Presentation
04/19	Palo Alto	Palo Alto HS – CC Fair & Presentation (Seniors)
05/25	Daly City	Jefferson HS – CC Coll. Presentations. (Six 11 ^{thGR} Classes)

Career & Educational Planning Inventory Administrations

09/13	Woodside	Woodside HS – CEPI Administration (3 - 11 ^{thGR} Classes)
09/14	Woodside	Woodside HS – CEPI Administration (2 - 11 ^{thGR} Classes)
09/16	Woodside	Woodside HS – CEPI Administration (2 - 11 ^{thGR} Classes)
09/24	Woodside	Woodside HS – CEPI Administration (3 - 11 ^{thGR} Classes)
09/28	Burlingame	Mercy HS – CEPI Administration (3 - 11 ^{thGR} Classes)
09/22	Woodside	Woodside HS – CEPI Administration (1 - 11 ^{thGR} Classes)
10/13	San Francisco	Riordan HS – CEPI Adm. (12 ^{thGR} Class)
10/14	San Mateo	CSM – CEPI Administration (JR/SR Students) Evening presentation for Independent Living Program
10/20	Woodside	Woodside HS – CEPI Administration (2 - 11 ^{thGR} Classes)
11/01	Burlingame	Mercy HS – CEPI Administration (11 ^{thGR} Class)
11/04	Burlingame	Mercy HS – CEPI Administration (3 - 11 ^{thGR} Classes)
11/09	San Mateo	CSM – CEPI Administration (Middle College Class)
11/16	San Mateo	Aragon HS – CEPI Administration (3 - 11 ^{thGR} Classes)
11/22	San Mateo	Aragon HS – CEPI Administration (3 - 11 ^{thGR} Classes)
11/23	San Mateo	Aragon HS – CEPI Administration (5 - 11 ^{thGR} Classes)
12/01	SSF	Baden HS – CEPI Administration (12 ^{thGR} Class)
12/14	Pescadero	Pescadero HS – CEPI Administration (11 ^{thGR} Class)
01/24	Belmont	Notre Dame HS – CEPI Administration (4 - 11 ^{thGR} Classes)
01/25	San Mateo	Serra HS – CEPI Administration (5 - 11 ^{thGR} Classes)
01/26	San Mateo	Serra HS – CEPI Administration (4 - 11 ^{thGR} Classes)
01/27	Belmont	Notre Dame HS – CEPI Administration (3 - 11 ^{thGR} Classes)
01/31	Belmont	Carlmont HS – CEPI Administration (6 - 11 ^{thGR} Classes)

02/01	Belmont	Carlmont HS – CEPI Administration (5 - 11 ^{thGR} Classes)
02/04	Belmont	Carlmont HS – CEPI Administration (4 - 11 ^{thGR} Classes)
02/07	Half Moon Bay	Pilarcitos HS – CEPI Administration (2 - 11/12 ^{thGR} Classes)
02/14	San Mateo	San Mateo HS – CEPI Administration (3 - 11 ^{thGR} Classes)
02/15	San Mateo	San Mateo HS – CEPI Administration (3 - 11 ^{thGR} Classes)
02/16	San Mateo	San Mateo HS – CEPI Administration (2 - 11 ^{thGR} Classes)
02/24	San Mateo	San Mateo HS – CEPI Administration (2 - 11 ^{thGR} Classes)
03/01	San Francisco	Mercy HS – CEPI Administration (4 - 11 ^{thGR} Classes)
03/02	San Francisco	Mercy HS – CEPI Adm. (2 - 11 ^{thGR} Classes)
04/04	Half Moon Bay	HMB HS – CEPI Administration (6 - 11 ^{thGR} Classes)
04/14	San Mateo	CSM – CEPI Administration (Middle College Class)
04/05	Half Moon Bay	HMB HS – CEPI Administration (4 - 11 ^{thGR} Classes)
05/17	Woodside	Woodside HS – CEPI Administration (1 - 11 ^{thGR} Class)
05/18	Woodside	Woodside HS – CEPI Administration (1 - 11 ^{thGR} Class)

CSM/SMCCD Application Workshops

10/07	Burlingame	Mercy HS – Application Wkshop (Seniors)
12/01	San Mateo	Aragon HS – Application Workshop (Seniors)
02/23	Burlingame	Burlingame HS – Application Wkshop (Seniors)
03/02	San Francisco	Mercy HS – Application Workshop (Seniors)
03/07	Daly City	Jefferson HS – Application Workshop (Seniors)
03/08	Pacifica	Oceana HS – Application Workshop (Seniors)
03/09	Belmont	Notre Dame HS – Application Workshop (Seniors)
03/10	San Mateo	San Mateo HS – Application Workshop (Seniors)
03/10	Menlo Park	Mid-Peninsula HS – Application Workshop (Seniors)
03/11	Redwood City	Sequoia HS – Application Workshop (Seniors)
03/14	Pacifica	Terra Nova HS – Application Workshop (Seniors)
03/15	San Bruno	Capuchino HS – Application Workshop (Seniors)
03/16	San Mateo	Aragon HS – Application Workshop (Seniors)
03/16	San Mateo	Serra HS – Application Workshop (Seniors)
03/17	Millbrae	Mills HS – Application Workshop (Seniors)
03/18	Belmont	Carlmont HS – Application Workshop (Seniors)
03/22	San Mateo	Hillsdale HS – Application Workshop (Seniors)
03/22	So. San Francisco	El Camino HS – Application Workshop (Seniors)
03/23	Daly City	Baden HS – Application Workshop (Seniors)
03/23	Belmont	Carlmont HS – Application Workshop (Seniors)
04/05	Half Moon Bay	HMB HS – Application Workshop (Seniors)
04/13	So. San Francisco	SSFHS – Application Workshops (Seniors)
04/27	Redwood City	Redwood HS – Application Workshop (Seniors)
04/29	So. San Francisco	SSFHS – Application Workshops #2 (Six 12 ^{thGR} Classes)
05/19	Menlo Atherton	MAHS – Application Workshop (Seniors)

MULTICULTURAL CENTER STUDENT SERVICES PROGRAM REVIEW

Academic Year 2004-2005

Due: June 30, 2005

Date: June 21, 2005

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

Prepared By: Multicultural Center Staff

Program Summary:

The Multicultural Center provides an intensive counseling experience to CSM students who place in basic skills math, English, reading and ESL classes. A managed case load (23:1) allows counselors to offer a holistic counseling approach which includes student follow-up, advocacy, and assistance with study skills and stress management strategies. Students develop a personal relationship with counselors in a diverse environment, creating a warm and welcoming place for program participants.

Students Served:

The Multicultural Center provides counseling services to nearly 400 students each semester offering assistance with SEP development, career and major course selection; strategies for students on academic probation; advisement of campus deadlines, policies and procedures, and campus and community advocacy. Counselors advise part-time students and provide day and evening support to the Counseling Center as well as the Priority Enrollment Program (PEP), instruct a CRER 121 course, and assist with high school outreach and recruitment activities whenever possible. Staff also serve on a number of campus and district committees, and participate in various diversity events.

Significant Accomplishments:

- Organized and hosted 'Legacy of the Middle Passage' presentation with the Diversity in Action Group
- Conducted student focus group to assess student learning outcomes
- Conducted Transfer Application Essay workshops
- Developed *MCC Student Services Survey* for Fall 2005 implementation
- Students earned: 37 degrees; 30 certificates; received 23 scholarships; and 38 transferred
- Participated in several high school outreach and recruitment activities

Relationship of Unit Accomplishments with Student Services Planning Document:

Goal 1 – Programs and Services:

1:1 Conducted Student Focus Groups

1:2 Organized and Hosted 'Legacy of the Middle Passage'

1:7 Developed *MCC Student Services Survey*

1:9 Participated in several outreach and recruitment activities

Goal – Diversity

3:1 Organized and Hosted 'Legacy of the Middle Passage'

Goal 5 – Institutional Planning and Resource

5:1 Conducted Focus Groups

5:2 Developed MCC Survey for Spring 2005 Implementation

Annual Student Survey Summary and Future Implications for Service Delivery:

Respondents are pleased with the overall quality of services, rating the center 'Good' to 'Excellent' (40% each). All of these students are satisfied with staff rating counselors 'Excellent' (20%) and 'Very Good' to 'Good' (40% each). Most (84%) believe that center services either 'significantly' (17%) or 'moderately' (67%) helped them to remain in college. Students indicate that counseling services are the most useful, and would like additional information on transfer and study skills, as well access to on-line information. MCC will upgrade its web page and enhance workshop offerings to include study skills and other transfer topics. The recent addition of a student assistant will not only help promote these offerings, but will provide general assistance to program students.

Student Learning Outcomes Summary and Implications for Future Service Delivery:

MCC staff developed a survey to be distributed Fall 2005, a Career 121 pre and post-test, and conducted a focus group during the Spring 2005 semester. Career surveys demonstrated a significant increase in student knowledge of campus support services, and basic degree, certificate and transfer requirements. The focus group minutes indicate that students felt the program provided a place where a 'diverse group [of] first generation college students' could meet in a 'non-judgmental' environment. Students referenced assistance with referrals to support programs, help in learning to read the CSM Catalog and Schedule of Classes, and specifically mentioned times when they had received personal support from program staff. These findings correlate with the responses from the 2004-2005 Student Satisfaction Survey which demonstrates an overall satisfaction with MCC services. Students also made suggestions of increased staffing, student activities, and computer access. The center will explore ways in which to build its staff so that it may respond to the needs of its students and revitalize services.

Strategies and Accomplishments that Foster a Diverse Climate:

The mission of MCC, to help ensure access and academic success of our most vulnerable students (ESL, basic skills, low-income and other non-traditional students) makes it a place that recognizes and honors individual differences. Counselors value and promote diversity, and encourage students to do the same. Staff attends and participates in campus and community diversity events, as well as college outreach and recruitment efforts of underrepresented populations. Those who serve in the program, and those served by it, daily interact with individuals from diverse races, cultures, languages, abilities and sexual orientation making the MCC environment a rich garden of humanity.

Anticipated 2005-2006 Goals Based on 2004-2005 Program Review:

- Increase diversity activities for students and campus staff
- Enhance website and on-line information
- Improve Student Satisfaction Survey response
- Conduct focus group(s) and disseminate MCC survey
- Increase workshop offerings

Identify Units Needs and Recommendations for 2005-2006:

Currently the student need exceeds the capabilities of the Multicultural Center staff. One counseling position supports nearly 400 students each semester, limiting the intake of new students. The loss of a full- and part-time counseling position caused significant erosion in services and the ability to serve larger numbers of the target population. Development of program services has been derailed. Asian populations are no longer reflected in the counseling staff—a blow to those students served in this community. Reinstatement of these positions continues to be a critical component in rebuilding and revitalizing program services.

Brief Description of Units Key Accomplishments:

The Multicultural Center, which serves nearly four hundred ESL, basic skill level and non-traditional students, is revitalizing services to include opportunities for cross-cultural development with events such as 'Legacy of the Middle Passage,' a presentation on the culture and people of Ghana, West Africa offered in conjunction with DIAG this spring. The center, proud of its long tradition in serving a richly diverse population, is pleased to report that MCC students earned 37 degrees; completed 30 certificates; received 23 scholarships, and had 38 university transfers.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review 2004-2005

Date: June 2005

Student Services unit: Psychological Services

Program Review Prepared by: Arlene Wiltberger and Tim Stringari

A. 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.

B. Services provided:

- Personal Counseling
- Crisis Intervention and Emergency Response
- Consultation with Faculty and Staff
- Coaching Regarding Disruptive Behavior
- Intern Recruitment, Training and Supervision
- In-service Training for Faculty and Staff
- Service Coordination with Community Agencies
- Support and Coordination for Campus Programs

C. Significant accomplishments in 2004-2005:

- Provided personal counseling and/ or crisis intervention services to students, faculty and staff.
- Recruited and maintained a diverse staff of six interns.
- Revised and updated our excellent intern handbook.
- Provided consultation and materials for several Psychological Services start-up programs at Bay Area Community Colleges.
- Developed Student Learning Outcomes (SLO's) for our Psychological Services unit and further developed our student survey that measures student satisfaction and SLO's.
- Participated in Health Services' annual Health Fair and provided support to Health Services staff in the production of the fair. Offered a CRER 141 class for fair volunteers.

- Carried out numerous interventions related to disruptive behavior on campus and provided 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 workshop on the use of the film *Arizona Idol* to the English Division.
- Served on the Student Support Team.
- Attended the president's lecture series on diversity.
- Participated in the **Diversity in Action Group** that produced and facilitated, numerous *Campus Conversations on Diversity*.
- Provided coordination 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 pre-school/home visitors as part of a partnership with Corporate Education's Peninsula Training Collaborative, the Social Science Division, and Turnbull School.
- Served on the steering committee of Corporate Education's new Training Collaborative. Was instrumental in selecting teachers and curriculum.

D. Relationship of significant accomplishments in 2004-2005 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 cite 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.

E. Student Survey results and implications for the future:

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

F. Student Learning Outcomes (SLO’S) and implications for the future.

Our student SLO self-report questionnaire reveals that our students have indeed accomplished the student learning goals that we have set forth for our unit. These are: **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.** (See Student Services SLO Progress Report for detailed outcomes related to specific knowledge, skills, abilities and attitudes)

G. 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.**

H. Anticipated goals for 2005-2006:

- 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.
- 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 Service 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 program coordination and instructional support to the Transition to College Program including the offering of Career 879,138, 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.

I. Needs and recommendations for 2004-2005:

We have no specific needs or recommendations at this time.

K. Key accomplishments:

Staff provided personal counseling and/or crisis intervention services to more than 300 students faculty or staff, contributed significantly to the Diversity in Action Group which produced the *Campus Conversations on Diversity* discussion series, and presented five workshops for faculty and staff on Responding to Disruptive Behavior on Campus.

L. 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 2004-2005

Due: June 30, 2005

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, 2005

Student services unit: Research

**Student services unit staff: John Sewart
Jonah Wong
Christine Li**

Program review prepared by: John Sewart

A. 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.

B. 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.

C. List significant unit accomplishments in 2004-2005:

- Submitted test validation data to the State Chancellor's Office in support of the local management of the College's ESL placement tests.
- Provided data and information in support of the College's Student Equity Plan.
- Provided contact information for potential donors to CSM's Astronomy program.
- 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 75 requests for information and data processed.
- Student performance data provided to English and Reading faculty to assess effectiveness of integrated composition and reading course.
- 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 offered Fall 2004, Spring 2005, and Fall 2005.
- Immediate English Placement Test student contact information provided to CSM Honors Program for purposes of student recruitment.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

On-line surveys developed for Student Services units directly support the following goals identified in the Student Services Planning Document.

- **Goal 1:** "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 2:** College of San Mateo will develop and implement a comprehensive enrollment management plan that is based on research.
- **Goal 5:** College of San Mateo will continue implementing its 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.

E. 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. [PAT: Looks like I need to do this!]

F. Summarize the findings of your unit's assessment of Student Learning Outcomes 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. [PAT: Looks like I need to do this!]

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

- Provided data and information in support of activities of the Enrollment Management Committee. In addition, data provided in support of the College's Student Equity Plan.

H. List your anticipated goals for 2004-2005 based on the findings of this year's 2004-2005 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?

I. Identify your unit's needs and recommendations for 2005-2006:

Based on the above goals, 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.

J. Identify notable individual accomplishments in 2004-2005 (optional):

N/A

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2004-2005 Student Services Key Accomplishments" publication.

Gathered extensive student feedback via on-line surveys for 20 Student Services units. In addition, worked with all Student Services units to develop tools and techniques to define and measure SLO's. All information used in support of CSM's quest to cultivate a "culture of evidence."

L. Additional comments:

N/A

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2004-2005

Due: June 30, 2005

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, 2005

Student services unit: Scholarship Office

Student services unit staff: Nancy Pendergast

Program review prepared by: Nancy Pendergast

A. 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 scholarships from community, hospitals, clubs, foundations and national corporations. This information is posted on the bulletin board outside 1-271; applications and/or information sheets are available in the office.

B. Number of students served/types of services provided:

During 2004-05, the Scholarship Office served more than 300 students. 159 CSM students received scholarships through the CSM scholarship program; 21 incoming high school students; total amount of money, \$151,609. In addition, a number of students received "outside" scholarships from businesses, hospitals, clubs, government and community organizations totaling more than \$129,000. In the case of the "outside" monies, the scholarship office is responsible for accepting, paying out and balancing each student's account.

I am happy to report; this office continues to balance with the Foundation and CSM cashier. It is my responsibility to track and return any unused funds.

C. List significant unit accomplishments in 2004-2005:

- ◆ More than 175 students submitted completed applications for CSM scholarship
- ◆ Held two workshops: Alpha Gamma Sigma and Karl S. Pister Leadership Opportunity Scholarship (with CSM Transfer Center).
- ◆ Renewal of María I. Cárdenas Scholarship to nine six continuing CSM students; continue to award Scholarship to nine incoming high school students
- ◆ Worked with high schools to continue to award the ASCSM Scholarship to twelve high school students
- ◆ The annual scholarship awards reception honoring 183 students was attended by 300-350 students, faculty, staff, friends and families of recipients. Once again, this annual event was appreciated by

all who attended. Comments and remarks about the evening continue to be positive.

- ◆ Accepted \$8333 for undesignated scholarship funds from the Foundation (deposited into Special Programs and Services account); accepted \$2622.45 in rebate from Rich Bennett from KI Furniture, deposited into Friends of CSM by Georgi La Berge, Foundation Director.
- ◆ Worked with Foundation in accepting and setting up ten new scholarships (some endowed) for our students beginning with the academic year 2005-06.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004-2005 to the current 03-05 Student Services Planning Document:

- ◆ Worked with UC Santa Cruz identifying transfer students. I was able to e-mail information about the Karl S. Pister Leadership Opportunity Scholarship to these students; it was through this process that Patricia Lopez, the 2005 recipient, heard about the scholarship.
- ◆ Developed a brochure on scholarships with websites and scholarships available to community college students.
- ◆ Continue to work with Foundation to identify scholarship accounts in need of attention.
- ◆ Continue to work with faculty and staff to schedule workshops for 2006-07. Would like to visit classes where we have scholarship money available and very few students applying. Example: Engineering, Horticulture, Art.

E. 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 were rated very good or excellent.
- ◆ The 2005-06 scholarship recipients are being asked to assess the program. Included in each student's award letter will be a card asking the student to evaluate the scholarship program by participating in the survey.

F. Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

- ◆ No accurate means of measuring how students find out about scholarships; will work to see that more students are aware of what the scholarship has to offer our students. Plan on doing more classroom presentations; e-mailing of new and current scholarships; provide Scholarship Handouts to student services offices as well as academic offices.

G. 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 any and all scholarships that they meet the criteria. We ask faculty and staff to promote the program through campus e-mails; classroom visits; the office bulletin board as well as the bulletin board in building fifteen. Information about scholarships is in the college catalog, the schedule of classes and on the college website.

H. List your anticipated goals for 2005-2006 based on the findings of this year's 2004-2005 Program Review:

- ◆ Improve outreach with our CSM students in majors where we have significant scholarship money
- ◆ Continue to work with the CSM Transfer Center and UCSC to promote and identify students eligible for the Karl S. Pister Leadership Opportunity Scholarship. In terms of dollars, this scholarship continues to be the most prestigious, \$20,000
- ◆ Schedule more information meetings/workshops
- ◆ Continue to work with Foundation. It is my goal to have the management fees dropped for scholarship accounts with less than a \$5000 principle. This small fee would be better served awarded as scholarship and fulfilling the donor's wishes. Probably a mute point; I don't feel this matter has the backing of the Foundation director.
- ◆ Continue to research the web for scholarships for CSM students

I. Identify your unit's needs and recommendations for 2005-2006:

- ◆ Continue to update office supplies and office handouts.
- ◆ Clean out office files as well as old files in the basement. This past year, I was able to get rid of out dated information and material kept well beyond it usefulness.
- ◆ Work with CSM Connects to blend our two programs in one small office. We have worked hard to make the office inviting for the students; as a result, we find that the students gain from both programs. The CSM Connects student walks out with scholarship information and visa versa. Bev and I work to promote each other's programs; the student definitely benefits from his/her visit to our office.
- ◆ Change and update the 2006-07 CSM scholarship application using the Peninsula Community Foundation's form as a model.

J. Identify notable individual accomplishments in 2004-2005 (optional):

- ◆ This office maintains individual student scholarship accounts; keeps an ongoing relationship with donors; works closely with SMCC Foundation as well as community organizations and clubs.
- ◆ Worked to make the CSM scholarship committee's evaluation forms more complete by adding as much information from the application as possible. This takes a considerable amount of my time; the committee appreciated my doing this for them.
- ◆ Attended off campus luncheons honoring our student scholarship recipients. I continue to enjoy hearing about and from our students, their accomplishments, goals and gratitude for being selected to receive the award.

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2004-2005 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 also benefit from outside scholarships administered through community organizations, clubs, hospitals, government agencies and private companies.*

L. Additional comments:

- ◆ I continue to enjoy my work with the students at CSM. I look forward to the beginning of each scholarship season; meeting new applicants as well as catching up with former recipients. I enjoy sharing in their excitement when the award letter arrives; I also take the time to listen to their disappointments.

Outreach has become easier for me; I like talking and working with the present donors as well as the new families and friends establishing scholarships.

I feel we offer a quality program to our students; I take great pleasure in talking and encouraging students to apply for scholarship; I am very happy to boast of their rewards.

**Student Services
Student Employment Program
Annual Program Review – Academic Year 2004 - 2005**

June 15, 2005

Student Services Unit: Student Employment Program (SEO)

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

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

A. 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 workshops, individual and group counseling, career events such as career fairs, classroom presentations regarding career services and career search techniques, internship and job development, collaboration with faculty on the development and promotion of job/internship opportunities, working with community businesses and agencies to promote CSM's programs and to collaborate on employment programs.

B. Number of student served/types of services provided:

- Total annual visitors to SEO/Coop office: 2100 approximate
- Career counseling appointments (approximately 30 mins. in length): 374
- CSM JobLinks (on-line job posting program):
 - *Students registered on CSM JobLinks: 1527
 - *Greatest representation of students by major in rank order – business, accounting, computer science, medical assisting, education, psychology, engineering, biological sciences, nursing, human services, and multimedia.
 - *Employers registered on CSM JobLinks: 991 (6/20/04 – 6/20/05) 1662 total
 - *Total number of jobs posted on CSM JobLinks: 1168
 - *Total number of employers who came on-campus for recruitment: 28
- Students reporting being hired: 70
- Students attending one-hour job search workshops: 78
- Get Linked Career/Volunteer Fair:
 - Student/Community estimated attendance: 350-400
 - Employer/Agency attendance: 29 employers
- 10 fall and 41 spring classroom presentations promoting the services of SEO, Cooperative Work Experience, Transfer and Career Center services as well as presentations on career topics (resume writing, informational interviewing, interviewing skills): Rosemary Nurre (Business/Accounting), Patti Appel (Graphic Arts), Mary Valenti (Career Assessment), John Searle (Life Sciences) Careers in Bio Tech.

C. Significant unit accomplishments in 2004-2005:

- **Job Development:**
 - **Accounting** –Held Accounting Job Fair in fall for graduating accounting students. Five employers and 52 students attended. Employer and student feedback was very positive. At least 10 students were interviewed and three were offered jobs.
 - **Human Services Explore! Internship program (County of San Mateo)** – Screened and referred 7 human services candidates to County Human Services Agency for placement in fall and spring for internship assignments. Six were placed.

- **Graphic Production Interns:** In spring 5 graphic production students placed with various depts. around campus (Accounting, Multimedia, Student Employment, English, and Child Development) to design and prepare printed pieces.
 - **Bio-Tech Coop/Interns with Genentech:** Arranged for Genentech to present a career information session in October. 10+ students applied for positions which started in the summer and continued into the fall.
 - Developed and produced **Employment Services (combined Coop and SEO) brochure** to promote services to students.
 - **SEO Advisory Committee** – held two meetings – one in each semester. Two employers (L3 Communications and Hyatt Hotels) joined committee.
 - **Emerging Technologies Forum** – assisted Mike Claire and ET planning committee in securing biotech speakers for the employer panel which spoke at the forum. (Currently organizing biotech advisory committee with aid of science dept.)
 - **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 2006 fair.
 - Purchased Rich’s Directory which will assist us in identifying local employers by industry to contact for job development and job fair purposes.
 - **Offered one-hour drop-in weekly job search workshops** on various job search topics. Offered Job Fair Preparation workshop for accounting students.
 - **Collaborated with EOPS/CalWorks** programs to offer their students weekly employment counseling appointments in the Multicultural Center.
 - **With Transfer Program, collaborated on two Major Day events** – business and life sciences. Provided employer for each panel discussion who described work opportunities in biotech and business environment.
 - Counseling Intern from SFSU. Intern assisted in teaching weekly job search classes and providing individual counseling appointments.
 - **Currently revising and consolidating SEO and Coop websites** into one website so that it looks consistent with other Employment Services materials.
 - **Trained Coop Instructors about how to present Employment Services marketing folder** (with CSM SEO brochures and other pieces) to employers they visit. Also, demonstrated how to secure additional job listings from employers. Received calls from several employers wanting to post jobs and also received several employers’ business cards from instructors.
 - **Held PeninsulaWorks San Carlos quarterly meeting at CSM** which provided community agencies opportunity to learn about CSM services and programs.
- D. Where appropriate, delineate the relationship of significant unit accomplishments in 2004- 2005 to current Student Services Planning Document:**
- Collaborated with John Searle, science professor, by presenting career-related information to students in “Careers in Bio-Tech” spring program.
 - The Student Employment program is committed to diversity and employs three student assistants representing a diversity of ethnicities and persons with disabilities.
 - Partnered with Instruction during CIO/CSSO conference presentation which demonstrated our collaboration on Emerging Technologies Forum.
 - Made 41 classroom presentations to better inform students about career services and to increase service usage.
- E. Summarize the results of the Annual Student Survey for your unit and identify the implications for the future delivery of your unit’s services:**
- 24 students responded to satisfaction survey.
 - 100% of students rated the SEO services as good to excellent.
 - 95% of respondents rated staff assistance as good to excellent.
 - 86% felt that the hours of operation were good to excellent.

- 26% of students learned about SEO services from our website or other means, 23% from a friend, and 15% from class presentations.
- 56% of respondents visited the office one time; 39% visited it 3-6 times.
- Services of most interest (in order of preference): CSM JobLinks job postings (23%), internship opportunities (16%), workshops (13%), career-related jobs (12%), job listings in binders (11%), counseling services (10%).
- Preference for learning about job-related information/events: by email (51%), CSM JobLinks emails (25%), display boards (16%).
- Additional services requested: business internships, interview and resume writing classes, provide jobs for people needing Coop credits.

Based upon these findings, 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 CSM JobLinks, which affirms our decision to acquire CSM JobLinks. Students also seem to be interested in career and internship opportunities. We will continue to explore other ideas that may meet student needs such as bringing more employers on campus and offering more opportunities to bring students and employers together such as targeted job fairs. Although we only had a small number of students participate in the survey, we have revised the SEO evaluation form to include questions from the satisfaction survey.

F. Summarize the findings of your unit's assessment of Student Learning Outcomes AND identify the implications for the future delivery of your unit's services.

- The five learning objectives include: students in job search workshops/seminars learn job search techniques, individual counselees learn about job search strategies and basics, students learn in workshops how to best prepare themselves for career fairs, students learn how to find internships, and students learn about Student Employment services available to them.
- **Results of the first SLO**, confirm that students learned about job search techniques especially as measured by pre and post tests and the SEO Evaluation form. We will continue to use these assessments. We have revised the SEO Evaluation form to better differentiate those in classes and individual sessions, internship vs. job seeking, and to gain more information about student satisfaction. We are planning on combining this SLO with two others: since in all three SLOs students are learning about work search techniques.
- **Although the number of surveys completed was limited, results of the second SLO**, show that students being individually career counseled felt that they learned effectively about job search techniques. We will continue to deliver these services and use the same assessments to measure their effectiveness, but we will probably combine this SLO with the first one since they both teach students about job search techniques.
- **Results of the third SLO** are mixed since 58% of students completing the Get Linked Passport indicated that they usually present themselves well to employers while more than half the employers felt that only half of the students were well prepared and qualified. Feedback from accounting students attending a job fair prep class indicated that they felt they were well trained to participate in the job fair. To better match employers with students, we will offer more targeted job fairs for specific academic programs – allowing Get Linked to link students with less skills with lower-level jobs.
- Since few workshops were offered on finding internships, no data was collected for the **fourth SLO**. We are considering combining this SLO with the first one since they both deal with the same techniques for finding work. If we have an intern for fall, we will offer a workshop on finding internships along with our other job search topics offered as part of our weekly one-hour workshop series.

- **Results for the fifth SLO** indicate that about 50% of students during class presentations felt that they learned about the services offered by the SEO dept. On the student satisfaction survey, students indicated an interest in several of our services with CSM JobLinks being of most interest. We will continue to make classroom presentations to make students aware of our services, as well as sending emails to faculty to share with students.
- G. Summarize your unit's strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:**
- A diversity of staff works for our program including individuals from various ethnic and disability groups. Some staff speak Chinese and can translate when needed.
 - Exchange referrals with community agencies such as County of San Mateo, Vocational Rehabilitation Services and State Dept. of Rehabilitation, serving persons with disabilities.
 - Show a diversity of ethnic groups in our written materials and job search video tapes.
- H. Anticipated goals for 2005 – 2006 based on findings of your 2004-2005 Program Review:**
- Revise Steve Cooney's fall Coop schedule so that 5 hours/week will be dedicated to job development efforts.
 - Collaborate with faculty in accounting/tax, graphics production/multimedia, CIS, and life sciences in the development of job fairs specific to each discipline. Will offer job fair preparation classes prior to each fair.
 - Continue outreach to business and employment community to increase CSM's visibility in community and develop more employment relationships. Continue serving on PeninsulaWorks Partners committee and WIB Business Services committee.
 - Include students, more employers, and members from sciences, technology, and CIS on SEO Advisory Committee.
 - Develop semester-long schedule which publicizes weekly one-hour "how to ..." workshops. (Contingent upon having SFSU intern to provide service.)
 - Complete revision of Employment Services website, linking SEO with Coop program.
 - Collaborate with Transfer program on engineering, life sciences, and business major days by providing employers to participate on panel.
 - Contact students and employers listed on CSM JobLinks on quarterly basis to better collect hiring data.
 - Continue collaborating with EOPS/CalWORKS to provide job search counseling assistance. (Contingent upon having SFSU intern to provide service.)
 - Continue to assist with organization of Biotech Advisory Committee.
- I. Identify your unit's needs and recommendations for 2005-2006:**
- Need job developer to assist in contacting employers in specific disciplines for job/internship development and fairs. Should be able to meet this need with assistance from Steve Cooney.
- J. Notable individual accomplishments:**
- Krystal** – Successfully coordinated Get Linked Job Fair with the Associated Students and CSM Connects. Represented SEO/Coop programs with Transfer, EOPS, Child Development Center, etc. on several campus tours and other events Assisted Child Care Center with a special event by arranging for fire engine from fire science dept. to participate in event.
- Eileen** – Developed accounting job fair to place accounting graduates in jobs. Assisted Emerging Technologies planning committee in securing biotech speakers for forum. Made presentation with Mike Claire and other CSM faculty about collaborative efforts between Instruction and Student Services at CIO/CSSO conference in Sacramento. Taking lead in development of Emerging Technologies Advisory Committee – met with Kathy Diamond and arranged for planning meeting which took place in late May.